



University Free State



34300000106728

Universiteit Vrystaat

HIERDIE EKSEMPLAAR MAG ONDER
GEEN OMSTANDIGHEDEN UIT DIE
BIBLIOTEK VERWYDER WORD NIE

**EXPECTATIONS OF ADULT LEARNERS
IN AN ASSESSMENT AND RECOGNITION
OF PRIOR LEARNING (ARPL) PROJECT**

by

Marianna Odysseos

Dissertation submitted in partial
fulfilment of the requirements for
the degree of

MAGISTER ARTIUM
(Clinical Psychology)

in the

Faculty of Arts
Department of Psychology

at the

University of the Orange Free State

Supervisor: Mr. B. Anderson (MA Counselling Psychology)
Co-supervisor: Prof. P.M. Heyns (D.Phil)

December 1998

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude to:

- * Mr. B. Anderson for his invaluable assistance, encouragement and academic guidance.
- * Prof. P.M. Heyns, for his time and indispensable contribution.
- * The adult learners who participated in this project.
- * Alida Venter for her patience and assistance in the typing and printing of the study.
- * To Costa Karakasis for his selfless support, encouragement and understanding without which this study would not have been possible.
- * My parents, family members and friends for their support and encouragement.
- * The numerous people not mentioned by name who in some way have contributed to this study.

"Then said a teacher, speak to us of Teaching.

And he said:

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

The astronomer may speak to you of his understanding of space, but he cannot give you his understanding.

The musician may sing to you of the rhythm which is in all space, but he cannot give you the ear which arrests the rhythm, nor the voice that echoes it.

And he who is versed in the science of numbers can tell of the regions of weight and measure, but he cannot conduct you thither.

For the vision of one man lends not its wings to another man.

And even as each one of you stands alone in God's knowledge, so must each one of you be alone in his knowledge of God and in his understanding of earth."

(The Prophet, Kahlil Gibran)

CONTENTS

CHAPTER 1

INTRODUCTION	1
--------------	---

CHAPTER 2

THE ADULT LEARNER, EXPERIENTIAL LEARNING AND THE ASSESSMENT AND RECOGNITION OF PRIOR LEARNING (ARPL)

2.1	INTRODUCTION	5
2.2	ADULT LEARNERS	5
	2.2.1 Introduction	5
	2.2.2 The psychological, social and physical development of adults	6
	2.2.3 Summary	9
2.3	EXPERIENCE AS THE SOURCE OF LEARNING AND DEVELOPMENT	9
	2.3.1 Defining experiential learning	10
	2.3.2 The Confucian model of experiential learning	12
	2.3.2.1 Introduction	12
	2.3.2.2 Confucius' five step model of learning	12
	2.3.2.2.1 Extensive study	12
	2.3.2.2.2 Accurate inquiry	13
	2.3.2.2.3 Careful reflection	13
	2.3.2.2.4 Clear discrimination	13
	2.3.2.2.5 Earnest practice	14
	2.3.3 Four villages of experiential learning	15
	2.3.4 Summary	16

2.4	ASSESSMENT AND RECOGNITION OF PRIOR LEARNING (ARPL)	17
2.4.1	Introduction	17
2.4.2	Defining ARPL	18
2.4.3	Development of the ARPL concept	19
2.4.4	Principles and procedures for assessing prior learning	23
2.4.4.1	Principles for assessing prior learning	23
2.4.4.2	Six basic steps in assessing prior learning: Procedures	23
2.5	Conclusion	25
 CHAPTER 3		
EXPECTANCY THEORY		
3.1	INTRODUCTION	27
3.2	THEORETICAL FRAMEWORKS	28
3.2.1	Boshier's Congruency model	28
3.2.2	Rubenson's Expectancy-Valence model	30
3.2.3	Howard's Expectancy Motivation model	32
3.2.3.1	The primary expectancy motivation variables in Howard's model	33
3.2.3.2	Expectancy motivation as a dynamic process	34
3.2.3.3	Influence of other variables on expectancy motivation	35
3.2.3.4	Implications for adult education and training	36
3.2.4	Summary	38
3.3	RELATED RESEARCH	38
3.4	CONCLUSION	42

CHAPTER 4

EMPIRICAL RESEARCH

4.1	INTRODUCTION	43
4.2	RESEARCH PROBLEM	43
4.3	METHODOLOGY	44
4.3.1	Sample	44
4.3.2	Procedure	45
4.3.2.1	Introduction	45
4.3.2.2	Semi-structured interviews	49
4.3.2.2.1	First semi-structured interview	49
4.3.2.2.2	Second semi-structured interview	49
4.3.2.3	Focus group discussion	50
4.4	RESULTS	52
4.4.1	Introduction	52
4.4.2	Semi-structured interviews	53
4.4.2.1	Interview 1	53
4.4.2.2	Interview 2	54
4.4.3	Focus group	61
4.4.3.1	Support	62
4.4.3.2	Time	62
4.4.3.3	Transport	63
4.4.3.4	Miscellaneous	63
4.4.3.5	Recommendations made by ARPL group	63
4.4.4	Integration of individual interviews and focus group discussion	64
4.4.4.1	Support	64
4.4.4.2	Time	65
4.4.4.3	Transport	67

4.4.4.4	Success vs Failure	67
4.5	CONCLUSIONS	68
CHAPTER 5		
DISCUSSION, ASSUMPTIONS (CONCLUSIONS) AND RECOMMENDATIONS		
5.1	DISCUSSION	70
5.1.1	Introduction	70
5.1.2	Theoretical Overview	71
5.1.2.1	Conclusions from the Literature Review	71
5.1.3	Qualitative Research Overview	73
5.1.3.1	Conclusions of the Research Findings	76
5.2	ASSUMPTIONS (CONCLUSIONS)	77
5.3	RECOMMENDATIONS	80
	REFERENCES	82
SUMMARY		
OPSOMMING		
APPENDIX A - INTERVIEW 1 - OUTLINE		
APPENDIX B - INTERVIEW 2 - OUTLINE		
APPENDIX C - INTERVIEW 1 - TRANSCRIPT		
APPENDIX D - INTERVIEW 2 - TRANSCRIPT		
APPENDIX E - INTERVIEW 1 - THEMATIC PRESENTATION		
APPENDIX F - INTERVIEW 2 - THEMATIC PRESENTATION		

LIST OF TABLES

TABLE 2.1	PRINCIPLES FOR ASSESSING LEARNING FOR CREDIT	24
TABLE 3.1	A COMPARISON OF BOSHIER'S, RUBENSON'S AND HOWARD'S MODELS OF EXPECTATIONS	39
TABLE 4.1	BIOGRAPHICAL DATA OF ARPL GROUP	46
TABLE 4.2	CLASSIFICATION OF THE THEME 'SUPPORT' ELICITED FROM THE SEMI-STRUCTURED INTERVIEWS AND FOCUS GROUP DISCUSSION	65
TABLE 4.3	CLASSIFICATION OF THE THEME 'TIME' ELICITED FROM THE SEMI-STRUCTURED INTERVIEWS AND FOCUS GROUP DISCUSSION	66
TABLE 4.4	CLASSIFICATION OF THE THEME 'SUCCESS VS FAILURE' IN TERMS OF THE ADULT LEARNERS' FEELINGS AND EXPERIENCES	68
TABLE 5.1	OVERVIEW OF LITERATURE REVIEW	72
TABLE 5.2	SUMMARY OF THE RESEARCH FINDINGS	74

LIST OF FIGURES

FIGURE 2.1 SOURCES OF PRIOR LEARNING	26
FIGURE 3.1 EXPLAINING DROP-OUT FROM ADULT EDUCATION INSTITUTIONS	29
FIGURE 3.2 RUBENSON'S EXPECTANCY-VALENCE PARADIGM	31
FIGURE 3.3 THE PRIMARY EXPECTANCY MOTIVATION VARIABLES	33
FIGURE 3.4 EXPECTANCY MOTIVATION AS A DYNAMIC PROCESS	35
FIGURE 3.5 A COMPREHENSIVE EXPECTANCY MOTIVATION MODEL	36

CHAPTER 1

INTRODUCTION

Very late in life, when he was studying geometry, someone said to Lacycles, 'Is it then a time for you to be learning now?'

'If it is not,' he replied, 'when will it be?'

Diogenes

(Lamdin, 1994)

Asked to define adult education, the man or woman in the street might conjure up images of senior citizens learning about financial planning, bored housewives discussing great books or non-whites trying to learn English. The term might also suggest the idea of leisure time spent reading or attending evening classes. It might even cover the phenomenon of illiteracy and its eradication. In other words, adult education might be seen to embrace a variety of prominent, visible, social activities lying somewhere between schooling and recreation. However, adult education is more complex than most people realize.

Most of the things people do contain a substantial learned element. Not only are human actions and habits largely the outcome of learning, but thoughts, beliefs, attitudes and prejudices - the words which all of us construct for ourselves - are utterly dependent upon a man's ability to learn. Howe (1978) states that "human experience is the prerogative of a species which is effectively equipped to learn throughout the course of life."

Adult education has been a widely discussed topic over the past century (Long, 1991; Lowe, 1983; Portman, 1978). Since the 1970's the discussion on adult education shifted towards the concept of experiential learning and accredited learning (Kolb, 1984). At the same time, USA war veterans were returning home from Viet-

nam - of which a large number were highly skilled, but lacked formal educational qualifications (Stubblefield & Keane, 1990). As a result adult education practitioners began to organise movements, focusing on the needs of adult learners. This led to the formation of interest groups such as the Council of Adult Education and Learning (CAEL) in the USA (Harris & Saddington, 1995).

The UK were faced with a similar situation whereby a large number of adult people were skilled, yet had not obtained formal educational qualifications (Rachal, 1990). They requested CAEL to assist them in designing a process to address the learning needs of the working adult population in their country. As a result the Learning from Experience Trust (LET) was developed in the late 1970's (Harris et al., 1995).

Prior to the 1990's, because of the Bantu education system in 'apartheid' South Africa, the majority of South Africans were not exposed to quality education. In view of this, the challenge for implementing an effective education and training system, whereby amongst others, the educational needs of the adult learners could be attended to, was accepted (Samuals, 1992). During 1991, the Minister of Manpower extended an invitation to members of the Democratic Movement (COSATU and FEDSAL) and the National Training Board, to discuss possible changes to the existing education and training system in South Africa. This initiative served as an example of the commitment from the government officials at that time, to address the educational needs of working adult learners. One of the outcomes of those discussions was the appointment of Working Group 2, to whom the mandate was given to design guidelines for the development of a National Qualifications Framework (NQF) for education and training in South Africa. The underlying motive for this was the need for an integrative approach towards education and training in South Africa (Manganyi, 1996).

Following the first democratic election in April 1994, the massification of the education system in South Africa became a reality, as the education and training system

could be restructured. In terms of the NQF for South Africa, one of the goals was to eradicate the imbalances and inefficiencies brought about during the apartheid era and to accept new social, cultural and economic challenges (National Commission for Higher Education, 1996).

Despite these developments in education and training, guidelines for the Assessment and Recognition of Prior Learning (ARPL) experiences of working adult learners are still not available. This results in frustration for adult learners who have working experience and wish to be admitted to South African universities to obtain degrees, but are unable to do so because they have not obtained matriculation exemption certificates.

Therefore, education departments and other training institutions in South Africa are encouraged to make pro-active contributions and suggestions to the newly formed NQF, for the development of accountable assessment and recognition of prior learning procedures regarding the learning needs of working adults (HSRC, 1995). Due to this development, the ARPL is therefore recognised as one of the key issues regarding inter-alia access and quality assurance in adult, further and higher education (HSRC, 1995).

The following themes emerged internationally:

- * the relevance of assessment and recognition of prior learning procedures for purposes of access to education and training institutions (Whitaker, 1989; Lamdin, 1994).
- * the importance of recognising existing subject knowledge for purposes of gaining credit towards a formal qualification (Lamdin, 1994).

- * the role of appropriate career planning and development discussions for the achievement of successful learning outcomes (Crites, 1981).
- * the acknowledgement that motivation has an impact on successful adult learning outcomes, especially in terms of expectations (Howard, 1989).

In view of this, the purpose of this research will be to define, explain and understand the expectations of previously disadvantaged working adult learners in South Africa. The researcher will also provide an overview of who adult learners are, define experiential learning, refer to examples of existing ARPL programmes and introduce a few expectancy models, in order to strengthen the notion relating to the expectations of working adult learners. By focusing on the expectations of working adult learners, the researcher intends to make a contribution towards the development of appropriate ARPL procedures for the higher education sector in South Africa.

CHAPTER 2

THE ADULT LEARNER, EXPERIENTIAL LEARNING AND THE ASSESSMENT AND RECOGNITION OF PRIOR LEARNING (ARPL)

2.1 INTRODUCTION

The focus of this chapter is to define and explain who the adult learner is, what Experiential Learning and Assessment and Recognition of Prior Learning (ARPL) are, and the relevance thereof to the understanding of Expectations of working adult learners involved in this research project.

2.2 ADULT LEARNERS

2.2.1 INTRODUCTION

The concept of adulthood can be interpreted in various ways. Darkenwald and Merriam (1982) consider an adult as a person who is physically fully grown, that adheres to the typical roles prescribed by society and has reached psychological and

social maturity in terms of autonomy and responsibility towards himself and other people in the community. Knowles (1980) adds to this view and defines adulthood in terms of two specific life dimensions namely: the social dimensions - how does the person fulfil his role as an adult in the community?; and the psychological dimension - what is the self-concept of the adult? Bertelson (1975) agrees with Knowles' (1980) psychological dimension and emphasizes maturity and the responsibility for the conduct of one's life as important criteria for adulthood.

The above definitions as provided by Bertelson (1975), Darkenwald et al. (1982) and Knowles (1980) therefore have a lot in common in terms of recognising social roles of adults in society as well as their individual responsibility towards themselves and coping with circumstances.

In order for the above to be relevant to adult learning, the adult learner also needs to be defined in more specific terms regarding his psychological, social and physical development.

2.2.2 THE PSYCHOLOGICAL, SOCIAL AND PHYSICAL DEVELOPMENT OF ADULTS

According to Erikson's (1943) psycho-social development model, the adults who participate in the ARPL project, span over at least two stages of development, i.e. early and middle adulthood. During these stages the adult will be influenced by specific developmental tasks related to intimacy versus isolation and generativity versus stagnation respectively. During both these phases, the adult has a need to be involved in the community, with social groups, his working environment and his family life. If this is not achieved, it could lead to feelings of isolation (early adulthood) and stagnation (middle adulthood). During these phases, the developing adult also has an increased need for new experiences in everyday life; to obtain new information and to have the opportunity to share this with others in order to become

more creative and productive. The adult also experiences a feeling of enrichment when he (also implies she) can share his own values, ideas and philosophy with other people.

As the adult develops, he is confronted with a phase of integrity versus despair and unless the adult feels satisfied with his experiences of success and failure, he won't develop a feeling of integrity and wisdom (Erikson, 1943). This wisdom and integrity should lead to new developments and allow the adult to take control of his life and circumstances.

Loevinger (1976) on the other hand, focuses on the importance of personality traits in her model of the ego development of a person (internalization of moral judgment). During the Conscientious phase, the development of self-imposed standards and self-criticisms lead to self-enrichment that could have value for the community. During the next phase, the Autonomous phase, the young adult respects the autonomy of others with their own inner conflicts and needs. Finally, in the Integrated phase, the adult reconciles inner and outer conflicts, understanding his self with the understanding of others. During this phase, the process results in creativity and personal fulfilment of the individual needs (Cross, 1982). Newman and Newman (1991) summarizes Loevinger's model by stating that a growing sense of independence and autonomy in terms of personality is an integral part of adulthood.

Regarding the social development of adults, Havighurst (1972) states that during this development phase, the adult may choose a life partner and possibly start a family. Adaptation versus rigidity, emotional contentment versus discontentment, expansion of interests outside the workplace and insight regarding physical development (Long, 1983) are all aspects that relate to what Havighurst calls social responsibility.

By social responsibility Havighurst implies an economically justified life standard, responsibility towards adolescents and their development, the development of recreational activities, dealing with physiological change, adapting to aging parents and the acceptance of one's spouse as a person in his own right. The adult's concept of each of these developmental tasks, has great importance for adult educators in their approach in educating adults, as they may be different for each society and subculture (Boucouvalas & Krupp, 1990).

Gerdes, Moore, Ochse and Van Ede (1989) define the psycho-social development of adults in terms of tasks relating to the self, to the family, to leisure and work and to that of the community. In addition to the theories of Erikson (1943) and Havighurst (1972) Gerdes et al. (1989) emphasize that the above factors are dynamic, interactive systems that may influence the role of the adult as a learner.

The physical development of adult learners is important due to the influence it has on the learning ability of the adult. The ability to see and hear are two of the physiological senses which decrease during adulthood (Rossman & Rossman, 1990) resulting in frustration, loss of self-confidence and stress. The adult learner may find it extremely difficult to cope in a learning environment with insufficient light and sound systems. This, along with a decrease in psycho-motoric abilities (Long, 1983) results in adult learners having difficulty completing class notes and academic tasks in the minimum time required, which leads to feelings of inadequacy and stress.

Biehler and Hudson (1986) indicate that intelligence reaches its peak at the age of about 45 years. In defining intelligence, the terms crystallized and fluid intelligence (Cattell, 1963) need to be clarified. Crystallized intelligence refers to the ability to learn through both formal and informal experiences, while fluid intelligence is based on factors such as memory, creativity and cognitive style (Biehler & Hudson, 1986). Fluid intelligence is dependent on the neurological functioning of the individual that peaks during his late twenties, but deteriorates in later years. Crystallized

intelligence, however, then starts to increase which predetermines the adult's ability for problem solving (Cross, 1982).

2.2.3 SUMMARY

Adults have been defined and explained in terms of their psychological, social and physical development using the theories of Erikson (1943), Loevinger (1976), Havighurst (1972), Gerdes et al. (1989) and Cattell (1963). It is therefore clear that the needs of adults differ from those in other life stages due to their differing developmental tasks (Long, 1983).

Having understood who the adult learner is, the author feels its only apt to now focus on the way an adult learns. Therefore, for the purposes of this research, adult education will be defined as "that activity concerned to assist adults in their quest for a sense of control in their own lives, within their interpersonal relationships, and with regard to social forms and structures within which they live" (Brookfield, 1985, p. 46). In other words, an educational model that would accommodate the adult learner would de-emphasize the acquisition and processing of large amounts of information, emphasizing instead the development of cognitive functions calling for integration, interpretation and application of knowledge, focusing on experience (Cross, 1982).

2.3 EXPERIENCE AS THE SOURCE OF LEARNING AND DEVELOPMENT

To an adult, his experience is him. He defines who he is, establishes his self identity, in terms of a unique series of experiences, he has a deep investment in the value of his experience. And so, when he finds

himself in a situation in which the experience is not being used, or its worth is minimized, it is not just his experience that is being rejected (Knowles, 1970, p. 44).

All significant experiential learning occurs when there is a change in the learner, a change in behaviour, in interpretation, in autonomy or in creativity or in a combination of these changes (Cell, 1984). In other words, when one learns one changes, and the experiences one gains involves changing both what one does and how one sees things. In order to make sense of the above statement the concept of experiential learning will be described in the following section in an attempt to clarify the relationship between experience and learning.

2.3.1 DEFINING EXPERIENTIAL LEARNING

“Experiential learning is a process in which an experience is reflected upon and then translated into concepts which in turn become guidelines for new experiences” (Criticos, 1987, p. 66). Experiential learning can also be defined as a process that begins with an experience but is then followed by reflection, discussion, analysis and an evaluation of that experience (Saddington, 1985). Long (1990, p. 53) also states that “Experiential learning is that learning experience which arises from, first of all, undergoing a particular experience, then as a result reflecting upon that experience, extrapolating learning from it”.

What all the above definitions have in common is the important role reflection plays in the process of experiential learning. Saddington (1985) states that only through reflection does the learner examine both the experience as well as his own conceptual framework, and that through this critical phase, learning occurs. Usher (1986) also emphasizes the link reflection provides between experience and learning. He states that reflection involves the process of recreating, analysing and evaluating each experience and that it also facilitates cognitive and behavioural outcomes.

