AN INVESTIGATION OF PROBLEMS FACING IMPLEMENTATION
OF ADULT LITERACY PROGRAM IN KIGANJO DIVISION OF
GATUNDU SOUTH DISTRICT IN KIAMBU COUNTY

BY

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E55/CE/11827/08

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An investigation of problems facing
DECLARATION

This is my original work and has not been presented for a degree or any other award in any other university

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DEDICATION

This research project is dedicated to my children, Fridah, Newton and Linet. To them I say thank you for their continued encouragement. May it be a challenge to them to excel academically. Special dedication goes to my beloved husband, Muthii, for being there for me when I needed him most.
ACKNOWLEDGEMENTS

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<tr>
<td>AAEO</td>
<td>Assistant Adult Education Officer</td>
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<td>ABEO</td>
<td>Adult Basic Education Officer</td>
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<tr>
<td>ACE</td>
<td>Adult and Continuing Education</td>
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<td>ALE</td>
<td>Adult Learning and Education</td>
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<td>BAE</td>
<td>Board of Adult Education</td>
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<td>BEFA</td>
<td>Basic Education for All</td>
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<td>CADE</td>
<td>College of Adult and Continuing Education</td>
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<td>CIDA</td>
<td>Canadian International Development Agency</td>
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<td>CSO</td>
<td>Civil Society Organizations</td>
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<td>DAE</td>
<td>Department of Adult Education</td>
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<td>DAEO</td>
<td>District Adult Education Officer</td>
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<td>EFA</td>
<td>Education for All</td>
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<td>FBO</td>
<td>Faith Based Organization</td>
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<td>IDA</td>
<td>International Development Association</td>
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<td>KACE</td>
<td>Kenya Advanced Certificate of Education</td>
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<td>KALA</td>
<td>Kenya Adult Learners Association</td>
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<td>KCE</td>
<td>Kenya Certificate of Education</td>
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<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
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<td>KNBS</td>
<td>Kenya National Bureau of Statistics</td>
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<td>NCCK</td>
<td>National Christian Council of Kenya</td>
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<td>NIC</td>
<td>Newly Industrialized Country Organization</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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ABSTRACT

Education is the cornerstone of economic growth and social development. It should be promoted at all levels and for everyone who is eligible. Successful completion of adult literacy programmes yields benefits similar to formal schooling. In Kenya Adult Basic Education is one of the major components of the Adult and Continuing Education. However, despite the various campaigns that have been undertaken to eradicate illiteracy in the country, the level of literacy is still low. According to the Kenya Adult Literacy Survey Report, whereas 61.5 per cent of adult population had attained minimum literacy level, only 29.6 per cent had attained the desired literacy competency. In Kiganjo Division of Gatundu South District, the department of adult education has established thirteen adult literacy centres. Of these only ten are operational but even then they are characterized by low enrolment, and high dropout cases. This study therefore sought to investigate factors that face effective implementation of adult literacy program in the Division. This was done by: finding out the current status of physical and human resources used in the program; analyzing educational policies governing quality assurance in adult education; and analyzing problems that face adult literacy learners, teachers and supervisors. The research study adopted an exploratory approach using a descriptive survey design which is preferable in educational research. The study targeted the DAEO, three AAEOs, ten literacy teachers and 200 literacy learners. Ten out of the 13 adult literacy centers were selected using convenient sampling based on accessibility of the literacy centers since they are sparsely distributed. Out of the possible 200 learners in the 10 literacy centers 5 were sampled from each centre using convenient sampling. Two basic instruments were used to collect the data, namely; questionnaires and interview schedules. Piloting was done in one literacy center with a view to pre-test the validity and reliability of the questionnaires using test-retest. The quantitative data was analyzed using descriptive statistics and qualitative data was also interpreted and analyzed thematically. The results of data analysis were presented in form of frequency tables and charts. Among study findings are problems of: inadequate number of trained permanent adult literacy teachers; poor terms and conditions of service for teachers; inadequate teaching/learning resources; poor physical facilities, multi-grade teaching; and poor facilitation of education officials. In view the findings, the researcher recommends that there be increased funding and support for adult literacy programmes through recruitment of more trained teachers on permanent basis and improvement of terms and conditions of service for the teachers; facilitation of the office of adult education officer, and reviewing of adult literacy curriculum. The study proposes further study on Impacts of Adult Literacy Learning on learners in the study area; factors facing implementation of adult literacy program in the entire district and on the relevance of the current adult education policies against the expectations of the Millennium Development Goals and Vision 2030 Strategy.
1.0 INTRODUCTION