In light of the above, it becomes clear why most adult educators link the concepts 'experiential learning' and 'adult development' for purposes of developing educational programmes (Tate, 1992). Sheckley and Allen (1991, p. 99) explain the connection between learning and adult development as follows:

*...learning from experience is central to the development of adults;
learning about levels of complexity accompany the development of
adults; and
learning how to make relevant applications of knowledge plays an
important role in the development of adults.*

The experiential learning model of Kolb (1984) provides another perspective towards understanding the developmental learning needs of adult learners (Cell, 1984; Criticos, 1987; Merriam & Caffarella, 1991). Kolb (1984) integrated the ideas of Dewey (1933) who stated that learning is a dialectic process where experience and abstract thought is integrated together, Lewin's (1951) perspective that the concrete here-and-now experiences connect with previous feedback given in similar situations, and Piaget's (1951) suggestion that the learning process is the interaction between existing concepts and new experiences. From these integrated ideas, Kolb (1984) formulated a framework in which learning is seen as an active process, whereby new information is continuously integrated and worked through.

Experiential learning can also be considered a philosophy as described by the great Chinese philosopher, Confucius (Mak, 1992). The author has chosen this model for the purpose of her research as she feels it captivates the essence of experiential learning and that Confucius' teaching principles are what modern adult educators are striving to achieve.

2.3.2 THE CONFUCIAN MODEL OF EXPERIENTIAL LEARNING

2.3.2.1 *Introduction*

Confucius (551-479 BC) whose name means “Kung the Master” was the greatest teacher in China (Mak, 1992). He taught six arts, namely archery, charioteering, history, mathematics, music and rituals to his students. He promoted the idea of providing education to all people (Mak, 1992). “In teaching there should be no distinction of class” (Lau, 1979).

Kolb (1984, p. 38) defined experiential learning as “the process whereby knowledge is created through the transformation of experience.” Similarly The Master said “By nature, men are nearly alike; by practice, they get to be wide apart” (Lau, 1979). In other words, it is the transformation of life experience that separates men from each other. Dewey (1933) described the five phases of reflective thought as, suggestion, intellectualization, hypothesis, reasoning and testing. Confucius and Dewey seemingly shared similar ideas on learning and thinking. Chan (1963) commented that Confucius’ five steps; study, inquiry, thinking, shifting and practice could have been derived from Dewey.

2.3.2.2 *Confucius’ five step model of learning*

2.3.2.2.1 *Extensive study*

Study is a large scale collection of knowledge (Mak, 1992). It can be compared to a reservoir which needs a large network of piping to fill it up. This can be achieved by reflecting on one’s own experience and observing the experience of other people. In fact, the more one learns, the more one realizes one’s inadequacies, and the deeper and higher one’s knowledge, the more one realizes one’s shallowness. This is the right attitude to learning (Mak, 1992).

2.3.2.2.2 *Accurate inquiry*

Investigating knowledge gained through extensive study will perfect the understanding of the knowledge the learner possesses (Mak, 1992). According to Mak (1992) the piping system will not only collect water, but also litter. The litter must be filtered out and only the water must flow into the reservoir. The task of the learner is to find out what is unknown, dispel queries of what is known but not true, and complete knowledge already known (Mak, 1992). "When he (Confucius) entered the grand temple of the state, he asked about everything" (Lau, 1979, p. 14).

2.3.2.2.3 *Careful reflection*

Thinking about the body of knowledge will allow the learner to understand it completely (Mak, 1992). When the water flows into the reservoir, it will store for a while before it is used. The questions such as: Where do we come from? Where are we now? Where are we going?, are asked. It is time for reflection (Mak, 1992). "When we see men of worth, we should think of equalling them, when we see men of contrary character, we should turn inwards and examine ourselves" (Lau, 1979, p. 17).

2.3.2.2.4 *Clear discrimination*

Classification of the body of knowledge permits the learner to know what is right or wrong, good or bad, true or false (Mak, 1992). How must the water in the reservoir be used? Should it be used for drinking water or as a playing pool for water sports? Which would serve the public better? Therefore, clear discrimination must become clear only after much observation, analysis, measurement and comparison (Mak, 1992). "Learn broadly yet be determined in your own dispositions; enquire with urgency yet reflect closely on the question at hand - becoming an authoritative person lies in this" (Lau, 1979, p. 16).

2.3.2.2.5 *Earnest practice*

It is the practical application of the body of knowledge which makes it (the knowledge) perfect and effective (Mak, 1992). After considering the options, the water is either sent to the household users as drinking water or remains in the reservoir for water-sports according to its own value. Sometimes it can serve both purposes.

Though a man may be able to recite the three hundred songs, yet if, when entrusted with a governmental charge, he knows not how to act, or, if when sent to any quarter on a mission, he cannot give his replies unassisted, notwithstanding the extent of his learning, of what practical use is it? (Lau, 1979, p. 15).

This process therefore explains how the value of learning lies in its application and not in the quantity of the knowledge acquired (Mak, 1992). Even if the reservoir is full of water, it is useless if it cannot be used.

Even though the process of learning is divided into five stages, these do not necessarily follow one after the other, it in fact requires simultaneous action (Mak, 1992). Learning by doing is essential. "Is it not pleasant with a constant perseverance and application?" (Lau, 1979, p. 1). There is also a close relationship between learning and thinking: "Learning without thought is labour lost, thought without learning is perilous" (Lau, 1979, p. 15).

Therefore, according to Mak (1992) if the learner wishes to enrich himself with knowledge, he should study extensively; in order to confirm this knowledge, the learner should inquire accurately; in order to examine this knowledge, the learner should reflect carefully; if knowledge is to be judged, the learner should discriminate clearly; and in order to apply knowledge, the learner should practice earnestly.

Finally, action is the last quest for knowledge as action is the true evidence of thought (Mak, 1992).

A further relevant perspective to this discussion is the four villages of thought as described by McGill and Weil (1990). McGill et al. (1990) categorise experiential learning, what they call village one, being the most important to this research.

2.3.3 FOUR VILLAGES OF EXPERIENTIAL LEARNING

McGill and Weil (1990) describe the following four villages of thought concerning experiential learning:

- * Village 1 is particularly concerned with assessing and accrediting learning from life and work experience as the basis for creating new routes into higher education, employment and training opportunities and professional bodies. This should form the basis for the development of ARPL programmes.
- * Village 2 focuses on experiential learning as a basis for bringing about change in the structure, purposes and curricula of post-school education.
- * Village 3 emphasizes experiential learning as a basis for group consciousness-raising, community action and social change.
- * Village 4 is concerned with personal growth and development and experiential approaches that increase self-awareness and group effectiveness.

Mulligan and Griffin (1992) pointed out that while much debate and discussion exists about the issues within each village of thought, little awareness and attention is given with regard to the interaction between the village's differing perspectives. They add that often norms and assumptions of one village was promoted at the expense of others. These are issues which are continuously coming to the fore in ARPL practice.

2.3.4 SUMMARY

In defining experiential learning, different perspectives of this concept were introduced. Kolb (1984) was briefly discussed in terms of his integrated ideas from various theorists and his development of the framework whereby he views experiential learning as an active process whereby information is continuously integrated by the learner. Confucius and his philosophies which date back before the birth of Christ, were seen as to contain the essence of experiential learning, described in five philosophical steps (Mak, 1992):

- * Extensive study;
- * Accurate inquiry;
- * Careful reflection;
- * Clear discrimination; and
- * Earnest practice.

Finally, in order to place experiential learning in context of the next section, ARPL, McGill and Weils' (1990) four villages of experiential learning were discussed.

In having a comprehensive understanding of who the adult learner is and understanding the process of experiential learning from different perspectives the next step will be to describe the concept of ARPL as one of the efforts made by edu-

cationalists to accommodate the specialized learning needs of adults who wish to further their development at educational institutions.

2.4 ASSESSMENT AND RECOGNITION OF PRIOR LEARNING (ARPL)

2.4.1 INTRODUCTION

Growing interest in the Assessment and Recognition of Prior Learning (ARPL) as an alternative route in achieving vocational qualifications, has developed over the past two decades. This is a system supported by major awarding bodies around the world, whereby evidence of competence based on past experience and achievements is given credit towards qualifications (O'Grady, 1991; Rolls, 1987; Rose, 1990).

Due to the many differing terminologies associated with ARPL and its developments, including the assessment of prior experiential learning (APEL) and the accreditation of achievement (APA), ARPL will be used in the context of this research.

ARPL is a process of assessing and recognising what an individual already knows and can demonstrate. It is based on the premise that people learn both inside and outside formal learning environments. This includes learning from work experience, non-credentialed courses and from life experiences (Butterworth & Edwards, 1993; Cohen, Flowers, McDonald & Schaafsma, 1993; Gorringer, 1989). For the purposes of this research the basis of ARPL can be defined as evaluating learning experiences, with the aim to be formally recognised within higher education systems.

The following section will serve to provide a more indepth definition of ARPL, describe the development of the ARPL concept and present the principles and procedures for assessing prior learning.

2.4.2 DEFINING ARPL

Cohen et al. (1993, p. 1) define ARPL as “a systematic process to accredit learning gained outside formal educational institutions, by assessing relevant learning against the standards required by a university subject or course.” Working group 9 (1994, p. 2) state that “Learning can refer to a process (the acquisition of knowledge, skill and competence) and the outcomes of the process.” To emphasise the concern with the outcomes and not process within ARPL, the term achievement is preferred in some contexts, particularly competence-based vocational education and training contexts, as is the case in the United Kingdom. To have undergone a learning process is not seen to guarantee that learning has taken place. “Similarly, to have significant experience does not in any way mean that there has been any learning or achievement as a result” (Cohen et al, 1993, p. 3). In other words the emphasis lies in the learning process and not in the experience itself as mentioned in CAEL’s principles for assessing learning for credit (Table 2.1). Therefore in order to assess the learning process or achievements, a further process in which an evaluation or judgement concerning the quality and quantity of learning attained by a person, must be made (Sonnendecker, 1996). Sonnendecker (1996) continues to add that this assessment places into perspective what the person needs to know and do (formative assessment), and what the person actually knows and can do (summative assessment).

2.4.3 DEVELOPMENT OF THE ARPL CONCEPT

Demographic, social and economic forces have driven the development of ARPL throughout the world (Portman, 1978). The driving force behind the development of ARPL can be found in the 1946 legislation in the USA that recognised the learning experiences of a large number of soldiers returning after fighting in the Second World War. The war veterans, who were forced to place their academic careers on hold in order to fight, demanded that their experiences from the war be acknowledged. Olson (1974) portrays this as an important example of how ineffective the administrative procedures of the universities were at the time in accommodating the adult learners with work experience and non-formal education and training qualifications.

The second important ARPL development was during 1974 in the USA when the Educational Testing Service, together with various other institutions explored the possibility of developing valid and reliable methods of evaluating prior learning experience with the focus of recognising such learning in higher educational institutions (Fugate & Chapman, 1992). At the same time, the Co-operative Assessment of Experiential Learning (CAEL) Project (Princeton, New Jersey), was formed with the aim of assisting with the development of procedures for the evaluation of the learning experiences of adults with work experience (Brown, 1990). The findings of a three-year investigation, in conjunction with ten universities and colleges in the USA, are summarized as follows by Cohen et al. (1993, p. 6):

- * It is possible to equate non-college learning with that of traditional college curricula;
- * It is feasible to use a wide variety of evidence in conducting valid and reliable assessments; and

- * The emerging process could well be embedded in existing programmes and is of particular use with adults entering college or university for the first time or returning with rich and varied experiential learning.

As a result of the successful contribution CAEL made towards developing assessment procedures for prior-learning experiences of adult learners, CAEL began to function as an independent organisation and became known as the 'Council for the Advancement of Experiential Learning (CAEL)' (Brown, 1990). As a result of the increased interest in the work of CAEL, CAEL expanded as an international specialist in the ARPL field. The name, once again changed in 1985, in order to represent the education sector as well, to the 'Council for Adult and Experiential Learning (CAEL)' (Brown, 1990). Since 1985, CAEL has been actively involved with the continuous development of assessment procedures, the monitoring of current assessment procedures and programmes, and the training of personnel involved in the development of ARPL procedures (Cohen et al, 1993).

In the UK during the early 1980's, socio-economic problems resulted in a need to accommodate adults with work experience in higher education. Universities such as the Goldsmiths College at the University of London, the University of South Bank, the University of Lancaster and the University of Leeds, played an important role in the development of ARPL in the UK (Gorringe, 1989). During 1987, the first overview of the nature and meaning of ARPL procedures for the further and higher education sectors was published in the UK (FEU, 1987). As an example of the degree of success the ARPL movement experienced in the UK, a special ARPL project - which intended to define national competency standards for managers - was launched in 1989. Managers earned credits towards recognised management qualifications via ARPL procedures (Simosko, 1991).

CAEL played an important role in the development of ARPL in the UK (Gorringe, 1989). During 1990 at least 100 institutions in the UK were trained in the

application of ARPL procedures by CAEL. During these developments, the Learning from Experience Trust (LET) was formed. LET was the equivalent of CAEL in terms of the service they provided in the UK. As a result of the increase in government interest towards the ARPL concept, research on the relevance of ARPL to career development and higher education as well as to training instructors, was widely sponsored (Simosko, 1992).

In other countries such as Australia, ARPL has a history whereby adult students' prior learning experiences were recognised on an informal basis for entrance into universities only (Cohen et al., 1993). With information made available to them, a task team (at the University of Technology, Sydney) recommended certain students for access to courses, and or, credit for specific subjects, as a result of their prior-learning experience (Cohen et al., 1993).

During 1990, the New Zealand Qualifications Authority accepted ARPL as an integral part of their education system, with the passing of the Education Amendment Act of 1990, in New Zealand (Cohen et al., 1993).

Harris et al. (1995) summarizes the ARPL procedures found in these countries as follows:

- * In the United States, RPL (Recognition of Prior Learning) practice is determined at an institutional level leading to a wide range of interpretation and practice. In addition, CAEL has taken a leading role in promoting the development of joint ventures between industry and educational providers.
- * In the United Kingdom, CATS (Credit Accumulation and Transfer Scheme) offers higher education institutions common definitions and frameworks on which a curriculum can be based, which in turn supports the award of credit for prior learning. At this level there are also a growing number of employer-

institution initiatives whereby in conjunction with a university, a qualification granting function is given to the industry or employer.

- * In Australia the FERPL (Further Education and Recognition of Prior Learning) work is underpinned by competence standards and a competence-based curriculum designed by the industry. Human resource software systems are also being proposed to streamline the ARPL process. It is predicted that ARPL has the potential to significantly increase training in the workplace.

- * In Canada, specifically Ontario, the challenge process (special tests, projects or demonstrations undertaken with a view to earning credit for a course) and portfolio development (comprehensive collection of material or evidence which identifies an individual's achievements, experience, knowledge and skills) are the main ARPL practices.

ARPL is therefore based on the principle that adults learn from experience and that the accumulation of these experiences is what differentiates their process of learning from younger learners. It doesn't focus on the learning process itself but on the application of these processes as a means to acquiring a targeted qualification (Challis, 1996).

In light of the above, the underlying principles and procedures of ARPL - as defined by CAEL - will be discussed.

2.4.4 PRINCIPLES AND PROCEDURES FOR ASSESSING PRIOR LEARNING

2.4.4.1 *Principles for assessing prior learning*

Principles and procedures of ARPL have been developed by CAEL as the field of ARPL progressed since its founding in 1975 (Brown, 1990). Table 2.1 presents the ten basic principles of experiential learning as defined by CAEL.

2.4.4.2 *Six basic steps in Assessing Prior Learning: Procedures* (Whitaker, 1989)

The following are existing procedures in assessing prior learning as defined by CAEL.

Step 1 : Identification

Review experience to identify potentially creditable learning.

Step 2 : Articulation

Relate proposed credit to academic, personal and professional goals.

Step 3 : Documentation

Prepare evidence to support claim for credit.

Step 4 : Measurement

Determine the degree and level of competence achieved.

Step 5 : Evaluation

Determine the credit equivalency.

TABLE 2.1: PRINCIPLES FOR ASSESSING LEARNING FOR CREDIT

(Whitaker, 1989, p. 3)

ACADEMIC STANDARDS	
I.	Credit should be awarded only for learning, and not for experience.
II.	College credit should be awarded only for college-level learning.
III.	Credit should be awarded only for learning that has a balance, appropriate to the subject, between theory and practical application.
IV.	The determination of competence levels and of credit awards must be made by appropriate subject matter and academic experts.
V.	Credit should be appropriate to the academic context in which it is accepted.
ADMINISTRATIVE STANDARDS	
VI.	Credit awards and their transcript entries should be monitored to avoid giving credit twice for the same learning.
VII.	Policies and procedures applied to assessment, including provision for appeal, should be fully disclosed and prominently available.
VIII.	Fees charged for assessment should be based on the services performed in the process and not determined by the amount of credit awarded.
IX.	All personnel involved in the assessment of learning should receive adequate training for the functions they perform, and there should be provision for their continued professional development.
X.	Assessment programs should be regularly monitored, reviewed, evaluated, and revised as needed to reflect changes in the needs being served and in the state of the assessment arts.

Step 6 : Transcription

Prepare a useful record of results.

The first step is to identify college level learning acquired through life experience. Figure 2.1 illustrates the sources of prior learning, dividing it into formal (credit transfer) and informal learning (recognition of prior learning) (Cohen et al., 1993, p 8). The second step is to show how and what parts of the learning are related to the degree objective. The third step is to verify or provide evidence of the learning. The fourth step is to determine the extent and character of the learning acquired. The fifth step is to decide whether the learning meets an acceptable standard and to determine its credit equivalence. The sixth step is to record the credit or recognition of learning.

The participants of the research group were assessed following the above procedure, and were accepted for the ARPL project at UOFS as a result of their prior learning experience.

2.5 CONCLUSION

The emphasis of this research is to define and understand adult learners' expectations in an attempt to provide some guidelines for the development of an ARPL procedure within a specific educational sector in South Africa. This chapter has served to identify who the adult learner is, to define the process of experiential learning and to understand the development of existing ARPL procedures.

In the next chapter, some theoretical models of expectations will be discussed. In doing so, a theoretical framework will be provided, within which the developers of ARPL procedures can possibly address the expectations of working adult learners.

Sources of Prior Learning

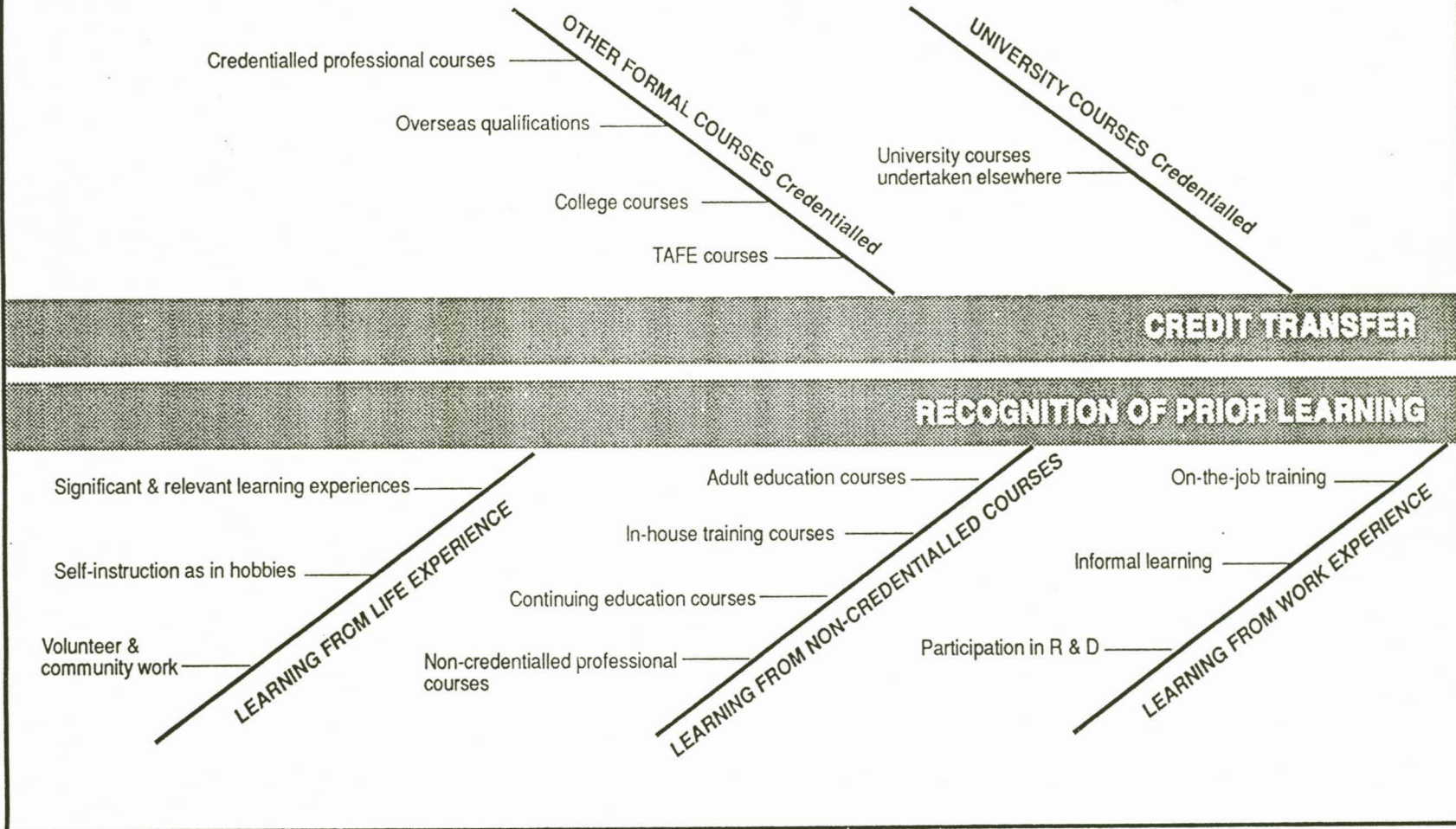


FIGURE 2.1: SOURCES OF PRIOR LEARNING (Cohen et al., 1993, p. 8)

CHAPTER 3

EXPECTANCY THEORY

3.1 INTRODUCTION

This chapter presents the theoretical foundations of three models of Expectancy Theory; a review of current research on expectations and the role expectations play in the education of adult learners. Cross (1982) comes to the conclusion that adult education theory is almost non-existent. She believes that it's unlikely that a single theory concerning adult education will be developed, but emphasizes the importance of understanding the theory of adult motivation in learning. From this motivation of learning theory, expectancy theory has gained much popularity in understanding educational motivation (Howard, 1989). Three such models are of interest for this research due to the emphasis they place on adult learners' expectations and the role it may play in their level of participation in educational programmes. Boshier (1973), Rubenson (1977) and Howard (1989) attempt to explain the expectations of adult learners, and for the purposes of this research, their models will be compared and discussed. An integrative approach will be followed in order to set a framework of understanding, by which the expectations of the research group can be scrutinized. In understanding the expectations of the working adult learners in the research group, some contribution could be made towards the development of an ARPL procedure for a higher education sector in South Africa.

3.2 THEORETICAL FRAMEWORKS

3.2.1 BOSHIER'S CONGRUENCY MODEL

Boshier (1973) explains the participation of adults in adult education in terms of an interaction between internal psychological factors (personal factors) and external environmental factors (social factors). Boshier's (1973, p. 260) theoretical conclusion is that:

both adult education participation and drop-out can be understood to occur as a function between the participants self concept and key aspects (largely people) of the educational environment. Non-participants manifest self/institution incongruence and do not enroll.

Boshier's (1973) model draws from Maslow's hierarchy of needs theory (Merriam & Caffarella, 1991). Boshier (1973) describes adult learners as either growth-motivated or deficiency motivated (Figure 3.1). Growth-motivated people are those who are inner directed, spontaneous and open to new experience (Boshier, 1973). In contrast deficiency motivated people are engaged in satisfying lower order needs and are more affected by social and environmental forces (Boshier, 1973). Figure 3.1 indicates that the starting point for predicting adult learners' participation in education is whether they are growth motivated or deficiency motivated with regards to education. This is followed by intra-self incongruence (difference between one's self and one's ideal self) and perceived congruence between the self and the teacher, and the self and the institutional environment. The cumulative effect of these discrepancies are mediated by social and psychological variables such as age, sex, social class and sub-environmental variables such as transportation and class size. The arrows in the model (Figure 3.1) suggest that these two groups of me-

(as referred to above) will have an effect on the person's orientation in the first place.

Boshier (1973) therefore basically suggests that if incongruencies between the self and (a) the ideal self, (b) other students (c) the lecturers and (d) the institutional environment exist, non-participation and drop-out from educational programmes is indicated. Another important factor regarding participation of adult learners in adult education, is that those who show a high dissatisfaction with themselves, are likely to project their own dissatisfaction onto the environment (Cross, 1982). In order for the adults participating in the ARPL project to be successful, there should therefore be congruencies between their expectations and the way in which these expectations are met.

However, critique on this model (Cross, 1982; Merriam et al., 1991) is that it is based on a 'basic notion', and in a linear fashion tries to account for a more complex reality. Research conducted by Boshier (1973), whereby he attempted to link growth motivated participants and deficiency motivated participants to socio-economic class and factors such as age and sex, then testing the mediating variables in his model, proved inconclusive.

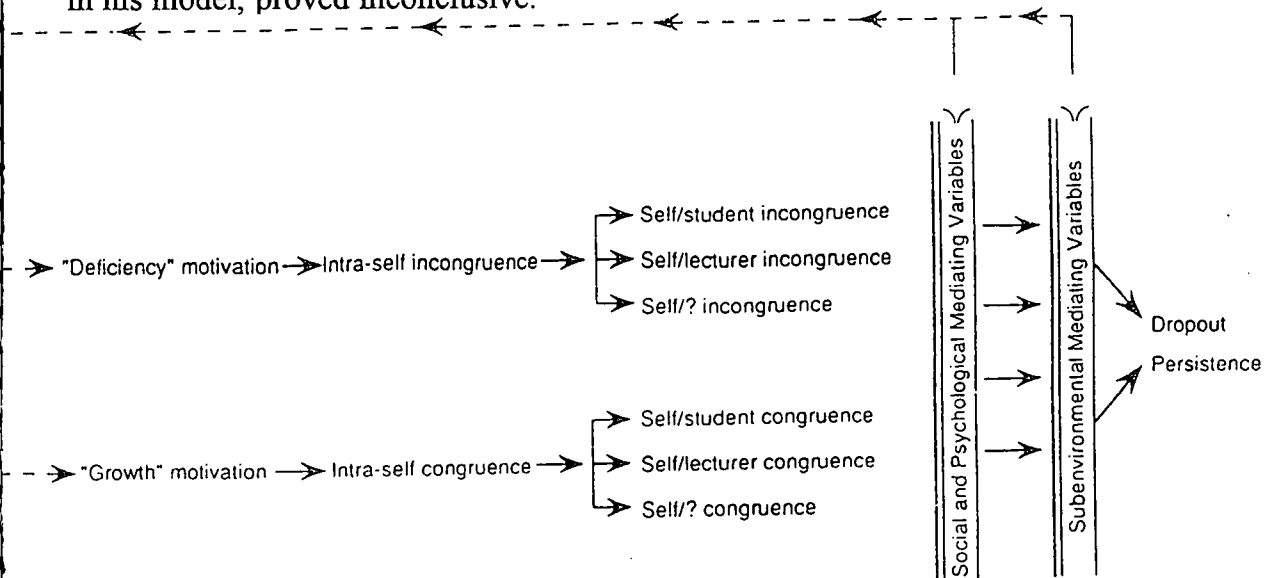


FIGURE 3.1: EXPLAINING DROP-OUT FROM ADULT EDUCATION INSTITUTIONS
(Boshier, 1973, p. 91)

3.2.2 RUBENSON'S EXPECTANCY-VALENCE MODEL

“Rubenson (1977) has probably gone further than anyone else in utilizing current research findings and past theoretical models to develop a framework for understanding the competing forces at work in motivating adults to participate in organised education” (Cross, 1982, p. 116). Rubenson's paradigm is a modification and application of earlier work by Vroom (1964) in which Vroom attempted to explain motivation and incentives of people for working (taking up a job). Education, like work, appears to be an achievement-orientated activity, motivating people to put effort into tasks done at school or in a job.

The expectancy-valence model starts with the psychological theories of motivation, drawing from the theories of Lewin (1951) and McClelland (1951), who explain human behaviour in terms of the interaction between the individual (with his acquired experience) and the environment (as he perceives and experiences it) (Cross, 1982). One's decision to participate in, for example, adult education, will therefore lie in the combination of both the positive and negative forces within the individual and his environment.

The 'expectancy' part of Rubenson's (1977) theory consists of two components namely: the expectation of personal success in the educational activity; and the expectation that being successful in the learning activity will have positive consequences. If either assumes a value of zero, (the individual does not perceive himself as able to participate successfully or if there seems to be no reward for doing so - the resultant force is zero) then there is no motivation to participate. The other part of the theory, valence, indicates the affect, either positive, indifferent or negative. For example, participation in adult education can lead to a promotion at work, but it can also mean seeing less of the family. In other words the valence is an algebraic sum of the values that the individual places on the different consequences of participation (Merriam et al., 1991). These perceptions are traces left from previous expe-

rience which contribute to the person's personality, knowledge and convictions. Rubenson's paradigm is shown in figure 3.2. The application of this theory is described by Cross (1982, p. 8) as follows:

Thandi's major decision-making activity occurs when her needs interact with her perception of the environment to create the expectancy valence forces. If Thandi has a positive self-concept (usually formed by childhood, school and work experiences which encourage self-direction-Rubenson) and is offered a job promotion for completion of a course, the expectancy force in the formula is strong because Thandi has reason to think that she will complete the course to her satisfaction and will receive a promotion. That expectancy alone, however, may not lead to course enrollment unless there is a positive valence associated with the anticipated outcomes, in this case, job promotion must be perceived as desirable. Rubenson places considerable emphasis on the role of reference groups in shaping attitudes. If, for example, Thandi's family or fellow workers place a negative value on adult education, or on her possible promotion, then the valence for Thandi might be negative and her participation unlikely.

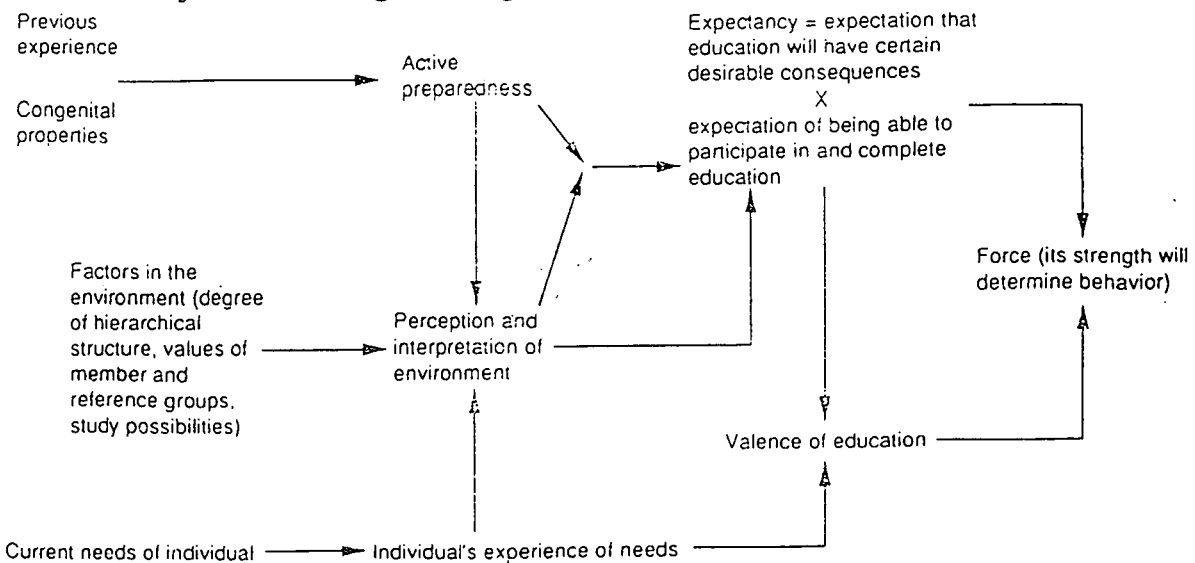


FIGURE 3.2: RUBENSON'S EXPECTANCY-VALENCE PARADIGM (Rubenson, 1977, p.

35).

Rubenson's paradigm is helpful in shifting attention from demographic variables, such as age, sex and race as described in Boshier's (1973) model, to more individually based measures (Cross, 1982). It addresses societal processes through the socialization and structural components and the person's conceptual apparatus in perceiving needs, the environment and the value of education. These two dimensions lead to a determination of one's participatory behaviour (Merriam et al., 1991). It also places much less emphasis on external barriers. Rubenson makes provision for the role of external barriers through the perceptions of the potential learners. In other words motivation is based on the 'perceived' situation which may or may not be the 'real' situation (Cross, 1982, p. 118).

If Thandi thinks she lacks the money to participate in adult education, then her expectancy is zero and the resultant force is zero. If a highly motivated Thandi is offered a chance to study for free, her expectancy for successful participation would become strong and the forces would add up to participation. At the same time, if Thandi is convinced that she would be unsuccessful in the educational pursuit, provision of financial aid will have no effect on her participation.

3.2.3 HOWARD'S EXPECTANCY MOTIVATION MODEL

Howard (1989) believes that a comprehensive motivation model must meet three criteria, namely:

- * it must accurately describe the dynamics of the process variables,
- * it must place expectancy motivation in the context of a cycle that explains not only the influence of expectancy motivation on the actual behaviour of individuals but also the influence of actual performance, reward and need satisfaction on expectancy motivation,

* it must describe the other variables on the motivation process.

3.2.3.1 *The primary expectancy motivation variables in Howard's Model*

In this model, motivation is seen as the product of four primary process variables (Figure 3.3) (Howard, 1989).

- * Effort-performance (E-P) expectancy
- * Performance - Reward (P-R) expectancy
- * Reward - Need (R-N) expectancy
- * Valence (V)

E-P expectancy is defined as an individual's perception of the possibility that his effort will result in successful performance of a specific behaviour(s) in a specific situation. P-R expectancy is defined as the perception of the possibility of being rewarded for successful performance. R-N perception is defined as the perception of the possibility that those rewards will meet important personal needs. Valence (v) is the value the individual places on any of the above expectancies (Howard, 1989).

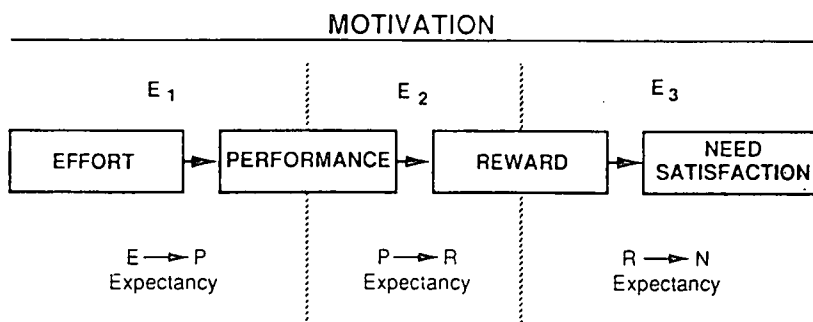


FIGURE 3.3 THE PRIMARY EXPECTANCY MOTIVATION VARIABLES (Howard, 1989, p. 201)

Thandi's motivation in a learning situation would therefore be high, if she:

- * perceived a high likelihood of performing successfully in the classroom and transferring those behaviours in her job (E-P);
- * perceived that improved job performance was likely to be rewarded by recognition from co-workers and supervisors (P-R);
- * perceived a high likelihood that recognition would meet basic acceptance needs (R-N); and
- * placed a value (v) on each of the above.

How a situation is viewed varies among individuals who will have different expectancies and valences (Howard, 1989). A learner with internal perceived locus of control would be more likely to value (and expend effort towards) intrinsic (i.e. built-in, learner-control) than extrinsic (i.e. educator-administered) rewards (Howard, 1989).

3.2.3.2 *Expectancy motivation as a dynamic process*

Howard's (1989) model is a cyclic one whereby the outcomes of motivation (effort, performance, reward and need satisfaction) affect the individual's level of motivation on a continuous basis. Figure 3.4 illustrates the dynamic nature of the expectancy motivation process variables.

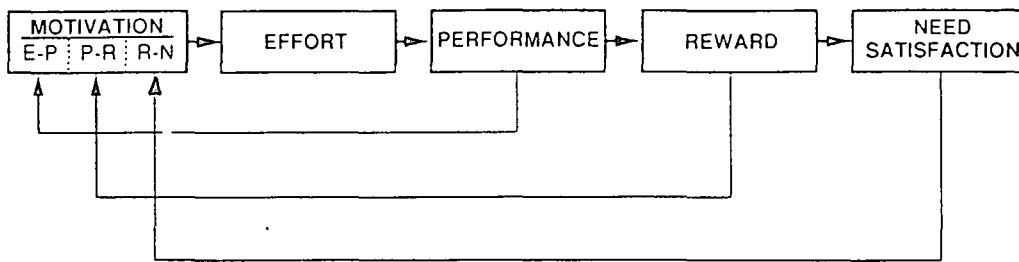


FIGURE 3.4 : EXPECTANCY MOTIVATION AS A DYNAMIC PROCESS (Howard, 1989, p. 202)

Initial motivation is based on an individual's subjective prediction of the probability of performance, reward and need satisfaction (Howard, 1989). However, initial motivation results in actual effort which in turn may result in actual performance, reward and need satisfaction. Based on these observed results, the individual tests the accuracy of his initial predictions (i.e. expectancies) and revises current E-P, P-R and R-N expectancies.

3.2.3.3 *Influence of other variables on expectancy motivation*

As Figure 3.5 illustrates, expectations are not only modified by ongoing feedback in the current situation but also by the individual's experience (Howard, 1989). Personal experience in similar situations provides the individual with a basis for determining E-P, P-R and R-N expectancies. Observed experience (eg. directly observing other's experience in similar situations) and communicated experiences (shared information from other's experiences in similar situations) are other sources that may contribute to the development of expectations. Repeated exposure to similar situations and experiences develops an individual's knowledge, skills and abilities (KSA's - Figure 3.5).

An individual whose effort frequently results in successful performance will have a higher self-esteem than one who experiences frequent failures. Lower self-esteem translates as lower E-P expectancy, therefore, resulting in lower motivation. P-R and R-N expectancies are similarly influenced by the individual's past experience in similar situations. Personality variables (eg. introvert or extrovert) as well as uncontrollable environmental forces, sometime interfere with actual performance and reward, influencing expectancy motivation.

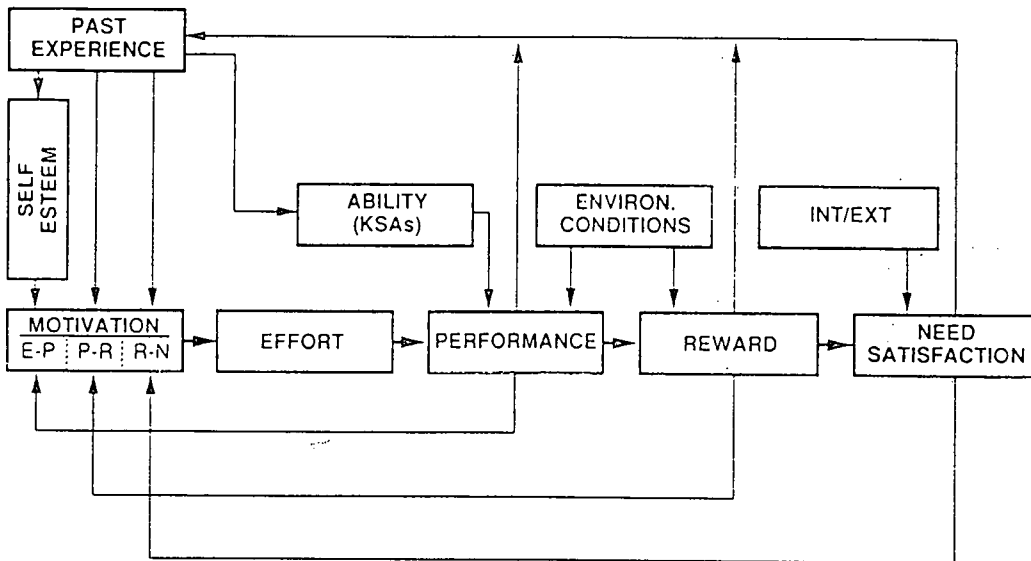


FIGURE 3.5 : A COMPREHENSIVE EXPECTANCY MOTIVATION MODEL (Howard, 1989, p. 203).