1.1 Introduction

This chapter gives the background of the problem, problem statement, significance of the study, objectives of the study, research questions, assumptions, limitations and delimitations of the study. It also gives a list of terms as used in the proposal.

1.2 Background of the Study

According to the UN Millennium project on UPE (UNESCO, 2005a), education is the cornerstone of economic growth and social development; it is a principal means of improving the welfare of an individual and a factor influences the quality of a country's labor force, thereby increasing its efficiency and output (UNESCO, 1990). Education should therefore be promoted at all levels and for everyone who is eligible. It also means that illiteracy is a major factor responsible for poverty and under development in many countries and should be eradicated.

Adult Basic Education (ABE) is one of the major components of the Adult and Continuing Education (ACE) sub-sector of education. It provides basic education and training opportunities to adults and out of school youth aged 15
years and above who either missed their chance in the formal education system during their childhood or dropped out of school before attaining sustainable levels of education (Rep of Kenya, 2005b).

Eradication of illiteracy is one of the major issues of concern in education today. This is due to the realization and acceptance of the fact that education in general and literacy in particular has far reaching implications for both personal and national development (Republic of Kenya, 2005a). Lack of adequate literacy skills in the modern world constitutes underdevelopment. The World Conference on Education for All (WCEFA) noted that illiteracy imposes both relative and absolute burden on national economic wellbeing (UNESCO, 1990). The effects of low illiteracy levels in the industrialized countries have resulted to their taking the lead in education, science, wealth and overall development.

Literacy is a right but its implicit in the right to education and is recognized as a right for both children and adults in certain international conventions such as Dakar’s Education for All (EFA). This is because of the set of benefits it confers on individual’s families and communities and nations. Literacy empowers learners especially women to take individual and collective action in various contexts such as household, workplace and community in two ways; first in making participants authors of their own learning, developers of their
own knowledge and partners’ of in dialogue about their lives. Women account for 64 per cent of the adult worldwide who cannot read and write with understanding virtually unchanged from 63 per cent in 1990. Literacy skills are fundamental to informed decision making, personal empowerment, active and passive participation in local and global social community. Successful completion of adult literacy programmes yields benefits similar to formal schooling (UNESCO, 2005b).

Politically, educated people are more likely to vote and more tolerant to democratic values. Participation in adult literacy programmes is also correlated with increased participation in trade unions, community action and national political life, especially when empowerment is at the core of program design. This realization has led to campaigns in various countries for the promotion of literacy for all including adults (UNESCO, 2005b).

According to UNESCO (2005b), there are an estimated 771 million illiterate adults globally or 18 per cent of the world’s adult population and almost all adults who have yet to acquire minimal literacy skills live in developing countries in the South and West Asia, Sub-Saharan Africa and Arab states where the literacy rates are about 60 per cent compared to developed countries’ literacy rates which are at about 98 per cent. The East Asia and Pacific region have the highest literacy rate (91 per cent) among the developing regions (UNESCO, 2005b). Although literacy on its own does not
automatically lead to development, the added potential that individuals gain after becoming literate enables them to engage in meaningful and participative development (Kaugi, 1993). It is also worth noting that, of the 771 million illiterate adults, two-thirds are women which is a serious violation of human rights. It also constitutes a major drawback to the realization of human capabilities and the achievement of equity and of socio-economic and development particularly for women (UNESCO, 2005b).

Despite the global call for Education for All, it has been noted that there is inadequate attention being given to the learning needs of adults in many countries. During a UN conference that was held at Sofia in Bulgaria in November, 2002, it was emphasized that access to literacy and learning are human rights which must be extended to all regardless of age as stipulated in the action plan of the UN’s Literacy Decade. It was also felt that, raising the general education level of parents is a key factor in the achievement of educational goals for the young and in the achievement of overall development goals as stipulated in the MDGs (IIZ/DVV59, 2002).