3.2.3.4 Implications for adult education and training

Howard (1989) defines learning as a three-phased process.

- * Pre-learning: the period immediately prior to the learning situation where prospective learners must be motivated to become initially involved in learning.
- * Learning: the actual learning situation whereby learners must be motivated to continue and take an active part in learning activities.
- * Post-learning: the period immediately following the learning situation whereby learners must be motivated to apply what they have learnt.

In each of the above phases, the same internal process variables; E-P, P-R, and R-N expectancies, and valence, determine the level of motivation (Howard, 1989).

The focus of this research is on the pre-learning phase. By understanding the expectations of the adult learners and creating assessment and recognition of prior learning guidelines to address these expectations, in future, adult educators will be able to manipulate the variables for purposes of more successful outcomes in the learning environment. Following Howard's (1989) model, a learner's motivation may for example decrease if their experience in the learning situation leads them to believe that:

- * they cannot perform the learning tasks (E-P);
- * their learning task performance will not translate to performance on the job (E-P);
- * their performance will not be rewarded in either the learning situation or in practical settings (P-R); and
- * the rewards will not satisfy their needs (R-N).

If motivation drops significantly adult learners may become uninvolved or may drop out altogether (Howard, 1989). Howard further states that the learner's perception is still the only thing that counts for the adult educators in dealing with the learner's perception of his own actual learning experience.

3.2.4 SUMMARY

Boshier's (1973), Rubenson's (1977) and Howard's (1989) models of expectations have many common elements. However, the focus of their models differ as presented in Table 3.1

The similarities between the different models can, however, be summarized as follows:

- * Boshier (1973), Rubenson (1977) and Howard (1989) are explicit about the hypothesis that certain personality types (learners) will be difficult to attract to education because of their low self-esteem. The hypothesis that people with low self-esteem do not do well in achievement-orientated situations (which education is thought to be) has been supported by psychological theories of motivation (Cross, 1982).
- * Howard (1989) and Rubenson (1977) emphasized the role played by 'expectancy in adult learning more thoroughly than Boshier (1973). But all of them assume that the individual's expectation of reward is an important variable in understanding the motivation of adults who wish to participate in educational programmes.

3.3 RELATED RESEARCH

Lawler (1968) conducted an analysis of the relationship between expectancy attitudes and job performance of working adults and found that it was supportive of the view that expectancy attitudes affected performance. He further suggests that his approach can be useful in the study of many other topics where causal priorities are in dispute such as the relationships between satisfaction and performance.

TABLE 3.1 A COMPARISON OF BOSHIER'S, RUBENSON'S AND HOWARD'S MODELS OF EXPECTATIONS

Boshier's Congruency Model	Rubenson's Expectancy-Valence Model	Howard's Expectancy Motivation model
<p>* Participation in adult education is determined by the interaction between psychological and environmental factors</p> <p>* Congruency between factors for successful outcomes</p> <p>* Variables such as age, sex, social class and sub-environmental factors (eg. transportation and class size) to be taken into account</p> <p>* Incongruencies between the self and educational environment results in high drop-out rate</p>	<p>* Participation in adult education is due to the positive and negative forces within the individual and his perception of the environment</p> <p>* Expectation of success and that the success will have positive consequences resulting in increased motivation and participation</p> <p>* Focuses on the individual and his perceptions and experiences in the environment. Reference groups also play a role</p> <p>* Valence as a result of experiences and perceptions determine participation, or non-participation</p>	<p>* Motivation to participate in adult education lies in the dynamics of the process of different variables</p> <p>* Four primary expectation motivation variables.</p> <p>a) Effort-performance (E-P)</p> <p>b) Performance-reward (P-R)</p> <p>c) Reward-Need (R-N)</p> <p>d) Valence</p> <p>* Variables such as personality, knowledge, skills, abilities and environmental factors are taken into account</p> <p>* Personal, observed and communicated experiences are sources of expectancies</p>

Malloch and Michael (1981) found that the expectancy construct provided a useful supplement to be able to predict college GPA scores (High School Diploma) and offered validity to this prediction compared to measuring only aptitude alone.

Pritchard and Sanders' (1973) research supported the fact that valence and outcomes were the best single predictors on motivation, effort and performances in the work place. Phillips' (1986) research further confirms Pritchard and Sanders (1973) findings and emphasized the positive effect reward expectancy has on effort and performance in the academic field. However, Pritchard and De Leo's (1973) further investigation of the valence-instrumentality relationship in job-performance had no conclusive results. They provided possible reasons for this such as inadequate manipulation of the valence variable.

Darkenwald and Gavin (1987) investigated the discrepancies between the expectation and actual experiences of students in higher education in the classroom (social environment). The results indicated that drop-outs, compared to persisters had a greater degree of discrepancies between their initial expectations and their actual experiences. Their expectations concerning leader support and friendly supportive students were prominent.

Baker (1991) in conjunction with the Management Charter Initiative (MCI) conducted focus groups in an effort to promote management and competencies of ARPL, keeping management education, training and development in mind. The following potential reasons for the high drop-out rate amongst employees involved in ARPL programmes were discussed:

- * Lack of peer support through isolationism and geographical spread.
- * The ARPL process competing for time and personal resources in the context of work demands, family and leisure.
- * The institution where the individual works does not offer much support.

- * Some participants were unemployed and therefore had no institutional support.
- * Lecturers may not have given sufficient attention to individual needs of adult students.
- * The ARPL project was too concentrated and this put increased pressure on participants as they tried to cope with the demands on their time.
- * Some participants doubted the relevance of the ARPL process.
- * The ARPL process placed extreme demands on the participants and required learning to cope with it.
- * The ARPL process requires a significant amount of self-discipline and self-management. Without this, the participants would find it difficult to motivate themselves.
- * The nature of the course and how they were worded created difficulties and problems of interpretation and application.
- * Some participants may not have had sufficient personal self-esteem to support their efforts.
- * Advisors and supervisors underestimated the real levels of support some individuals needed.
- * Promised support from companies to employees was not forthcoming in a way that directly assisted the participants eg. time, reduction of workload or easy access to information.
- * Participants not actually valuing their past experience as worthwhile in terms of ARPL evidence.
- * Participants attended the course, not on a voluntary basis, but serving companies own agenda.

The above research proves not only that limited research has been conducted on the expectations of adult learners, but that there is still a need to address this aspect in future research.

3.4 CONCLUSION

If higher education institutions are to respond to the challenge of developing ARPL procedures for working adult learners at a higher educational level, expectancy theory and the insight it provides in determining successful participation of learners should be taken into account. Related research supports the notions that more indepth research is needed to understand expectations and the role it plays in understanding motivation and participation of adult learners in ARPL projects.

The models presented in this chapter link up to the previous Chapter (2) as they emphasise the importance of adults' perceptions and their prior learning experiences as variables for motivation and participation in educational programmes. By understanding the adult learners' expectations, adult educators will be able to develop guidelines for ARPL procedures in order to accommodate these expectations, resulting in increased motivation and participation (Boshier, 1973; Howard, 1989; Rubenson, 1977). In other words, by predicting future learners' (adult learners who wish to participate in an ARPL programme) expectations from information gained from the adult learner in the ARPL project, a contribution can be made to a better understanding of the role of ARPL procedures in a higher education sector in South Africa.

CHAPTER 4

EMPIRICAL RESEARCH

4.1 INTRODUCTION

Higher education institutions are facing a problem of how to motivate adult learners within their system. In view of this, the co-ordinator of the ARPL project at the University of the Orange Free State (Benjamin Anderson), promoted the idea to develop an ARPL procedure to motivate working adult learners to participate in educational programmes at university level, and to become partners in re-designing degree programmes according to their educational needs. Based on the literature study regarding adult learners, experiential learning and ARPL as well as research conducted on expectations (Boshier, 1973; Howard, 1989; Rubenson, 1977), the importance of expectations of adult learners and the effect it may have on the learning performance of working adult learners, is evident. For this reason, the expectations of adult learners involved in the ARPL project at the University of the Orange Free State were investigated.

4.2 RESEARCH PROBLEM

The research is aimed at defining, explaining and understanding the expectations of a group of working adult learners. For the purposes of this research, a group of previously disadvantaged working adult learners, who participated in an Assessment and Recognition of Prior Learning (ARPL) research project during 1997 at the University of the Orange Free State (UOFS), was identified. The ARPL project was proposed as part of an integrated research project aimed at a better understanding

of experiential learning and the needs of working adult learners at the UOFS. In addition, the expectations of these previously disadvantaged working adult learners will be the focus of this research.

In doing so, the aim is to make a contribution regarding the development of appropriate ARPL procedures and criteria for assessing and recognising prior learning (both formal and informal) experiences of working adult learners who wish to enter into South African universities.

4.3 METHODOLOGY

4.3.1 SAMPLE

The ARPL research group consisted of 14 adult learners from Bloemfontein and surrounding districts who were invited to participate in the development of guidelines for an ARPL procedure for a specific higher education sector - the University of the Orange Free State (Anderson, 1998).

They can all be described as previously disadvantaged working adult learners, because of their exclusion from quality education in the past (Chapter 1). They also present a variety of backgrounds regarding culture, occupation, language, working experience and age (Table 4.1).

From Table 4.1 it is evident that 57% of the ARPL group were male and 43% female, making the distribution almost equal. Of the 14 ARPL group members, 43% were between the ages of 35 and 45 years of age (middle adulthood) and 57% between the ages of 25 and 34 years of age (early adulthood). The predominant home language spoken was Southern Sotho (50%). Other languages included Tswana (21%), Xhosa (21%) and English (7%). It is important to take into account that most

higher education institutions, in South Africa, predominantly focus on educating students in English and Afrikaans. This implies that almost 92% of the ARPL group would not be taught in their mother language. Half the ARPL group were single (50%) while 43% were married. Only one individual ARPL group member was previously divorced. All ARPL group members attained a standard 10 certificate. This was achieved while working and training in the workplace. (For the purposes of this research, all percentages are rounded off to the nearest decimal and the total might not add up to 100%).

Apart from the biographical data, information was obtained from two semi-structured interviews (included in the original research project) and one focus group discussion relating to the expectations of working adult learners in the ARPL project.

4.3.2. PROCEDURE

4.3.2.1 *Introduction*

The research procedure can be outlined as follows:

*** Phase 1**

Two semi-structured interviews were conducted during January 1997 and July 1997.

*** Phase 2**

Analysis of data and identifying themes relating to expectations, for further exploration.

TABLE 4.1 BIOGRAPHICAL DATA OF ARPL GROUP (n = 14)

A. Gender

Male	8
Female	6

B. Age

40-45	3
35-39	3
30-34	4
25-29	4

C. Home Language

Southern Sotho	7
Tswana	3
Xhosa	3
English	1

D. Marital Status

Male		Female	
Single	3	Single	4
Married	5	Married	1
Divorced	0	Divorced	1

E. Level of Education

Standard 10 certificate	14
-------------------------	----

F. Training and Work Experience (Years)

11 - 20	3
10	2
9	0
8	1
7	2
6	0
5	0
4	3
3	2
2	1
1	0

* **Phase 3**

A focus group discussion was held during September 1997.

* **Phase 4**

Analysis of data and reflecting on existing themes resulting from the two semi-structured interviews and the focus group discussion, and conceptualizing new ideas from this data.

* **Phase 5**

Integration of data and theory in order to validate the research and to reach conclusions to be able to generate recommendations for the development of an ARPL procedure for a higher education sector in South Africa (the University of the Orange Free State).

The questions relating to expectations formed part of the two semi-structured interviews constructed and included by the ARPL co-ordinator. These interviews were conducted by the researcher in conjunction with a registered Sotho speaking psychologist from the UOFS. The first interview was scheduled for January 1997 when the first group of working adult learners registered as students at the University of the Orange Free State. The second interview was conducted six months later in July 1997.

The data from these interviews was carefully analysed and described in the form of a thematic presentation. At that point in time, the information obtained from these interviews was forwarded to experts in the fields of ARPL procedures, Professor David Justice (University of De Paul, Chicago) and Me Pamela Tate (Council for Adult and Experiential Learning : USA), for comment (see Section 2.4.4 on the development of ARPL). The reason for this being that the researcher needed reflection and input on the data gained from the interviews, in an attempt to construct a

meaningful concept regarding expectations and the role thereof in the development of ARPL procedures at a higher educational sector in South Africa.

In view of this, Prof. Justice suggested that the researcher schedule a focus group discussion with all the participants. The aim was to give them feedback regarding their responses to the questions on expectations and allow them to reflect on each other's views regarding these expectations. Dey (1993) emphasizes that the purpose of a focus group discussion is to solicit qualitative judgements on a particular topic or issue, allowing group members to provide input. This input should be facilitated by an experienced moderator allowing for individual contributions to result in group input. Erkut and Fields (1987) state that the basic premise of the focus group strategy is that when quality judgements are subjective, several peoples' judgements are better than one.

In other words, it was recognised that the individual interviews didn't necessarily give the participants the opportunity to feed off others experience, whereby the focus group took experiential learning into account, allowing them to reflect on each others expectations. Therefore, the members of the research group were invited at their convenience to participate in this process in order to create more specific guidelines to address the expectations identified from the interviews. This allowed the researcher to develop a hierarchy of expectations as experienced by this specific group, and to address them accordingly, in order to gain a better understanding of the needs of working adult learners in the ARPL project.

Finally, the themes elicited from the focus group discussions were merged with those gained from the semi-structured interviews, confirming the correlating themes. The computer-based QSR NUD* IST (Non-numerical Unstructured Data Indexing Searching and Theorizing) programme was then used as a tool to expand the themes already elicited, by providing examples of these themes out of the text.

4.3.2.2 *Semi-structured interviews*

Due to the fact that this research project is part of a larger project conducted by Benjamin Anderson (the co-ordinator of the ARPL programme) at the UOFS, only the questions relevant to the expectations of the working adult learners will be mentioned and discussed. The outline of the first interview can be found in Appendix A and the second interview outline in Appendix B. The interviews were transcribed verbatim and the transcripts were subjected to an in-depth analysis to determine the expectations as described by the participants in a thematic form. (Transcripts of the first and second interview can be found in Appendix C and D respectively).

4.3.2.2.1 *First semi-structured interview*

The first semi-structured interview took place at the beginning of the academic year (1997) when the learners registered for their subjects. From this interview, only question 4 pertained to expectations (Question 4 - Appendix A). The question read as follows:

- 4) What are your expectations about the degree programme?

4.3.2.2.2 *Second semi-structured interview*

The second interview was scheduled six months later after the learners had written their first examinations. This interview contained five questions relevant to expectations which is based on the extent of which the degree programme was what they expected it to be (Question 1 - Appendix B). The questions read as follows:

- 1.1) How is the programme different from what you expected?
- 1.2) Which aspects of the programme that you were concerned about before it started, came true?

- 1.3) Which aspects of the programme that you were concerned about before it started, didn't come true?
- 1.4) What do you remember as the highlight of the programme thus far?
- 1.5) What was the low point of the programme thus far?

The last two questions investigated the perception of the outcomes and possible rewards experienced by the adult learner, correlating with the expectancy theories explained in Chapter 3.

The transcribed data gained from these interviews were then coded, eliciting themes and identifying clusters. "Open-coding is the process of breaking down, examining, comparing, conceptualizing and categorising data" (Strauss & Corbin, 1991, p. 61). This coded, thematic presentation (Appendix E and F) was presented to the focus group to confirm findings.

4.3.2.3 *Focus group discussion*

All 14 participants were invited to participate in the focus group discussion but only eight (57%) were able to attend. The focus group was conducted by both the researcher as well as Professor David Justice (University of De Paul, Chicago) in September 1997. The feedback given to the adult learners, and allowing them to reflect on each others expectations is vital to the process of experiential learning according to various adult learning theorists (Section 2.3).

The schedule of the focus group was as follows:

- * Welcoming - Prof. D. Justice.
- * Introduction - Marianna Odysseos.
- * Feedback from interviews - Marianna Odysseos.

Each question from the two interviews were discussed separately and the participants were given a chance to reflect on what was said.

- * Facilitator of Process - Prof. D. Justice.
- * Summation - Prof. D. Justice.

The purpose of this focus group was to confirm the data gained from the semi-structured interviews and allow for reflection and generation of new ideas (Stewart & Shamdasani, 1990). Another reason for conducting a focus group, is that it has certain advantages relative to individual interviews. Greenbaum (1993) lists the following advantages:

- * synergism: combined efforts, wider range of information;
- * snowballing: one comment triggers a chain of responses;
- * stimulation: level of excitement increases with each viewpoint;
- * spontaneity: no individual is required to answer a given question;
- * serendipity: original ideas and opportunity to develop it;
- * specialization: focusing on individual experiences and making use of a more highly trained interviewer;
- * structure: easier for the facilitator to re-open topics discussed in individual interviews that received too shallow a discussion; and
- * speed: a number of individuals are interviewed at the same time.

Having conducted the focus group, the themes were then analysed using the QSR NUD*IST programme and examples of the various themes obtained out of the text, were given.



.i 148 770 41

4.4 RESULTS

4.4.1 INTRODUCTION

The qualitative data is divided into three units.

- * first the results from the semi-structured interviews will be discussed;
- * the second unit consists of the results gained from the focus group interviews; and
- * the third unit contains the QSR NUD*IST analysis.

Due to the nature of qualitative research, the interpretation of data will be influenced by the researcher's subjective interpretation. In an attempt to make this analysis more reliable and transparent, (Kirk & Miller, 1986) percentages are provided to illustrate how many of the 14 participants felt the same way about certain issues. The responses of the participants to each question in the respective unit are structured in the following way:

- * Main themes: This classification is based on the researcher's decision that if more than 25% of the adult learners had the same response to a question, it would be regarded as a major theme.
- * Minor themes: These are responses given by less than 25% of the participants. Even if only one participant (7%) has a particular response, it will be taken into account.
- * Remarks: These are remarks of the researcher which attempt to contextualize the responses of students.

- * Implications: These are statements by the researcher referring to the possible implications of how the responses of the participants will affect their participation and motivation in the ARPL project (Expectancy Theory, Chapter 3).

4.4.2 SEMI-STRUCTURED INTERVIEWS

4.4.2.1 *Interview 1*

Question 4: What are your expectations about the degree programme?

Major themes: One of the most significant themes elicited from the data, is one of support. Support from lectures (86%) was the most prominent in terms of the student's expectations of lecturers to offer them assistance, encouragement and to be patient. They also expected the lecturers to understand their needs as adults in terms of their work situation and to communicate and interact with them as adult learners. They also suggested that their background (experience) should be acknowledged and expected their lecturers to educate and enhance their (the learners) abilities. Two participants differed in opinion when it came to providing equal treatment with younger students. One of the participants felt that they should be treated differently while the other expected equal treatment.

Continuing with the theme of support, a further significant expectation seemed to be family support (29%). This expectation involves the family members understanding the working adult learners' position as students and the fact that they need time to study, to attend evening classes and to be provided with some financial assistance. One participant also expected to be assisted with daily tasks at home.

Minor themes: Support from other people was also expected, but mentioned by fewer students including: Colleague support (21%), support from the working environment (14%), fellow students (14%) and support from the institution (14%). One participant mentioned, specifically that he expected support from the department he was studying at (Architecture department) in terms of educating him and preparing him to become an architect.

Besides the theme of support, other themes relating to expectations were also recorded of which the two most prominent were: the expectation that the degree programme would be too difficult (21%) and that involvement in the programme would result in hard work (21%). Other expectations included: provision of study materials, appointing specialized lecturers for adult learners, to be able to understand academic terminology, that the ARPL programme would result in academic success and lead to a good position in the "World of work", to attend group meetings and to be given the opportunity to interact with different people. These expectations were mentioned by at least one person.

Remark: Support seems to be an important aspect regarding the expectations of adult learners in this ARPL project.

Implications: By addressing the expectation of support, and taking into account the affect it could have on the adult learners' participation, as well as the learning outcomes of the programme, a beneficial contribution can be made to the development of support systems within future ARPL related programmes..

4.4.2.2 *Interview 2*

The opening remark on the second interview was, 'We would like to know to what extent is the degree programme what you expected it to be?'

Question 1.1: How is the programme different from what you have expected?

Major themes: The most important theme regarding question 1.1 is that 43% of the participants felt that the lecturers were different to what they expected in terms of the following:

- * The lecturers expected the same from the older students and younger students in their approach when lecturing classes and allocating tasks.
- * The lecturers' pace were too fast.
- * The lecturers did not make clear what they expected from the participants (students).
- * The lecturers would only accept concepts relevant to the content of subjects and not take into account personal viewpoints; and in contrast to this,
- * the lecturers expected the participants to make their own contributions and work on their own, while
- * some of the lecturers recognised the participants' working experience.

A further important theme was one referring to Time Management (29%). A few participants felt that they needed more time to consult with fellow students. They also didn't expect that they would need that much time to study and to have to work after classes in the library.

Important to mention is the fact that 29% of the participants indicated no difference in how they originally expected the programme to be.

Minor themes: Some of the participants (21%) indicated that the course became more complicated than they expected it to be, compared to 14% who expected the courses to still become more complicated.

The other expectations that were not met, were mentioned by individual participants. This included the lack of discussion groups, the fact that the content of the subjects differed from expectations, the expectation that there would be a specific class for the ARPL group, and that the University was not at all like school. There were also some positive differences to what was expected and this included that it was more enjoyable than expected, that a specific participant was able to cope at University level and that one participant felt that his level of English had developed during the programme. One participant also mentioned that she had not expected to become pregnant and this affected her progress.

Remark: Lecturers played a vital role in all the courses attended by the participants. If learning programmes are therefore offered to working adult learners, specially trained facilitators should be provided in order to accommodate the learners specialized educational needs.

Implications: If traditional lecturers/presenters are all that are made available to teaching adult learners, the chances for the learners to be academically successful, will be minimal and the level of motivation and participation will accordingly be minimized (Howard, 1989).

Question 1.2 Which aspects of the programme that you were concerned about before it started, came true?

Major themes: The most common response regarding question 1.2 was a concern about the availability of transport (36%). The limited and sometimes non-availabili-

ty of transport to and from the townships has been recorded as a major issue. Another prominent concern was the fear of failing class tests and exams (29%). Managing their time effectively (29%) in containing job responsibilities and study assignments, were again mentioned in this question.

Minor themes: Minor themes revolved around concerns about the effective use of language (21%) and coping with financial constraints (21%). In support of their concern regarding language issues a few participants were afraid that they were not going to be able to understand English while one participant questioned his ability to speak English effectively.

Another concern was about the methodology that the lecturers would be implementing during the programme (21%). A few participants felt that they were unable to keep up with the lecturers pace, could not cope with the teaching methods of the lecturers and were frustrated because of the unavailability of teaching aids. Other concerns mentioned were, their lack of study skills (14%), having difficulty in concentrating (14%) and due to other commitments would be unable to attend all classes (14%). Individual concerns included the unavailability of accommodation on campus, too large academic work load, and difficulty in understanding and working with academic concepts.

Remark: Sub-environmental factors (as mentioned by Boshier, 1973, in Section 3.2.1) especially transport, was a prominent concern of the participants and would appear to have an important influence on whether the students would be able to attend classes or not.

Implications : According to Boshier (1973), adult learners who engage in satisfying lower order needs such as transportation and are affected by social and environmen-

tal forces, will struggle to find congruence between themselves and the environment and will most likely drop-out or struggle to cope in the education system.

Question 1.3 Which aspects of the programme that you were concerned about before it started, didn't come true?

Minor themes: Some of the participants (21%) were concerned about not having enough support at the beginning but admitted that they received support from either their spouse, other family members and their working environment later on. Certain participants (14%) were afraid that they wouldn't be able to concentrate on their academic work but managed to cope progressively well. Other individual concerns included being accepted as a fellow student, questioning their own capabilities (potential) for being successful in the programme, a fear of failing tests, a concern in obtaining financial support, attending classes on time, the availability of transport and the ability to use English effectively.

Remarks: The concerns mentioned in Questions 1.2 and 1.3 are similar and coincide with each other, for example, financial support, language dilemma and time management. However, for some participants, these concerns materialized (come true) while for others, they didn't.

Implications: Rubenson's (1977) model focuses on the adult learner's perception and experience of his environment. Therefore, individual concerns and perceptions should all be taken into account in discussing the learning needs of adult learners in developing future ARPL procedures.

Question 1.4 What do you remember as the highlight of the programme thus far?

Minor themes: The impact of a specific group of lecturers who were referred to by 21% of the participants, were considered as a highlight to the programme. The way in which these lecturers explained the work and encouraged the learners, allowed them (the learners), to build up confidence and to participate in the education process.

Another highlight mentioned by 14% of the participants was the relevance their studies had to their existing jobs and their working environment. Highlights expressed by individual participants included:

- * Being part of the ARPL project.
- * Having the opportunity to learn.
- * Understanding and speaking English more fluently.
- * Passing a particular subject (Physics).
- * Meeting different people and sharing ideas.
- * Receiving a promotion as a result of studying.
- * Gaining status in the working environment as a result of the ARPL project.
- * Support and assistance from the members of the ARPL task team.

Only one participant did not recall any specific highlight regarding the programme.

Remarks: There is no major theme due to the fact that each adult can be seen as a unique individual regarding his experiences. What he may gain from the educational process is as a result of who he is and what the context is within which he operates.

Implications: Due to the individuality of each adult learner and the unique experiences they possess, a flexible programme needs to be developed to accommodate their learning needs. An ARPL related educational programme should be contrary to the rigid curricula of traditional teaching, and focus on experience and practical application.

Question 1.5 What was the low point of the programme so far?

Major themes: Half of the participants (50%) experienced the failing of subjects as a low point of the programme. Mention was made of failing specific subjects such as physics, history of architecture, communication science and information science. Other participants (29%) also experienced the lack of involvement of some lecturers as a low point. These lecturers were viewed as having no interest in the participants perspective, not being specific in introducing study modules, presenting lectures too fast and lacking effective communication skills. Lack of time to attend tutorial classes, to study and to share ideas, due to their job responsibilities were mentioned by 29% of the participants.

Minor themes: Some of the participants (14%) experienced a discrepancy between the results from their assignments and their tests. They couldn't understand why they did that well in class assignments but failed their tests. Discrepancies between study guides prepared by lecturers and prescribed textbooks were another concern. Other individual low points mentioned were:

- * A specific time when he (the learner) was unable to finish a project.
- * Afrikaans as a medium of instruction.
- * Writing tests.
- * Not being able to apply for nursing due to failing the course.
- * Receiving negative exam results.

Only one participant indicated that there were no specific low points regarding the programme at that time.

Remarks: Due to the fact that each participant is unique regarding his own experiences, it's significant that 50% felt that failing subjects was considered a low point

in the ARPL programme. The discrepancy between assignment and test results also has significance in designing future ARPL related curricula.

Implications: Failing a subject or a course could be experienced as negative and lead to demotivation and possible non-participation in future ARPL related educational programmes. The fact that some of the participants obtained higher scores on their assignment (focus on experience and practical application) than in their tests (focus on content and rote learning) has important implications for the design of adult education programmes. These include:

- * acknowledging the adult learner's need for the application of theory within their learning environment.
- * recognising the prior-learning experiences of the adult learner.

If participants are continuously evaluated using only the traditional testing method, this may result in negative educational outcomes and experiences of failure within this specific educational programme at the UOFS.

After analysing and identifying themes expressed in these interviews, they were presented at a focus group discussion in order to provide the participants with feedback and give them the opportunity to reflect on the results.

4.4.3 FOCUS GROUP

The results gained from the individual interviews were summarized and analysed. The research group were then invited to participate in a focus group discussion which was attended by Prof. David Justice from the University of De Paul (an ARPL specialist) in the USA.

More than half of the participants (57%) were able to attend the focus group discussion at the end of their first academic year in the programme.

The following themes were elicited from that discussion which contributed to this research project:

4.4.3.1 Support

The most common themes discussed were 'support' and 'the lack support' while studying. Firstly, they felt they had been labelled by both students and lecturers as "Bennie's ARPL group" and felt isolated because of it. Secondly, they struggled to gain support and an understanding from their employers and colleagues at work. There was a lack of tolerance regarding their learning needs as well as the tasks they were obliged to do during the course. Thirdly, family members found it difficult to incorporate their new role as students into the existing family systems. Finally, there were those who felt that they were supported by the above systems but more importantly by the community. The community acknowledged them as being fully fledged university students and respected them for their education efforts.

4.4.3.2 Time

The second theme identified was 'time'. The most common complaint was the time schedule of the lectures that were offered. The learners were unable to cope with their work, home and academic chores due to the lectures being offered during the day. They also felt that most work should be completed during the lectures as they didn't have time to do after-class reading.

The learners also experienced a problem with time management. Their dual responsibilities (job and studies) meant that they had to sacrifice time spent with family members, friends and on recreational activities. For some, limited time meant

that long hours spent studying was done at the expense of their job responsibilities and visa versa.

4.4.3.3 *Transport*

The third theme was that most of the participants experienced a problem with 'transport'. Even those whose courses accommodated part-time students by offering evening lectures, the lectures ended past the time that the last local transport left.

4.4.3.4 *Miscellaneous*

Finally, the following expectations that were not met but which led to disappointment, were expressed:

4.4.3.4.1 Some of them were under the impression that the ARPL group would all be in one class. They weren't expecting to be main-lined with younger students.

4.4.3.4.2 The work became very complicated due to factors such as language problems and differences in expectations of lecturers e.g. different lecturers offering the same course, would give different assignments.

4.4.3.5 *Recommendations made by the ARPL group*

The recommendations presented by the group included the following:

4.4.3.5.1 What one studies must be a reproduction of work.

4.4.3.5.2 Each individual's learning experience must be taken into account during lectures, assignments and test writing.

- 4.4.3.5.3 Separate classes should be offered for an ARPL group.
- 4.4.3.5.4 Specialized lecturers who are trained to teach adult learners should become presenters in an ARPL related educational programme.
- 4.4.3.5.5 Transport should be organized for purposes of attending evening lectures.

4.4.4 INTEGRATION OF INDIVIDUAL INTERVIEWS AND FOCUS GROUP DISCUSSION

The computer-based QSR NUD* IST (1997) programme was used as a tool to classify the major themes (as well as the implied themes) elicited from both the semi-structured interviews and the focus group discussion. Furthermore, it was used to identify examples pertaining to these themes.

4.4.4.1 *Support*

The first theme of 'support' was classified into two categories (Table 4.2), namely:

- * Sources of support
- * Content/nature of support

The sources and content of support (Table 4.2) cannot be separated from each other and are mentioned in the text as an integrated unit. The following are examples of the sources and areas of support as mentioned by participants in the ARPL project:

- * I expect co-operation from all my *lecturers* and *fellow students*. I also expect *them* to communicate easily and to understand the adult learner's academic developmental needs and problems (Participant 4).

* I expect the *lecturers* to have enough **time** available for us and to **understand** our needs regarding the learning of new things. I expect the *institution* to organise **time** where we can have contact with other students to discuss academic problems and I expect support from my *family* with **money** and **social support** (Participant 7).

TABLE 4.2 CLASSIFICATION OF THE THEME ‘SUPPORT’ ELICITED FROM THE SEMI-STRUCTURED INTERVIEWS AND FOCUS GROUP DISCUSSION

Sources of support	Content/Nature of support
1) Academic departments	1) Understanding
2) Lecturers	2) Patience
3) Fellow students	3) Positive treatment
4) Institution (University)	4) Co-operation
5) Work	5) Open communication
6) Colleagues	6) Intellectual growth
7) Family	7) Personal encouragement
	8) Provision of time to study
	9) To be educated
	10) Financial support
	11) Study leave
	12) Academic assistance
	13) Social support

4.4.4.2 *Time*

The second theme identified was ‘time’. Time has been classified into two categories (Table 4.3).

* Things that take time

* Sacrifices made due to lack of time

Certain sacrifices had to be made by the adult learners in order to be successful in the learning programme. The learners were not only expected to fulfil their work (job) responsibilities, but were required to complete both their reading and study tasks as well. This was done at the expense of the time spent with family members, community involvement and participation in recreational activities. Examples of these are as follows:

TABLE 4.3 CLASSIFICATION OF THE THEME 'TIME' ELICITED FROM THE SEMI-STRUCTURED INTERVIEWS AND FOCUS GROUP DISCUSSION

Things that take time	Sacrifices made due to lack of time
1) Reading	1) Social contact
2) Studies	2) Work involvement
3) Work (career)	3) Studying
	4) Sport participation
	5) Sleep

- * I expected this programme to be difficult but I have since realized that one needs *time* to *study* (Participant 10).
- * I thought I would have more *time* to study and I didn't realize that I not only have to attend classes but also *read* a lot and work in the library (Participant 13).
- * I expect my family to understand my position as a student, and not to listen to the radio and TV all the time (*sacrifice*). My wife is a jealous person and I know that I will be going to the library on weekends (*sacrifice*) (Participant 8).

4.4.4.3 *Transport*

The third theme identified was the unavailability of 'transport'. This was mentioned several times during the individual interviews and emphasised in the focus group discussion.

Examples of this theme are as follows:

- * I have a problem with my Monday classes especially of the fact that there are no *transport* available on those evenings (Participant 9).

- * Well the problem about time and *transport* did come true and also the problem about not being able to concentrate well enough (Participant 14).

4.4.4.4 *Success vs Failure*

Finally, a theme of 'success vs failure' was expressed. This was not explicitly mentioned but implied in various ways. This theme was classified into two categories (Table 4.4):

- * Feelings concerning success and failure
- * Experiences of success and failure

TABLE 4.4 CLASSIFICATION OF THE THEME 'SUCCESS VS FAILURE' IN TERMS OF THE ADULT LEARNERS' FEELINGS AND EXPERIENCES

Feelings	Experiences
1) Confidence 2) Pride 3) Maturity 4) Enjoyment 5) Frustration	1) Having worked hard 2) Experiencing difficulties 3) Taking responsibility 4) Discrepancy between results of assignments and tests 5) Offered rewards

Feelings and experiences of positive and negative outcomes from the ARPL programme were expressed by the adult learners. Examples are as follows:

- * Because of my involvement at the university and the knowledge that I have gained and the exposure the university offers, my company asked me to act as marketing manager (**Rewards**) - this built my *confidence* even more.
- * My test results was very low, while the results of my assignments were above average (**Discrepancies**).

4.5 CONCLUSIONS

This chapter (4) served to describe the research process and present a qualitative analysis of the research findings. The most important expectations expressed by the participants can be summarized in terms of the following themes:

- * Theme 1 : Support from lecturers, family members, colleagues and fellow students;

Support from institutions (university) and work organizations.

- * Theme 2 : Problems with time management.
- * Theme 3 : Problems with transport.
- * Theme 4 : Coping with success vs failure in the learning programme.

The next chapter (5) will focus on discussing these results, reach some conclusions and provide recommendations for the development of ARPL procedures in a higher education sector (UOFS) in South Africa.

CHAPTER 5

DISCUSSION, ASSUMPTIONS (CONCLUSIONS) AND RECOMMENDATIONS

5.1 DISCUSSION

5.1.1 INTRODUCTION

This research is comprised of a qualitative investigation with the purpose to establish the expectations of working adult learners who participated in the ARPL project at the University of the Orange Free State. As part of this investigation, the researcher was also interested in discovering whether or not these participants felt their expectations and concerns had materialized. As stated in the literature review (Chapter 2), increasing and maintaining learner motivation is a fundamental concern of adult educators (Cross, 1982; Howard, 1989; Merriam & Caffarella, 1991). In addition to this, Howard (1989) states that his expectancy model is important for planning and structuring adult education programmes (such as the above-mentioned ARPL related educational programme) with specific learning objectives which are vital for the success of such programmes and the reduction of the learner drop-out rate. In other words, by identifying and understanding the adult learners' expectations, their motivation to participate in adult education may increase and the chances of successful academic outcomes improved.

An overview of the theoretical framework, and a summary of the research conducted will be provided. Conclusions will be drawn from these and some recommendations made.

5.1.2 THEORETICAL OVERVIEW

Table 5.1 represents an overview of the aspects discussed in the literature review (Chapter 2 and Chapter 3). Within this framework, the adult learner was defined in terms of his psychological, social and physical development. The way in which adults learn (experiential learning) was explained in terms of Confucius' Model (Section 2.3.2) and placed in context of ARPL in terms of McGill and Weil's (1990) four villages of thought. ARPL was defined mainly in terms of its development and its principles and procedures for assessing prior learning as stated by CAEL. Expectations were explored by using the models of Boshier (1973), Rubenson (1977) and Howard (1989). Finally, related research regarding expectations and the role it may play in motivating adult learners to participate in adult education and the effect it may have on the drop-out rate of adult learners from educational institutes, was discussed.

5.1.2.1 *Conclusions from the Literature Review*

As a result of the above review the following expectations were envisaged to be mentioned by the working adult learners in the ARPL project:

- * A need for self-fulfilment.
- * A need to be given the opportunity to analyse intrinsic values and internalize experiences, developing autonomy.
- * A need to share ideas, values and experiences with other people.
- * A need to have the opportunity to develop close relationships with others.

TABLE 5.1 OVERVIEW OF LITERATURE REVIEW

The Adult Learner	Experience as the source of Learning & Development	Assessment and Recognition of Prior Learning (ARPL)	Expectancy Theory	Related Research
<ul style="list-style-type: none"> * Psychological Development <ul style="list-style-type: none"> - Erikson (1943) - Loevinger (1976) * Social Development <ul style="list-style-type: none"> - Havighurst (1972) - Gerdes, Moore, Ochse & Van Ede (1989) * Physical Development <ul style="list-style-type: none"> - Cattell (1963) - Long (1983) 	<ul style="list-style-type: none"> * Confucius Model of Experiential Learning <ul style="list-style-type: none"> - Extensive study - Accurate inquiry - Careful reflection - Clear discrimination - Earnest practice * Four Villages of Experiential Learning (McGill & Weil, 1990) 	<ul style="list-style-type: none"> * Development of ARPL concept <ul style="list-style-type: none"> - CAEL : - USA - LET : - UK * Principles and Procedures for Assessing Prior-Experiential Learning (CAEL) 	<ul style="list-style-type: none"> * Boshier's congruence Model <ul style="list-style-type: none"> - Growth motivated people - Deficiency motivated people - Intra-self congruence - Social and Psychological mediating variables - Sub-environmental mediating variables * Rubenson's Expectancy -Valence Model <ul style="list-style-type: none"> - Interaction between individual (with acquired experience) and the environment (as perceived and experienced) - Expectation of success and that the success will have positive outcomes - Valence as a result of experiences and perceptions determine participation and non-participation * Howard's Expectancy Motivation Model <ul style="list-style-type: none"> - Motivation to participate in adult education lies in the dynamics of the process of different variables - Four primary expectation motivation variables <ul style="list-style-type: none"> (a) Effort-performance (E-P) (b) Performance-reward (P-R) (c) Reward-need (R-N) (d) Valence - Personality, knowledge, skills, abilities and environmental factors are taken into account 	<ul style="list-style-type: none"> * Limited research available on expectations of adult learners in adult education <ul style="list-style-type: none"> - If expectations are not met, the result is a decrease in motivation and an increase in drop-out rate - Baker (1991) in conjunction with the Management Charter Initiative (MCI) conducted focus groups to investigate possible reasons for high drop-out rate amongst work employees involved in ARPL procedures

- * A need to be treated with respect and have their learning experiences acknowledged.
- * A need to be provided with learning facilities to enhance their learning process (e.g. given completed class notes).
- * A need for support from lecturers, fellow students and colleagues
- * A need to be supported by family members.
- * A need to be respected regarding possible physical limitations.
- * A need to have facilities, such as transport, made available to them.
- * A need to receive rewards such as a promotion at work and bursaries from work organisations.