1.2.1 Literacy Campaign in Kenya

At independence 1963, Kenya had very high illiteracy rates. Soon after, the government took up the issue of illiteracy eradication very seriously. Following the recommendation of the Kenya Education Commission Report
the Board of Adult Education (BAE) was established through an act of parliament in 1966. This paved way for the launching of the first national campaign against illiteracy in 1967 (Kaugi E, 1983). The campaign got good response from the public. However, the government realized that it could not cope with the increased demand for literacy classes and decided to limit its assistance to only a few literacy classes in a few selected districts. This had negative impacts as it de-motivated the teachers and the field officers and there was a decline in enrollment which resulted to closure of most of the literacy classes (Carron and Bordia, 1985).

In 1967 a special division of Adult Education was created within the Ministry of Co-operatives and Social Services to be in charge of the campaign against illiteracy and by 1971 about 1000 centers were functioning providing literacy instructions to some 30,000 adults (Republic of Kenya, 1999).

The presidential directive and the implementation of 1979-83 development plan led to a 5-year national literacy campaign which was launched in 1979. This led to the creation of a full Department of Adult Education (DAE) under the Ministry of Co-operative and Social services (Carron, Mwiria and Righa, 1989). This gave the struggle to eradicate illiteracy a renewed strength and between 1979 and 1990 over 3 million learners are recorded to have
enrolled in literacy classes in Kenya. However, a downward trend in enrolments noted which could have been attributed to dropping out of learners before sustainable levels of literacy. It also appears that as the campaign vigor declined, the levels of enrolment continued to decline. Kenya like many other countries does not have adequate policy frameworks and structures required for sustainable advancement of adult education. However the government has recognized the important role played by Adult Learning and Education (ALE) in bringing out the maximum potential of the human resource for individual, community and national development. This is evident in policy statements and pronouncements made in the resent years. Some of the important policy documents and initiatives which demonstrate Government commitment to promotion of adult learning as highlighted below.

Master Plan on Education and Training (MPET) 1997–2010 is a report of a commission established by the Government in 1997 to review policies, development objectives and strategies to guide the education sector into the 21stCentury. The report recommended strengthening and expansion of the Adult Basic Literacy Programme (ABLP) to cater for adults and out of school youth and links education with the national development goal of industrialization by the year 2020. (DVV, 1997)
The Report on Totally Integrated Quality Education and Training (TIQET) of 1999 recognized the heterogeneity and diverse nature of ALE provision in the country and recommended for strengthened partnerships between the Government and other Stakeholders with a view to enlisting them into effective and expanded delivery of ALE programmes for adult learning.

Poverty Reduction Strategy Paper (PRSP) 2001-2003 recognizes that education for adults plays an important role in human resource development and is an important strategy for poverty reduction and economic recovery (Republic of Kenya, 2001).


The Kenya Education Sector Support Programme (KESSP) 2005-2010 is a government and donor initiative for funding programmes in the education sector to fulfill the MDGs and EFA goals in Kenya. ACE is one of the 23 investments Programmes in this initiative (Republic of Kenya, 2005b).
Gender Policy in Education (2007) underlines the need to increase participation of illiterate adults, especially women and out of school youth in gender equitable basic literacy and continuing adult education programmes (Republic of Kenya, 2007c).

According to the Kenya Vision 2030 the Government aims at providing globally competitive quality education, training and research for development. The strategy paper also commits the country to achieving an 80 per cent adult literacy rate by the year 2030 (Republic of Kenya, 2007a).

According to the National Poverty Eradication Strategy 1997-2010 the Government asserts its commitment to poverty eradication. One way of achieving this is through provision of quality education to all particularly adults and out of school youths who are the workers and producers.

The National Youth Policy (2007) in-cooperates youths in Government activities, and addresses issues of youth empowerment for sustainable livelihood which includes literacy for the out of school youth.