In view of this, the researcher also assumed that each participant's perception of the learning process will result in different, unique experiences.

5.1.3 QUALITATIVE RESEARCH OVERVIEW

In view of the above-mentioned, this research project was conducted to qualitatively analyse the expectations of the group of adult learners in the ARPL group at the UOFS. A summary of these research findings is represented in Table 5.2

Table 5.2 provides a summary of the biographical data of the ARPL group in order to place the reader in context of who the ARPL group members are. The identified major and minor themes elicited from the semi-structured interviews are summarized in order to provide an overview of the adult learners' expectations. Certain themes gained from the semi-structured interviews were then highlighted in the focus group discussion and are also presented in Table 5.2. The QSR NUD* IST programme was used as a tool to identify examples from the transcripts, confirming the themes already elicited and classifying implied themes.

TABLE 5.2 SUMMARY OF THE RESEARCH FINDINGS

<p>1) Biographical Data</p> <ul style="list-style-type: none"> * <i>Gender</i> : Male (57%) Female (43%) * <i>Age</i> : Middle adulthood:- 35 yrs. - 45 yrs. (43%) Early adulthood :- 25 yrs. - 34 yrs. (57%) * <i>Home Language</i> : Southern Sotho (50%) Others (50%) * <i>Marital status</i> : Single (50%) Married (43%) Divorced (7%) * <i>Level of education</i> : Std. 10 certificate (100%) * <i>Training and work experience</i> : 11 - 20 yrs. (21%) 1 - 10 yrs. (78%) 	
<p>2) Semi-structured interviews</p> <p>a) First Interview</p> <p>- What are your expectations about the degree programme?</p>	
<p>Expectations : Major Themes</p> <ul style="list-style-type: none"> * Support from lecturers (86%) * Support from family (29%) 	<p>Expectations : Minor Themes</p> <ul style="list-style-type: none"> * Colleague support (21%) * Support from work (14%) * Support from fellow students (14%) * Support from the institution (14%) * The degree programme to be difficult (21%) * The programme to result in hard work (21%)
<p>b) Second Interview</p> <p>- How is the programme different from what you expected?</p>	
<p>Major Themes</p> <ul style="list-style-type: none"> * The role of the lecturer (43%) (i.t.o. support and understanding individual needs) * The importance of time management (29%) * No difference from what was expected at the beginning of year (29%) 	<p>Minor Themes</p> <ul style="list-style-type: none"> *The course was complicated (21%)

<p>- Which aspects of the programme that you were concerned about before it started, came true?</p>	
<p>Major Themes</p> <ul style="list-style-type: none"> * The unavailability of transport (36%) * The fear to fail class tests and exams (29%) * A concern regarding the effective use of time (29%) 	<p>Minor Themes</p> <ul style="list-style-type: none"> * Language dilemma (21%) * Financial constraints (21%) * Methodology of lecturing (21%) * Lack of study skills (14%) * Difficulty in concentrating (14%) * Unable to attend classes (14%)
<p>- Which aspects of the programme that you were concerned about before it started, didn't come true?</p>	
<p>Major Themes</p> <ul style="list-style-type: none"> * (None mentioned) 	<p>Minor Themes</p> <ul style="list-style-type: none"> * Not having support (21%) * Concern regarding ability to concentrate (14%)
<p>- What do you remember as the highlight of the programme thus far?</p>	
<p>Major Themes</p> <ul style="list-style-type: none"> * (None mentioned) 	<p>Minor Themes</p> <ul style="list-style-type: none"> * Impact of certain lecturers (21%) * Relevance of studies to job (14%) * Individual highlights
<p>- What was the low point of the programme so far?</p>	
<p>Major Themes</p> <ul style="list-style-type: none"> * Failing subjects (50%) * Lack of involvement of lecturers (29%) * Lack of time (29%) 	<p>Minor Themes</p> <ul style="list-style-type: none"> * Discrepancy between results of assignments and tests (14%)
<p>3) Focus Group Discussion</p>	
<p>- Themes from semi-structured interview confirmed by focus group</p> <ul style="list-style-type: none"> * Problems with time management * The importance of support from: Institution, Lecturers, Fellow students, Organization, Work, Colleagues, Family * Problems with transport <p>- Recommendations made by the group:</p> <ul style="list-style-type: none"> * Learning should be related to their work environment * Separate classes should be offered for adult learners * Adult learning specialists should be appointed as lecturers * Transport should be provided for attending evening classes 	

4) Integration : Individual interviews and focus group discussion

The following themes were elicited:

- * Support in terms of:
 - Sources needed to be academically successful
 - Content/nature
- * Time in terms of:
 - Things that take time
 - Sacrifices made due to lack of time
- * Transport in terms of:
 - Unavailability
- * Success vs. Failure in terms of:
 - Feelings
 - Experiences

5.1.3.1 *Conclusions of the Research Findings*

From the above findings the following conclusions can be made:

- * From both the semi-structured interviews and the focus group discussion, it seems clear that these adult learners have an external perceived locus of control. Most of their expectations revolved around the need for support from lecturers, family members, colleagues and the work environment. The unavailability of transport was also experienced as a problem for the ARPL group members.
- * Individually, the learner's expectations were not only extrinsic, as mentioned above, but also intrinsic (internal perceived locus of control) in nature. An example of this is as follows:
 - I can be part of this ARPL initiative at the university - breaking new ground for other adult learners in future (Participant 1).
- * They expected their degree programmes to be difficult and that they would have to work hard to be successful in the ARPL related educational programme.

- * The adult learners are unique in terms of their expectations as a result of their diverse learning experiences and the way in which they perceive their differing environments (individualization).
- * Expectations regarding the availability of notes and study guides were not met.
- * Difficulties in concentrating for long hours and keeping up with the lecturers pace affected the performance of the adult learners negatively.

5.2 ASSUMPTIONS (CONCLUSIONS)

From a qualitative perspective, the researcher preferred to define 'conclusions' as 'assumptions' in an attempt to be more transparent and to avoid an overgeneralization of the research findings. As a result of the conclusions reached from the literature review and the research findings, the following assumptions are made by the researcher:

- * *Assumption 1:- Individual expectations of working adult learners are focussed on intrinsic values.*

The literature states that during adulthood, the need for self-fulfilment and self-actualization is prominent (see Section 2.2.2). This need is supported by a further need to share personal beliefs regarding the importance of values with other people, and at the same time, developing a sense of autonomy. The research results, regarding the individual interviews, supported these assumptions as most of these adult learners' expectations were focussed on the importance of intrinsic values. An example of this is statements such as 'enhance my natural abilities' and 'expect myself to interact with lecturers'

** Assumption 2:- Group expectations of working adult learners are focussed on extrinsic values.*

As a group (during the focus group discussion) the learners focussed on the importance of factors such as support and transport (external perceived locus of control). Examples such as 'I expect full support from my lecturers and my colleagues at work', 'I expect to have study material made available to me', 'There was a lack of available transport', emphasise the important role of these extrinsic factors in the educational process.

** Assumption 3:- The age of working adult learners affect the perception of the role that family support should play in their expectations.*

The fact that 57% of the adult learners in the ARPL group were between the ages of 25 and 34 years (early adulthood) and 43% between the ages of 35-45 years (middle adulthood) could account for this assumption. The reason is that according to the life stage theory (Erikson, 1943), complete autonomy will not be reached in early adulthood and only partially in middle adulthood, and the inner conflicts between understanding the self and others (including the environment) will also not yet have been achieved (Loevinger, 1976).

Expectations relating to support from family members was not as prominent as suggested by the literature. The reason for this could be that 50% of the adult learners in the ARPL group were single, focussing on their own development and not on familial needs. Individually, the expectations of family support was mentioned and noted as a minor theme in the research.

** Assumption 4:- Rewards and outcomes play a vital role regarding the expectations of working adult learners.*

Rewards and outcomes played a vital role in the adult learners expectations. Expectations regarding the provision of bursaries, promotions and an increased status, emphasizes how important these outcomes are for the adult learners. Failure was not

considered when applying for the ARPL related educational programme, but experienced as negative during the first six months of the programme. The expectation of being successful was prominent in the research results.

** Assumption 5:- Individuality regarding the expectations of working adult learners is reflected by their experiences.*

The uniqueness and individuality of each of the adult learners was reflected by their experiences in the ARPL programme. Some learners experienced the lecturers and their contribution to the learners academic development as positive, while others felt neglected and disrespected by the same lecturers.

** Assumption 6:- The role of lecturers in facilitating learning are important to adult learners*

In conjunction with the above, the role of the lecturers was the most prominent finding of the research. Their method of teaching (traditional academic method of teaching content) and how they facilitated the learning process, featured in almost all the expectations described by the adult learners. These expectations were, however, not met and led to feelings of disappointment for most of the learners in the ARPL programme.

Most of these research results support the finding of Baker's (1991) research. The one finding not mentioned by Baker (1991) is the effect physical limitations may have on the adult learners' learning process. The results, therefore, confirm the notion that expectations of adult learners will affect their participation and motivation in learning programmes.

The above findings resulted in the following recommendations.

5.3 RECOMMENDATIONS

In its widest sense, ARPL is a form of assessment through which an individual's skills, knowledge and experience can be formally recognised and credit given for this experience, regardless of how or when it occurred (Smith & Preston, 1993).

Its all good and well to develop ARPL related educational programmes but as Baker (1991) mentions, the effectiveness and credibility of an ARPL approach depends on how current and future managers (lecturers and employers) perceive the concept of assessing prior learning experiences and giving credit for learning. Pies (1996) introduces one perspective of how tertiary institutions feel about ARPL related programmes. He indicates that its not surprising that the ARPL concept will be criticized by members of tertiary institutions if it only relies on everyday life experiences, neglecting the rigours of academic discourse.

The legacy of Bantu education in South Africa, until the first democratic election in 1994, makes it necessary for the higher education sector to address the educational needs of working adult learners. Taking into account the expectations of the participating group of working adult learners the following recommendations can be made:

- * Educate and train academic as well as administrative staff about the concept of ARPL and Experiential Learning (see Section 2.4.4).
- * Conduct further research about expectations relating to the educational needs of working adult learners and its effect on the motivation and participation of such learners in higher education degree programmes.

- * Design an assessment procedure e.g. a questionnaire that would enable an assessor to analyse possible discrepancies between expectations regarding ideal learning environments and actual learning environments. The reason being that such environments affect outcomes related to drop-out, academic achievements and learner satisfaction.
- * Develop flexible guidelines (not measured against normative standards) regarding assessment procedures in an attempt to accommodate the learning need of experienced working adult learners.
- * Consider the possibility of developing a separate degree programme that accommodates the needs of working adult learners and train lecturers how to administer focus group discussions and facilitate learning in combining theory and practice.

To conclude, Confucius' philosophy (Lau, 1979, p. 21) concerning the process of facilitation in education reflects an ideal interaction between a lecturer and his student:

The Master sometimes gave different students entirely different answers to the same question.

On one occasion Tzu-lu asked him whether, when he was taught anything, he should at once put it into practice. Confucius told him 'no', that he should consult his father and elder brothers. A little later, Jan-chiu asked the same question, and the Master told him 'yes', he should practice what he was taught immediately.

The disciple Kung-hsi-hua, knowing of the two answers, was puzzled and asked the reason for the difference. Confucius told him, 'Jan-chiu is lacking zeal, so I urged him on, Tsu-lu has more than his own share of energy, so I held him back!'

REFERENCES

- ANDERSON, B. (1998). Assessment and Recognition of Prior Learning (ARPL). *Workshop presented at the University of Stellenbosch*. Stellenbosch.
- BAKER, R. (1991). M.C.I. Management competencies and APL: the way forward for management education, training and development? *Journal of European Industrial Training*, 15(9), 17-26.
- BERTELSON, P.H. (1975). *Adult education: a position paper*. Unpublished manuscript: University of the Orange Free State.
- BIEHLER, R.F. & HUDSON, L.M. (1986). *Developmental psychology: an introduction*. Boston: Houghton Mifflin.
- BOSHIER, R. (1973). Educational participation and drop-out: a theoretical model. *Adult Education*, 23, 255-282.
- BOUCOUVALAS, M. & KRUPP, J.A. (1990). Adult development and learning. In S.B. Merriam & P.M. Cunningham (Eds), *Handbook of adult and continuing education* (pp.183-200). San Francisco: Jossey-Bass.
- BROOKFIELD, S. (1985). *Adult learners, adult education and the community*. New York: Teachers College Press.

- BROWN, A. (1990). *A research project to examine the recognition of prior learning in the United Kingdom and the United States of America*. Melbourne: Victoria Education Foundation.
- BUTTERWORTH, C. & EDWARDS, R. (1993). Accrediting prior learning at a distance. *Open Learning Year*, 8, 36-43.
- CATTELL, R.B. (1963). Theory of fluid and chrystalized intelligence. *Journal of Educational Psychology*, 54, 1-22.
- CELL, E. (1984). *Learning to learn from experience*. Albany: New York Press.
- CHALLIS, M. (1996). Andragogy and the accreditation of prior learning: points on a continuum or uneasy bedfellows? *International Journal of Lifelong Education*, 15, 32-40.
- CHAN, W.T. (1963). *A source book in Chinese philosophy*. New Jersey : Princeton University Press.
- COHEN, R., FLOWERS, R., McDONALD, R. & SCHAAFSMA, H. (1993). *Learning from experience counts: recognition of prior learning in Australian universities*. Sydney: University of Technology.
- CRITES, J.O. (1981). *Career counselling: models, methods and materials*. New York: McGraw-Hill.
- CRITICOS, C. (1987). Learning out of chaos: a case study of experiential learning and the South African educational crisis. *First International Conference on Experiential Learning*. London.

- CROSS, K.P. (1982). *Adults as learners*. San Francisco: Jossey-Bass.
- DARKENWALD, G.G. & GAVIN, J. (1987). Dropout as a function of discrepancies between expectations and actual experiences of the classroom social environment. *Adult Education Quarterly*, 37(3), 152-163.
- DARKENWALD, G.G. & MERRIAM, S.B. (1982). *Adult education: foundations of practice*. New York: Harper & Row.
- DEWEY, J. (1993). *How we think* (Rev. ed.). New York: Heath.
- DEY, I. (1993). *Qualitative data analysis: a user-friendly guide for social scientists*. London: Routledge.
- ERIKSON, E.H. (1943). *Childhood and society*. New York: Norton.
- ERKUT, S. & FIELDS, J.P. (1987). Focus groups to the rescue. *Training and Development Journal*, 1, 74-76.
- FEU (1987). *Assessing experiential learning*. London: Longman Group.
- FUGATE, M. & CHAPMAN, R. (1992). *Prior learning assessment: results of a nation-wide institutional survey*. Chicago: Winthrop Publishing.
- GERDES, L.C., MOORE, C., OCHSE, R. & VAN EDE, D. (1989). *The developing adult* (2nd ed.). Durban: Butterworth.

- GORRINGE, R. (1989). Accreditation of prior learning achievements: developments in Britain and lessons from the USA. *Coombe Lodge Report*, 21(5), 319-359.
- GREENBAUM, T.L. (1993). *The handbook of focus group research*. New York: Lexington.
- HARRIS, J. & SADDINGTON, T. (1995). *The recognition of prior learning: international models of assessment and the impact on South African education and training*. Unpublished manuscript.
- HAVIGHURST, R.J. (1972). *Developmental tasks and education*. New York: McKay.
- HOWARD, K.W. (1989). A comprehensive expectancy motivation model: implications for adult education and training. *Adult Education Quarterly*, 39(4), 199-210.
- HOWE, M.J.A. (Ed.) (1978). *Adult learning: psychological research and applications*. New York: John Wiley.
- HUMAN SCIENCES RESEARCH COUNCIL (1995). *Ways of seeing the national qualifications framework*. Pretoria: Author.
- KIRK, J. & MILLER, M.L. (1986). *Reliability and validity in qualitative research*. California: SAGE.
- KNOWLES, M.S. (1970). *The modern practice of adult education: andragogy versus pedagogy*. New York: Association Press.

- KNOWLES, M.S. (1980). *The modern practice of adult education* (Rev. ed.). Melbourne: Krieger.
- KOLB, D.A. (1984). *Experiential learning: experience as the source of learning and development*. New Jersey: Prentice-Hall.
- LAMDIN, L. (1994). *Earn college credit for what you know*. Chicago: CAEL.
- LAU, D.C. (Ed.) (1979). *Confucius: the analects*. Harmondsworth: Penguin.
- LAWLER, E.E. (1968). A correlational-causal analysis of the relationship between expectancy attitudes and job performance. *Journal of Applied Psychology*, 52(6), 462-468.
- LEWIN, K. (1951). *Field theory in social sciences*. New York: Harper & Row.
- LOEVINGER, J. (1976). *Ego development: concepts and theories*. San Francisco: Jossey-Bass.
- LONG, D.C. (1990). *Learner managed learning*. London: Hogan Page.
- LONG, H.B. (1983). *Adult learning: research and practice*. New York: Cambridge University Press.
- LONG, H.B. (1991). *Early innovators in adult education*. London: Routledge.
- LOWE, J. (1983). *The education of adults: a world perspective*. Paris: UNESCO.

- MAK, W.M. (1992). Experiential learning: the Confucian model. In J. Mulligan & C. Griffin (Eds), *Empowerment through experiential learning: explorations of good practice* (pp.50-55). London: Hogan Page.
- MALLOCH, D.C. & MICHAEL, W.B. (1981). Predicting student grade point average at a community college from scholastic aptitude tests and from measures presenting three constructs in Vroom's expectancy theory model of motivation. *Educational and Psychological Measurement*, **41**, 1127-1135.
- MANGANYI, N.C. (1996). The South African qualifications authority act. *Conference on the National Qualification Framework*. Johannesburg.
- McCLELLAND, D.C. (1951). *Personality*. New York: Dryden Press.
- McGILL, I. & WEIL, S. (1990). Making sense of experiential learning. *Adults Learning*, **1**(5), 136-139.
- MERRIAM, S.B. & CAFFARELLA, R.S. (1991). *Learning in adulthood*. San Francisco: Jossey-Bass.
- MULLIGAN, J. & GRIFFIN, C. (Eds) (1992). *Empowerment through experiential learning: explorations of good practice*. London: Hogan Page.
- NATIONAL COMMISSION FOR HIGHER EDUCATION (1996). *NCHE discussion document: a framework for transformation*. Pretoria: Human Science Research Council.

- NEWMAN, B.M. & NEWMAN, P.R. (1991). *Development through life: a psychological approach* (5th ed.). Pacific Grove: Brooks/Cole.
- O'GRADY, M.J. (1991). Assessment of prior achievement/assessment of prior learning: issues of assessment and accreditation. *The Vocational Aspect of Education*, **115**, 183-189.
- OLSON, K.W. (1974). *The G.I. Bill, the veterans, and the colleges*. Lexington: University Press of Kentucky.
- PHILLIPS, C.J. (1986). Full-time mature students in higher education: a survey of their characteristics, experiences and expectations. *British Educational Research Journal*, **12**(3), 289-308.
- PIAGET, J. (1951). *Play dreams and imitation in childhood*. New York: Norton.
- PIES, T. (1996). Faculty ownership of a prior learning program. *Adult Learning*, **7**(6), 13-14.
- PORTMAN, D.N. (1978). *The universities and the public: a history of higher adult education in the United States*. Chicago: Nelson-Hall.
- PRITCHARD, R.D. & DE LEO, P.J. (1973). Experimental test of the valence instrumentality relationship in job performance. *Journal of Applied Psychology*, **57**(3), 264-270.

PRITCHARD, R.D. & SANDERS, M.S. (1973). The influence of valence, instrumentality and expectancy on effort and performance. *Journal of Applied Psychology*, 57(3), 264-270.

QSR NUD*IST 4 [Computer Software] (1997). *Non-numerical Unstructured Data Indexing Searching and Theorizing*. Scolari: Qualitative Solutions & Research.

RACHAL, J.R. (1990). The social context of adult and continuing education. In S.B. Merriam & P.M. Cunningham (Eds), *Handbook of adult and continuing education* (pp.3-14). San Francisco: Jossey-Bass.

ROLLS, D.M. (1987). Documenting experiential learning: preparation of a portfolio for college credit. *Lifelong Learning*, 10(6), 19-21.

ROSE, A.D. (1990). Non-traditional education and the assessment of prior learning. In S.B. Merriam & P.M. Cunningham (Eds), *Handbook of adult and continuing education* (pp.211-220). San Francisco: Jossey-Bass.

ROSSMAN, M.H. & ROSSMAN, M.E. (1990). *Applying adult development strategies: new directions for adult and continuing education*. San Francisco: Jossey-Bass.

RUBENSON, K. (1977). Participation in recurrent education: a research review. *Meeting of National Delegates on Developments in Recurrent Education*. Paris: Organization for Economic Co-operation and Development.

- SADDINGTON, J.A. (1985). *An evaluative study of a university course for professional adult educators using an experiential learning methodology*. Unpublished M.A. thesis, University of Cape Town.
- SAMUALS, J. (1992). The changing context of tertiary education. In C.A. Taylor (Ed.), *Tertiary education in a changing South Africa: Conference at University of Port Elizabeth*. Port Elizabeth.
- SHECKLEY, B.G. & ALLEN, G.J. (1991). Experiential learning: a key to adult development. In L. Lamdin (Ed.), *Roads to the learning society* (p.99). Chicago: CAEL.
- SIMOSKO, S. (1991). *Accreditation of prior learning: a practical guide for professionals*. London: Hogan Page.
- SIMOSKO, S. (1992). *Embedding accreditation of prior learning competence and assessment*. Briefing series no. 7 of the Unemployment Department, London.
- SMITH, A. & PRESTON, D. (1993). APL: The relationship between rhetoric and reality. *Management Education and Development*, 24(4), 395-405.
- SONNENDECKER, E. (1996). Recognition of prior learning. *Conference for the Establishment of RPL in South Africa*. Pretoria.
- STEWART, D.W. & SHAMDASANI, P.N. (1990). *Focus groups: theory and practice*. Newbury Park: SAGE.
- STRAUSS, A. & CORBIN, J. (1991). *Basics of qualitative research: grounded theory procedures and techniques*. London: SAGE.

STUBBLEFIELD, H.W. & KEANE, D. (1990). The history of adult and continuing education. In S.B. Merriam & P.M. Cunningham (Eds), *Handbook of adult and continuing education* (pp.26-36). San Francisco: Jossey-Bass.

TATE, P. (1992). Empowerment through experiential learning. In J. Mulligan & C. Griffin (Eds), *Empowerment through experiential learning: explorations of good practice* (pp.127-135). London: Hogan Page.

USHER, R.S. (1986). Reflection and prior work experience: some problematic issues in relation to adult students in university studies. *Studies in Higher Education*, 11(3), 245-256.

VROOM, V. (1964). *Work and motivation*. New York: Wiley.

WHITAKER, U. (1989). *Assessing learning: standards, principles and procedures*. Philadelphia: CAEL.

WORKING GROUP 9 (1994). *Recognition of prior learning (RPL): international models of assessment*. Cape Town: Author.

SUMMARY

The development of Assessment and Recognition of Prior Learning (ARPL) procedures for the higher education sector in South Africa, is still in its infant phase. Several discussions concerning this topic have taken place since 1995. Workshops by the private and higher education sectors in South Africa, including the University of the Orange Free State (UOFS), Technikon S.A., Human Sciences Research Council (HSRC) and the Joint Education Trust (JET), have been organised.

The focus of this research was to define, explain and understand the expectations of previously disadvantaged working adult learners in South Africa. This was done in an attempt to provide possible guidelines for the development of ARPL procedures in the higher education sector of this country. To achieve this, the researcher provided an overview of adults as learners, defined experiential learning, described the development of the ARPL concept and provided models explaining expectancy theory. This was done in an attempt to strengthen the notion that working adult learners' expectations should be taken into account in the development of learning programmes for adults.

The ARPL task group in the Free State Region registered a research project (1996) focussing on the development of ARPL procedures for a higher education sector in South Africa - U.O.F.S. Previously disadvantaged working adult learners were invited to participate in that project. The aim was to gain a better understanding of the educational needs of working adult learners in an attempt to develop ARPL procedures which would respect their prior learning experiences and allow them the opportunity to become part of the higher education sector in South Africa. Expectations were identified as one of the important aspects relating to this development and further research was suggested by the co-ordinator of the project at that time. This research, therefore, forms part of this broader project.

The research confirmed the importance of expectations in understanding the educational needs of working adult learners in higher education. These expectations can be described in terms of the following themes identified by the researcher:

Theme 1 : Support from lecturers, family members, colleagues and fellow students.

Theme 2 : Problems with time management.

Theme 3 : Problems with transport.

Theme 4 : Coping with success vs failure in the learning programme.

From these themes, the following assumptions were formulated:

- * Expectations of working adult learners (as individuals) will focus on intrinsic values.
- * Expectations of working adult learners (within a group) will focus on extrinsic values.
- * The age of working adult learners will affect their perception of the role that family support plays in their expectations.
- * Rewards and outcomes play a vital role in working adult learners expectations.
- * Individuality regarding the expectations of working adult learners is reflected by their experiences.
- * The role of the lecturers and how they facilitate the learning process will feature in adult learners expectations.

These assumptions resulted in recommendations being made in an attempt to contribute to the development of appropriate ARPL procedures in a higher education sector in South Africa.

OPSOMMING

Die ontwikkeling van Evaluering en Erkenning van Vorige Leerervaring (EEVL) prosedures vir die hoër onderwys sektor in Suid-Afrika is nog in sy kinderskoene. 'n Aantal gesprekke het reeds vanaf 1995 plaasgevind. Enkele werkwinkels is reeds deur die privaat en die hoër onderwys sektore georganiseer, hierby ingesluit die Universiteit van die Oranje Vrystaat, Technikon SA, die RGN, en die "Joint Education Trust" (JET).

Die fokus van hierdie ondersoek was om die verwagtinge van vorige verontregte werkende volwasse leerders te definieer, te verklaar en te begryp. Dit was gedoen in 'n poging om moontlike riglyne te voorsien vir die ontwikkeling van EEVL prosedures in hoër onderwys in Suid-Afrika. Om dit te bereik het die navorser 'n literatuuroorsig voorsien rakende volwasse leerders, ervaringsleer gedefinieer, die ontwikkeling van die EEVL-konsep en teorieë oor verwagtinge beskryf. Sodoende is gepoog om die belangrikheid van verwagtinge vir die ontwikkeling van volwasse onderrigprogramme te beklemtoon.

Die EEVL taakgroep in die Vrystaat-streek het 'n navorsingsprojek in 1996 by die Universiteit van die Vrystaat geregistreer om aandag te gee aan die ontwikkeling van EEVL prosedures vir die hoër onderwys sektor in Suid-Afrika. Vir doeleindes van hierdie projekte is vorige verontregte werkende volwassenes uitgenooi om deel te neem aan die projek en so 'n bydrae te lewer tot die ontwikkeling van EEVL prosedures vir hoër onderwys in Suid-Afrika. Verwagtinge is geïdentifiseer as een van die belangrike aspekte rakende die navorsing en 'n voorstel is gemaak dat die rol van verwagtinge verder ondersoek moes word. Die huidige ondersoek vorm deel van daardie projek.

Tesame met die literatuuroorsig is twee semi-gestruktureerde onderhoude gevoer en 'n fokusgroepbespreking georganiseer om die onderliggende temas rakende die verwagtinge van die deelnemers te identifiseer.

Die navorsing het die belangrikheid van verwagtinge beklemtoon om die onderrig-behoefte van werkende volwassenes te verstaan.

Hierdie verwagting is beskryf in terme van die volgende temas:

Tema 1 : Ondersteuning van dosente, familieledede, kollegas en mede-studente.

Tema 2 : Probleme met tydsbestuur.

Tema 3 : Probleme met vervoer.

Tema 4 : Die hantering van sukses vs mislukking in die leerprogram.

Vanuit hierdie temas is die volgende aannames geformuleer:

- * Verwagtinge van werkende volwasse leerders (as individue) sentreer rondom intrinsieke waardes.
- * Verwagtinge van werkende volwasse leerders (as 'n groep) sentreer rondom ekstrinsieke waardes.
- * Die ontwikkelingsouderdom van werkende volwasse leerders speel 'n bepaalde rol ten opsigte van die aard van verwagtinge wat so 'n persoon aan familie lede stel.
- * Belonings en uitkomst speel 'n kritiese rol in werkende volwasse leerders se verwagtinge.
- * Die individualiteit rakende die verwagtinge van werkende volwasse leerders word weerspieël deur hul ervaringe.
- * Die rol wat dosente speel, veral as fasiliteerders van leer, is belangrik in die verwagtinge van werkende volwasse leerders.

Na aanleiding van hierdie aannames is spesifieke aanbevelings gedoen in 'n poging om 'n bydrae te maak tot die ontwikkeling van 'n doelgemaakte EEVL prosedure vir 'n hoër onderwys sektor in Suid-Afrika.

APPENDIX A

INTERVIEW 1 - OUTLINE

INTERVIEW 1

This interview is being conducted at the beginning of a pilot project on the Assessment and Recognition of Prior Learning (ARPL) at the University of the Orange Free State to help us understand and plan APRL procedures for adult learners with working experience who wish to participate in Higher Education and want to obtain a University degree qualification. A consent form has been provided that indicates that you have agreed to participate in this interview.

QUESTION 1 : First we'd be interested in knowing how you became involved in this project

- 1.1 How did you find out about the project?
- 1.2 What about the project appealed to you?
- 1.3 What prior learning experiences do you have?

QUESTION 2 : Some adult learners with working experience have difficulty deciding to participate in a university degree programme, and others decide fairly easily.

- 2.1 What kind of decision process did you go through in thinking about whether or not to register for a university degree programme?
- 2.2 What particular things were you concerned about?
- 2.3 What is the most important thing happening in your life at this point in time that stimulated your decision to register for a degree programme at the university?

QUESTION 3 : Now that you've made the decision to register, how do you feel about it?

- 3.1 How would you describe your feelings right now?
- 3.2 What lingering doubts or concerns do you have about this year at university?
- 3.3 What changes in yourself do you hope will result from this learning experience?

QUESTION 4 : What are your expectations about the degree programme?

QUESTION 5 : During the degree programme you'll be with younger people for an extended period of time

- 5.1 What feelings do you have about being part of a group like that for several years?
- 5.2 Based on your past experiences with groups, how do you see yourself fitting into your first year group at the university?
- 5.3 How would you expect your relationship with the younger students to be different from your relationship with programme participants who are older?

QUESTION 6 : One of the things we're interested in understanding concerning existing degree programmes is the learning experience of adult learners with working experience. Some of the things we are interested in are:

- 6.1 What prior learning experience will affect your learning activities at the university?

6.2 What are the skills that you didn't develop, regarding your prior learning experiences that you wish you could develop during your participation in the programme?

QUESTION 7 : We'd like to know something about how you typically face new situations. Some are impulsive in new situations while others are cautious in their approach

7.1 Between these two, how would you describe yourself?

QUESTION 8 : Okay, you've been very helpful. Are there other thoughts or feelings you'd like to share with us to help us understand how you're seeing the assessment and recognition of prior learning project right now?

8.1 Is there anything you'd like to add?

APPENDIX B

INTERVIEW 2 - OUTLINE

INTERVIEW 2

We're conducting this interview right at the beginning of your second semester at the University of the Free State. We hope this will help us better understand what you've experienced so that we can improve future admission procedures for adult learners with working experience. You have signed a form giving your consent for material from this interview to be used in a written evaluation of the learning experience of adult learners (with working experience) in this project. This interview is being tape-recorded.

QUESTION 1 : We would like to know to what extent is the degree programme what you expected it to be?

- 1.1 How is the degree programme different from what you have expected?
- 1.2 Which aspects of the programme that you were concerned about before it started, came true?
- 1.3 Which aspects of the programme that you were concerned about before it started, didn't come true?
- 1.4 What do you remember as the highlight of the programme thus far?
- 1.5 What was the low point of the programme thus far?

QUESTION 2 : We would also like to know how did the degree programme affect you personally

- 2.1 What changes in yourself do you see or feel as a result of the programme?

2.2 What would you say you got out of the learning experience thus far?

QUESTION 3 : During the last six months you've been with the same group of people constantly

3.1 What kind of feelings do you have about having been a part of the same group of students for that time?

3.2 What feelings do you have about the lecturers and how do you relate to them?

3.3 What role do you feel you play within the group?

3.4 How are your experience with this group different from your experiences with other groups at work or in the community?

3.5 How does the group affect you?

3.6 How do you affect the group?

3.7 In what ways do you relate differently to the younger and older students in your group?

QUESTION 4 : We are interested in knowing what effect the degree programme has on you

4.1 What happens in the programme that makes a difference to your learning experience?

4.2 What do you see as important aspects of the degree programme you have registered for?

4.3 How important is it for you to formulate concepts from a concrete learning experience?

4.4 How important is it for you to reflect on what you have learned and to actively apply those ideas in the learning experience?

QUESTION 5 : We have asked you before about your experience of being an adult learner with working experience.

5.1 What are your feelings about what it's like to be an adult learner with working experience now?

5.2 How does your job affect your studies?

5.3 What things don't you do because of your work and who is your participation in the group affected by your responsibilities at work?

QUESTION 6 : Before the programme started we asked you how you typically faced new learning situations. During the last six months you have faced a variety of new learning situations

6.1 How would you describe yourself in terms of how you approached these new experiences?

6.2 How do you think this experience will affect how you will approach learning situations in the future?

QUESTION 7 : Suppose you were being asked by a government agency whether or not it should sponsor a project like this, what would you say?

7.1 What arguments would you give to support your opinion?

7.2 Who shouldn't take part in such a project?

QUESTION 8 : You've been very helpful. We'd be very interested in any other feelings and thoughts you'd like to share with us to help us understand your learning experiences and how it affects your life?

APPENDIX C

INTERVIEW 1 - TRANSCRIPT

INTERVIEW 1

Previous questions have no relevance to this research paper.

4 What are your expectations about the degree programme?

1. I am expecting the architecture department to educate me as an architect and to prepare me to be ready to practice as an architect and to be able to educate other students who intend to study architecture in the future.
2. The lecturers have to be patient with me, knowing my background and be of help in anything I ask.
3. I expect to be treated equally to other students, especially younger students. I expect the lecturers to explain what I do not understand. I hope this degree will bring me a good position in the world of work.
4. I expect co-operation from all my lecturers and fellow students. I also expect them to communicate easily and to understand the adult learner's academic development needs and problems.
5. I expect the lecturer to care for me, to enhance my natural abilities, to teach me how to draw and what is needed to become a successful architect, to know the terminology and academic jargon.
6. I expect the programme to bring me success, regarding my interaction with other people and communicating their needs and problems to people who could support and help them. To be friendly and supportive and to encourage me to be academically successful. I don't expect the lecturers to spoon-feed me with regard to my studies.

7. I expect the lecturers to have enough time available for us and to understand our needs regarding the learning of new things. I expect the institution to organise time where we can have contact with other students to discuss academic problems, and I expect support from my family with money as well as social support.
8. I expect the lecturers to lower the passing percentage because as an older person, I may not be able to cope as well as the youngsters from school. I expect the institution to consider to give us elder students special lecturers to assist us in our learning. I expect my employer to support me by giving me study leave and to be reasonable regarding my work load. I expect my family to understand my position as a student, and not to listen to the radio and the TV all the time. My wife is a jealous person and I know that I will be going to the library on weekends. I expect her not to think negatively about me going somewhere else. I will also expect my family to assist me with daily tasks at the house because of limited time.
9. I expect from myself to be studying hard and to introduce myself to the lecturers. I also expect the lecturers to be helpful if I don't understand something. I also expect the people at the work to understand my position and to support me if I need study leave.
10. I expect to get full support from my lecturers and my colleagues at work. I also expect my family to understand that I will be spending a lot of time at the library and at the classes during the evenings.
11. I expect the lecturer to understand my learning needs and also expect myself to interact with the lecturer so that he/she can be able to assist me with my studies.

12. I expect my family and my lecturers to be co-operative and understanding. I also expect to interact with different people and if conflict occurs to resolve it in a peaceful manner. I have not been studying for quite some time and therefore expect my lecturers to support me with study problems that may occur. I further expect my work to give me leave if needed for my studies.
13. I expect my lecturers to understand that I am an adult person who are working full-time and that I would like to be treated differently from the younger students. I also expect my fellow staff members to understand my position when I have to write tests and exams.
14. I expect to have lecturers who are used to teach only adult learners and to make study material available to me.

APPENDIX D

INTERVIEW 2 - TRANSCRIPT

INTERVIEW 2

We're conducting this interview right at the beginning of your second semester at the University of the Free State. We hope this will help us better understand what you've experienced so that we can improve future ARPL admission procedures for adult learners with working experience. You have signed a form giving your consent for material from this interview to be used in a written evaluation of the learning experience of adult learners (with working experience) in the ARPL research project.

1. We would like to know to what extent is the degree programme what you expected it to be?

1.1 How is the programme different from what you have expected?

1. It is not different from what I expected it to be, although I must mention that I was surprised that the lecturers recognised my working experience.

2. I didn't expect the courses to become that complicated. This especially relates to the language issue, because I had to attend Afrikaans lectures while I wish to attend in English but couldn't come during the day.

3. The programme is not really different from what I expected it to be. The only thing which I found difficult was to keep up with the pace of the lecturers.

4. The programme is not different that I have expected, except for the fact that the lecturers expect the same from both the adult students and the younger students. It is difficult for me to learn a lot of facts and I prefer to have discussions about what I have learned. This hasn't been an option during the last six months.

5. The classes are not that much focused on learning, it is more about teaching and one doesn't really always know what is expected from one.
6. I thought it was going to be tougher than this. I thought I was not going to cope with my studies, but I am coping well, I have enough time to have discussions with my fellow students.
7. It was a little bit difficult because of the medium of instruction, e.g. I had to attend Statistic classes in Afrikaans. The content also differed a lot from what I expected it to be. In State Administration it seems that the lecturer wanted the concepts as they are and were not interested in my own view or my understanding of the concepts.
8. It is what I had expected it to be, difficult, and it needs hard work.
9. It is tough as expected. Initially I thought I was only going to be with my group (the people that were in the ARPL workshops) but I realised that we are all doing different courses. Fears about the times of lectures and whether I will be able to be on time and even whether there will be transport available for us after late night classes.
10. I expected this programme to be difficult but I have since realised that one needs to give oneself enough time to study. The only difference is that one has to be hard working in order to achieve good results.
11. There is a lot of difference. I enjoy the academic culture and realise that I can become part of the intellectual development of people in general. As an adult, I expected the Southern Sotho classes to be very complicated but I enjoy the way it is presented and assessed. I also experienced a lot of development regarding the usage of English at university level.

12. It is different because I expected University to be the same as a school, and now I realise the lecturers expect one to make one's own contributions and to work on your own.
13. I thought that I will have more time to study and I didn't realise that I not only have to attend classes but also read a lot and work in the library.
14. It is more or less what I expected it to be - taking a lot of time and energy and challenging one all the time.

1.2 Which aspects of the programme that you were concerned about before it started, came true?

1. I was worried about whether I will be able to be successful at the university. The problems concerning transport and money came true - both is a serious problem now. The lack of available transport. The lack of enough money to pay my study fees.
2. Nothing other than the language dilemma.
3. My concern about whether I will be able to attend all my classes soon became a problem. So I had to write a letter to my director and ask him permission to shift my lunch time in an attempt to attend all my classes. I also realised that I didn't always have enough energy to keep up with the pace. My lack of good study skills also seemed to become a serious problem which I have to attend to. A lack of energy, limited time and a problem with ineffective study skills.
Accommodation was also a problem. My concern whether I will be able to pass all my subjects also came true because I failed my subjects during the first semester.