The National Youth Policy for Polytechnics (2007) is a Cabinet Paper that has developed a Legal Framework for the Management and Governance of Youth
Polytechnics. It addresses issues of technical and vocational training of youth for acquisition of relevant skills for socio-economic development.

The above policies indicate that the government of Kenya has shown initiatives of eradicating illiteracy among adult and out of school youth in Kenya; however the programs to implement these initiatives do not yield the required results.

According to the Kenya National Adult Literacy Survey, 61 per cent of the adult population has attained minimum literacy level leaving a balance of 38.5 per cent or over 7.8 million adults illiterate. Only 29.9 per cent of the Kenya adult population has mastered desired levels of competency in literacy. Close to 29.9 per cent of the youth aged 15 to 19 years and 49 years are illiterate. According to this survey, high regional and gender disparities in literacy attained were depicted (Republic of Kenya, 2007b).

1.3 Statement of the Problem

Despite the various campaigns that have been undertaken to eradicate illiteracy as well as the governments support of the same as evidenced by the creation of a Department of Adult Basic Education within the ministry of Education, the level of literacy in Kenya is still low standing at 72.6 per cent. The proportion of the population that cannot read or write, (27 per cent) is unacceptable in the light of the global development goals for 2015 (Republic of
Kenya 2007b). Through the Department of Adult Education there has been establishment of at least one literacy center in every administrative location, in Kenya however, in Kiganjo division of Gatundu South District, out of the 13 centers only ten are operational and even then the enrolments are low and are also characterized by high drop-out rates. This study therefore sought to find out the challenges facing implementation of the Adult basic education programme in the division so as to suggest useful recommendations and solutions that can make adult education successful in the district.

1.4 Purpose of the Study

The purpose of the study was to investigate on challenges facing implementation of adult basic education program in Kenya with special reference to Kiganjo Division of Gatundu South District.

1.5 Objectives of the Study

The following were the objectives the study:

i) To find out the current status of the physical and human resource used in adult education in the study area

ii) To analyze educational policies governing quality assurance in Adult Education

iii) To analyze the problems that face the adult literacy learners, literacy teachers and supervisors in implementing the functional literacy
programme.

iv) To propose remedies to the problems hindering implementation of Adult basic education

1.6 Research Questions

The study was guided by the following research questions:

i) Does the current status of physical facilities for adult education affect implementation of Adult education in Kiganjo division

ii) Are there mechanisms for quality and standard assurance in Adult Education

iii) What problems are faced by adult education learners, teachers and Supervisors as they implement adult basic education program?

iv) What are the possible solutions to the problems encountered in the Implementation of Adult Education

1.7 Significance of the Study

It was hoped that the study would deepen the education stakeholders understanding of Adult Basic Education and its significance so as to increase their awareness regarding it.

It was also hoped that the study would point some of the weaknesses of government policies regarding education and literacy which hinder proper implementation of the programme with a view to suggest solutions.
In addition, it was hoped that the findings of the study would provide valuable reference for education policy makers and other organizations involved in eradication of illiteracy in the country.

1.8 Limitations of the Study

i) The irregular attendance of classes by the learners made it difficult to get response from the targeted population.

ii) Due to financial and time limitations, the study was restricted to one division of Gatundu South District. Generalization to other Divisions should be done with caution.

1.9 Delimitations

i) The learners that were included in the sample were those in session in the learning centers, those absent or that completed or dropped out were not included in the sample even though they would have provided important inputs.

iii) There were other types of adult education centers such as self help as well as those that were sponsored by religious organizations the study area. However the researcher concentrated on those that were public or government sponsored.

1.10 Assumptions of the Study

In the proposed study the following basic assumptions were made:

i) All the respondents would co-operate and provide reliable responses.
ii) Lack of or poor physical facilities and teaching learning material affected the literacy programme

iii) Poor remuneration of literacy teachers negatively affected the literacy programme

iv) That lack of clear policies on adult education with regard to remuneration of teachers, supervision of the literacy programme and teacher training hindered implementation of adult education

1.11 Theoretical Framework

The study was guided by certain educational and behavioral theories in investigating on factors facing implementation of basic adult education program. One of the contemporary theories of education is progressivism. This echoes the thinking of renown educationists such as John Dewey and Kneller (1971) who noted that love and partnership were more appropriate to education than competition and personal gains. Hence co-operation among and between education stakeholders in providing adequate resources that promotes good teaching/learning environment is critical in fostering smooth implementation of ABE program.