4. I thought I would not understand English well enough to continue with my studies. This was the most important concern which came true - The fact that there is a lot of work which I have anticipated.
5. Certain things that I was worried about indeed came true. For one I find it difficult to manage my time effectively and the fact that I have limited financial support. I also find it difficult to work with concepts and my lecturers remind me that I do have a problem in this area.
6. I use to panic a lot initially and failed the first tests and have the fear of failing all my other tests.
7. I did not expect to be offered tuition in Afrikaans because we were told that the University of the Free State was a parallel medium institution. Another problem was that I realised that I was pregnant soon after I finalised my registration.
8. Amongst the things I had fears about was failing my subjects and indeed I did not manage to pass. At work they give me time to attend classes, I don't experience any problem at home and I still manage to have time for my studies. From an academic point of view I find my lecturers to be quite understanding and helpful.
9. I have a problem with my Monday classes especially of the fact that there are no transport available on those evenings. As far as the lecturing is concerned I find it difficult to keep up with the pace. The main reason may be because of the unavailability of teaching aids like notes and overhead projectors. Most of the time the lecturers only read from the book. I was lost most of the time. As I have already mentioned I had a problem in following the lecturers.

10. At first it was not easy to cope with the methods used by the lecturers. I was also worried whether I will be able to apply effective study methods while studying. Being part of younger students who seems to understand academic concepts quicker than I do.
11. My concern about the usage of English properly in classes and in communicating with my lecturers.
12. My worry about whether my work will allow me to participate in all the academic activities and whether I will have enough time available to do both my job and my degree at the same time.
13. My worry about transport and whether I will be able to keep up with the finances did come true. Also my concern about being able to concentrate well enough did come true - I find it difficult to study for a long period of time.
14. Well the problem about time and transport did come true and also the problem about not being able to concentrate well enough. Also the fact that I failed both my subjects during the June examinations and therefore couldn't apply for nursing next year.

1.3 Which aspects of the programme that you were concerned about before it started, didn't come true?

1. My worry that I won't be able to prepare good designs and assignments. My concern that I may not pass my subjects.
2. Not applicable.
3. None.

4. My concern that I won't be able to use English effectively.
5. I feared that I will be only seen as a part of a pilot project at the University, but in the long run I realised that this is not the case and that I am accepted as a fully fledged student.
6. I get support from my husband and now I am coping well. I have ample time to study and I pass all my tests.
7. I worried about the support from my husband and my family and whether I will be able to concentrate on my studies or not.
8. The fact that we as a group in this programme decided to meet once a week but this does not seem to be happening.
9. I thought I would have problem with class attendance but this does not seem as much of a problem. I am always on time.
10. In the beginning I was concerned about the attitudes of lecturers. During the last eight months I experienced that they are quite helpful and prepared to listen to one's problems.
11. My worry regarding transport didn't materialise. My manager at work supports me a lot giving me the time I need to attend classes, tutorials and other academic activities.
12. I was worried that I will not be able to concentrate effectively but I don't experience any problems with that.
13. I was worried about being accepted - this fear was unnecessary if I look at the way things are now.

14. My concern for not getting financial support didn't come true because I got a bursary from the provincial government.

1.4 What do you remember as the highlight of the programme thus far?

1. On my side I think it is because I can be part of this ARPL initiative at the university - breaking new ground for other adult learners in future.
2. The thing I remember most was when Prof. Crouse gave us lectures in Business Economics especially the way he explained the work in English.
3. I enjoyed the State Administration because I learned about organisational planning, how the government system works and what the expectations of people are towards the government. Another highlight was the way in which the communications lecturer handled her classes. She expects a very high standard of all her students.
4. I am now able to understand English better and speak it more fluently and therefore I regard this as the highlight of the programme thus far.
5. Having passed Physics during the first semester and achieving 60% for my "low cost housing project" were two highlights of the programme thus far. This killed my fear of not having the potential to be successful in Architecture.
6. I meet with different people and being able to share ideas.
7. The Statistic course seems to be the highlight so far because I work with statistics at work. So I was able to correlate theory with practice.

8. I realise that once you are at university you must become independent by getting learning material by yourself and doing some research on your own. This makes one to be confident in what one does.
9. I realise that the courses that I have taken namely Municipal Administration and Public Administration are quite relevant to my job.
10. The highlight of the programme thus far was the fact that the theory and concepts that I have learned in class correlate fully with my job situation.
11. Having been a student with Prof. Wessels from Political Science was a highlight thus far because he opens up the information to us as the adult students. He also invites one to participate and thereby gaining confidence. Anneke Grobler, the counsellor who assists me with my academic development is truly an important highlight. Mr Anderson is also a highlight in the way he assists one with personal problems.
12. Because of my involvement at the university and the knowledge that I have gained and the exposure the university offers, my company asked me to act as marketing manager while my manager was away - this built my confidence even more.
13. Although I didn't pass my exam I feel proud that I am still continuing my studies and that the ARPL task group supports me in my decision. Another highlight is also the fact that people in my community look up at me because of my perseverance.

1.5 What was the low point of the programme thus far?

1. The fact that I failed my Physics.

2. My test results was very low, while the results of my assignments were above average. I don't understand why, because if it is said that language is the problem (my lecturers tell me that I understood the questions wrong) how come that I understand the task laid on me through an assignment correctly. I felt confused at some stages because I realised that I could come forward and share my own ideas but I didn't really know whether it is appropriate to do so because there just don't seem to be time therefore during the lectures.
3. The fact that the lecturers was not interested in my own perspectives about the work we have done.
4. The fact that I only obtain as 45% result for my Information Science subject was the low point of the programme thus far.
5. The times when I didn't finish a project and when I failed my Architecture History test. The few times we had a communication breakdown with my lecturers regarding the teaching process with which I sometimes disagree.
6. From the information I got I understood that if one didn't pass certain practicals then one will not be able to proceed with one's studies. I wasn't able to attend all my practicals because of my working hours and that became a very negative experience.
7. To have Afrikaans as medium of instruction. The way lectures are presented were too fast for me so I wasn't able to keep up with the pace and couldn't understand some of the concepts they were talking about.
8. Since I failed my courses I became a little bit disillusioned because I realised that I did not give myself enough time to study.

9. The way of presenting lectures was too fast for me. I found that the lecturers were not very specific when they introduce the study modules. The first test that I wrote was allocated too little time and because of the many facts I really got mixed up and couldn't finish. At that time I felt like giving up my studies because I thought that I was not going to cope.
10. Initially I found it difficult to combine the study guides and text books with each other in my preparation for classes and tests. The reason for this is because the information seemed to be different in the study guides than in the text books.
11. Nothing specific.
12. When I failed my Communication Science during the June exam, because I couldn't attend all the group discussions and lectures.
13. The fact that I failed both my subjects during the June examinations, because now I cannot apply for nursing for next year.
14. Receiving my examination results was really a negative experience and the low point of the programme thus far.

APPENDIX E

INTERVIEW 1 - THEMATIC PRESENTATION

INTERVIEW 1

2. EXPECTATIONS

2.1 DEGREE PROGRAMME

2.1.1 Support form Department (1)

2.1.1.1 Educate and Prepare (1)

2.1.1.1.1 Architect (1)

2.1.1.1.2 To be able to educate others (1)

2.1.2 Support from lecturers (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13)

2.1.2.1 Patience (2)

2.1.2.2 By acknowledging background (2)

2.1.2.3 By providing equal treatment with younger students (3)

2.1.2.4 Help and Assistance (2) (9) (11)

2.1.2.4.1 With studies (11)

2.1.2.5 Expectations (3) (9)

2.1.2.6 Co-operation (4) (12)

2.1.2.7 Communicate (4)

2.1.2.8 Understanding (4) (7) (11) (12) (13)

2.1.2.8.1 Academic needs and problems (4) (7) (11) (12)

2.1.2.8.2 Adult person working full time (13)

2.1.2.9 Care (5)

2.1.2.10 Enhance natural abilities (5)

2.1.2.11 Educate and prepare to become architect (5)

2.1.2.12 Friendly (6)

2.1.2.13 Encouragement for academic success (6)

2.1.2.14 Not to be spoon fed (6)

- 2.1.2.15 Availability in terms of time (7)
- 2.1.2.16 Lower the passing percentage (9) (8)
 - 2.1.2.16.1 For older persons (8)
- 2.1.2.17 Interaction (11)
- 2.1.2.18 Treated differently from younger students (13)

2.1.3 Support from fellow students (3) (4)

- 2.1.3.1 Equal treatment (3)
- 2.1.3.2 Co-operation (4)
- 2.1.3.3 Communicate (4)
- 2.1.3.4 Understand Academic Needs and Problems (4)

2.1.4 Good position in world of work (3)

2.1.5 Understand terminology and academic jargon (5)

2.1.6 Programme to bring : (6)

- 2.1.6.1 Communicating to other people (6)
 - 2.1.6.1.1 Success in interaction with people (6)
 - 2.1.6.1.1.1 People's needs (6)
 - 2.1.6.1.1.2 People's problems (6)

2.1.7 Support from Institution (7) (8)

- 2.1.7.1 Organise time (7)
 - 2.1.7.1.1 Contact with other students (7)
 - 2.1.7.1.2 To discuss academic problems (7)
- 2.1.7.2 Special Lecturers (8)
 - 2.1.7.2.1 Assist with learning (8)

2.1.8 Family Support (7) (8) (10) (12)

2.1.8.1 Money (7)

2.1.8.2 Social (7)

2.1.8.3 Understanding position as students (8) (10) (12)

2.1.8.3.1 By not listening to radio and TV (8)

2.1.8.3.2 Need to spend time at library (10)

2.1.8.3.3 Attending evening classes (10)

2.1.8.3.4 Co-operate (12)

2.1.8.4 To assist in daily tasks at home (8)

2.1.9 Self (9)

2.1.9.1 Study hard (9)

2.1.9.2 Introduce to lecturers (9)

2.1.10 Colleague Support (9) (10) (13)

2.1.10.1 Understand position as student (9) (13)

2.1.10.2 If study leave is needed (9)

2.1.10.3 Writing tests and exams (13)

2.1.11 To interact with different people (12)

2.1.12 Resolve conflicts in peaceful manner (2)

2.1.13 Support from Work (8) (12)

2.1.13.1 Leave if needed for studies (12)

2.1.13.2 Employer support (8)

2.1.13.2.1 Study leave (8)

2.1.13.2.2 Reasonable regarding work load (8)

2.1.14 Have special lecturer who teach only adult learners (14)

2.1.15 Have study material made available (14)

2.1.16 Spouse support (8)

2.1.16.1 Wife (8)

2.1.16.1.1 Not to be jealous when goes to library (8)

2.1.17 Difficult (8) (9) (10)

2.1.18 Hard work (4) (8) (10)

2.1.19 Complicated (11)

2.1.20 Group meetings (8)

2.1.20.1 Once a week (8)

APPENDIX F

INTERVIEW 2 - THEMATIC PRESENTATION

INTERVIEW 2

2.2 DEGREE PROGRAMME DIFFERENT FROM EXPECTATIONS

2.2.1 Not different (1) (3) (4) (8)

2.2.2 Lecturers (1) (3) (4) (5) (7) (12)

2.2.2.1 Recognised working experience (1)

2.2.2.2 Difficult to keep up with their pace (3)

2.2.2.3 Expect same from older students and younger students (4)

2.2.2.4 Don't know what they expect from them (5)

2.2.2.5 Wants concepts of subjects (7)

2.2.2.5.1 Not personal view (7)

2.2.2.5.2 Not understanding of subject (7)

2.2.2.6 Make own contribution and work on own (12)

2.2.3 Courses become complicated (2) (4) (7)

2.2.3.1 Language (2) (7)

2.2.3.1.1 Can only attend Afrikaans lectures (2)

2.2.3.1.2 Only offered tuition in Afrikaans (7)

2.2.3.2 Difficult to learn facts (4)

2.2.4 Prefer to have discussions (4)

2.2.5 Classes focused on teaching, not learning (5)

2.2.6 Self (6)

2.2.6.1 Can cope (6)

2.2.7 Thought it would be tougher/more complicated (6) (11)

2.2.8 Content of subject (7)

2.2.9 Time Management (6) (9) (13) (14)

2.2.9.1 To have discussions with fellow students (6)

2.2.9.2 Need plenty time to study (9) (13)

2.2.9.3 Need to work after class in library (13)

2.2.10 Thought he'd be in class with ARPL group (10)

2.2.11 Enjoys (11)

2.2.11.1 Academic culture (11)

2.2.11.2 Way classes are presented and assessed (11)

2.2.12 Become part of the intellectual development of people in general (11)

**2.2.13 Experienced development regarding use of English at university level
(11)**

2.2.14 University is not like school (2)

2.2.15 Need lots of energy (14)

2.2.16 To become pregnant (7)

2.3 CONCERNS THAT CAME TRUE

- 2.3.1 Money (financial support) (1) (5) (13)**
- 2.3.2 Transport (1) (2) (9) (13) (14)**
 - 2.3.2.1 Lack of it (1)
 - 2.3.2.2 Not available after evening classes (9)
- 2.3.3 Language Dilemma (2) (4) (11)**
 - 2.3.3.1 Not understanding English (4)
 - 2.3.3.2 Using English in classes (11)
- 2.3.4 Cannot attend all classes (3) (9)**
 - 2.3.4.1 Had to organise with director at work (3)
- 2.3.5 Not enough energy to keep up the pace (3)**
- 2.3.6 Lack of good study skills (3) (10)**
 - 2.3.6.1 Attended to it (3) (10)
- 2.3.7 Accommodation (3)**
- 2.3.8 Failed (3) (6) (8) (14)**
 - 2.3.8.1 Can't apply for nursing next year (14)
 - 2.3.8.2 Initial tests (6)
- 2.3.9 Lots of work (4)**
- 2.3.10 Time management (5)**

2.3.11 Working with concepts (5)

2.3.12 Being lectured/taught (9) (10) (11)

2.3.12.1 Difficult to keep up with the pace (9)

2.3.12.1.1 Unavailability of teaching aids (9)

2.3.12.1.1.1 Notes (9)

1.2.12.1.1.2 Over-head projectors (9)

2.3.12.2 Only read from book (9)

2.3.12.3 Lecturers (9) (10)

2.3.12.3.1 Problems following them (9)

2.3.12.3.2 Not easy to cope with methods used by them
(10)

2.3.12.3.3 Communicating with them (11)

2.3.13 Understanding academic concepts as quick as younger students (10)

2.3.14 Difficulty in concentrating (13) (14)

2.3.15 Time (12) (13) (14)

2.3.15.1 To do both degree an job (12)

2.3.16 Work (12)

2.3.16.1 Doesn't allow participation in all academic activities (12)

2.4 CONCERNS THAT DIDN'T COME TRUE

2.4.1 Preparing (1)

2.4.1.1 Good designs (1)

2.4.1.2 Assignments (1)

2.4.2 Not applicable (2)

2.4.3 None (3)

2.4.4 Use English effectively (4)

2.4.5 Seen as part of a pilot study (5)

2.4.6 Won't be accepted as fully fledged student (5)

2.4.7 No support (6) (7) (11)

2.4.7.1 Husband (6) (7)

2.4.7.2 Family (7)

2.4.7.3 Work (11)

2.4.7.3.1.1 Time to attend classes, tutorials, academic activities (11)

2.4.8 Unable to concentrate on studies (6) (12)

2.4.9 Wouldn't cope (6)

2.4.10 No time (6)

2.4.10.1 To study (6)

2.4.11 Fail (6)

2.4.11.1 Further tests (6)

2.4.12 Attending classes on time (9)

2.4.13 Lecturers (10)

2.4.13.1.1 No Help (10)

2.4.13.1.2 Not prepared to listen (10)

2.4.14 No transport (11)

2.4.15 Not being accepted (13)

2.4.16 No financial support (14)

2.4.16.1 Bursary from provincial government (14)

2.4.17 Not having the potential to be successful (5)

2.4.17.1 Architecture (5)

2.5 OUTCOMES

2.5.1 Highlights of Degree Programme

2.5.1.1 Being part of ARPL initiative at UOFS (1)

2.5.1.1.1 Breaking new ground to adult learners in future (1)

2.5.1.2 Lecturers (2)

2.5.1.2.1 Prof Crouse (Business Economics) (2)

2.5.1.2.1.1 Way in which he explained work in English (2)

2.5.1.2.2 Communication science (lecturer) (3)

2.5.1.2.2.1 Way in which she handled classes (3)

2.5.1.2.2.2 Expects very high standard from all students (3)

2.5.1.2.3 Prof Wessels (Political Science) (11)

2.5.1.2.3.1 Opens up information to adult students (11)

2.5.1.2.3.2 Invites one to participate (11)

2.5.1.2.3.2.1 Helps gain confidence (11)

2.5.1.3 Learning (3)

2.5.1.3.1 State Administration (3)

2.5.1.3.1.1 Organisational planning (3)

2.5.1.3.1.2 Working of government systems (3)

2.5.1.3.1.3 Expectations of people towards government (3)

2.5.1.3.2 Communication Science (3)

2.5.1.3.3 Becoming confident (8)

2.5.1.3.3.1 Working independently (8)

2.5.1.3.3.1.1 Getting learning material (8)

2.5.1.3.3.1.2 Doing own research (8)

2.5.1.4 Understanding and speaking English more fluently (4)

2.5.1.5 Passing of subjects (5)

2.5.1.5.1 Physics (5)

2.5.1.5.2 Building Science project with 60% (5)

2.5.1.6 Meeting different people (6)

2.5.1.6.1 Sharing ideas (6)

2.5.1.7 Statistics course (7)

2.5.1.7.1 Correlate theory with practice (work with statistics at work (7)

2.5.1.8 Realisation of relevance of courses to his job (9) (10)

2.5.1.8.1 State Administration (9)

2.5.1.8.2 Municipal Administration (9)

2.5.1.9 Student Councillor (11)

2.5.1.9.1 Anneke Grobler (11)

2.5.1.9.1.1 Assists with academic development (11)

2.5.1.10 ARPL Task team (11)

2.5.1.10.1 Mr Anderson (11)

2.5.1.10.1.1 Assisted with personal problems (11)

2.5.1.10.2 Supports decision to continue studies
(13)

2.5.1.11 Asked to act as Marketing Manager (12)

2.5.1.11.1 Reasons (12)

2.5.1.11.1.1 Involvement at University (12)

2.5.1.11.1.2 Knowledge gained (12)

2.5.1.11.1.3 Exposure university offers him (12)

2.5.1.11.2 Gained confidence (12)

2.5.1.12 Proud to continue studies (13)

2.5.1.13 People in community look up to me because of perseverance (13)

2.5.1.14 Nothing specific (14)

2.5.2 Low Points of Programme

2.5.2.1 Failing of subjects (1) (4) (5) (8) (12) (13) (14)

2.5.2.1.1 Physics (1)

2.5.2.1.2 Information Science (45%) (4)

2.5.2.1.3 History of Architecture (5)

2.5.2.1.4 Communication Science (12)

2.5.2.1.4.1 Couldn't attend all group discussions and
lectures (12)

2.5.2.2 Discrepancy between results (2)

2.5.2.2.1 Low test results and above average assignment results
(2)

2.5.2.3 Not enough time for sharing own ideas during lectures (2)

2.5.2.4 Lecturer (3) (5) (7) (9)

2.5.2.4.1 Not interested in my own perspective (3)

2.5.2.4.2 Breakdown in communication (5)

2.5.2.4.2.1 Regarding teaching process (5)

2.5.2.4.3 Presented too fast (7) (9)

2.5.2.4.3.1 Couldn't understand some concepts (7)

2.5.2.4.4 Not specific in introducing study modules (9)

2.5.2.5 Didn't finish project (5)

2.5.2.6 Not being able to attend practicals as expected from lectures (6)

2.5.2.6.1 Working hours (6)

2.5.2.7 Afrikaans as medium of instruction (7)

2.5.2.8 Realised that I did not give self enough time to study (8)

2.5.2.9 Tests (9)

2.5.2.9.1 Allocated too little time (9)

2.5.2.9.2 Got mixed up with many facts (9)

2.5.2.10 Initially information seemed different in study guide and text books (10)

2.5.2.11 Nothing specific (11)

2.5.2.12 Cannot apply to study nursing next year (13)

2.5.2.13 Receiving exam results (14)