The understanding of behavioral theories may help the literacy teachers to know how to deal with different learners of varied ages and
backgrounds without making them feel out of place. This is because adult literacy classes are open for learners between age 15 years and above (UNESCO, 2005). As noted by Shiundu and Omulando (1992), learning was more effective when the learner was permitted to work in a threat free environment.

Worthen and Sandres (1987) supported various models of evaluation. They noted that evaluation was not only necessary in determining whether goals and objectives were achieved but also in finding out why some education innovations failed while others succeeded. Evaluation also helps the evaluator to search for factors that influenced success or failure of any educational programme.

In this case, the researcher aimed at evaluating the fate of ABE by assessing the factors that hindered its successful implementation.
1.12 Conceptual Framework

Figure 1.1 Conceptual Framework: Partnership on Implementation of Successful ABE

Source: Researcher

The EFA goals 3 and 4 within the Dakar framework of action, targets the youth and adults by increasing their access to appropriate learning skills and improving levels of adult literacy by 2015. Literacy is about the acquisition and use of reading writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihoods, and gender equality (UNESCO,
2005a). For the ABE program to succeed in Kenya, the government and other stakeholders such as religious organizations, non-governmental organizations and individuals need to cooperate with regards to funding, advocacy and development of the relevant human capital and physical facilities in order to promote successful implementation of adult program. The success of the program would lead to increased literacy levels among the target group in the study area.
1.11 DEFINATION OF TERMS USED

Adult Education: Education or instructions given to any person over age 16 years who is not in full time schooling in any primary, secondary or any other formal educational Institution and who does not possess adequate functional literacy and numeracy skills.

Adult Literacy Centre: Venue where adult literacy classes are conducted

Part-time teachers: Refers to persons who are engaged to teach adult literacy classes on part-time basis. Such teachers get a honorarium instead of a salary.

Full-time teachers: Persons employed by the government on full time basis to teach in the adult literacy programme. They may be trained or untrained.

Professionally qualified teacher: Teachers who have undergone some professional training in teaching.

S1 teachers: Teachers who have undergone secondary teachers training course

P1 teachers: Teachers who have undergone primary teachers training course.

Literacy: Ability to read and write.

Self-help teacher: Persons teaching adult literacy classes on a voluntary basis.

Implementation: Putting something into effect or carrying out an idea, policy or plan. It is the actual process of putting a proposed change into practice. In this context the term is taken to mean realization of goal to eradicate illiteracy among adults and the out of school youth.

3Rs: Reading, Writing and Arithmetic
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter contains the review of related literature to the study problem. It gives an overview of literacy campaigns in other developing countries, the historical development of adult education in Kenya citing some problems that acts as bottleneck to implementation of the program. The chapter also contains a list of the acronyms used in the study.

2.2 Overview of Literacy Campaigns in other Developing Countries

One of the major issues of concern in many third world countries is eradication of illiteracy. It has been realized that education in general and literacy in particular has implications for both personal and national development. Lack of adequate literacy skills in the modern world constitutes underdevelopment. According to UNESCO (1990) illiteracy imposes both relative and absolute burden on national economic well-being of any country. This explains why industrialized world whose illiteracy levels are very low are leading in science, education, wealth and general development. Although literacy per se does not automatically lead to development the added potential that individuals gain after becoming literate enables them to engage in meaningful and participative development (Kaugi, 1983).
The state of being literate and numerate enhances multiplicity of things like communication, assimilation, interpretation and application of information and knowledge and social cohesion. Ability to read and write even elevates standards of personal hygiene and raises the standards of living by eliminating ignorance and poverty. It enables adult learners to engage in carefully directed and productive economic activities (Psachalopolous & Woodhall, 1985). The 1948 U.N declaration asserted that universal education was a human right (UNESCO, 2005a). The Millennium Development Goals (MDGs) and the Dakar World Education Goals supports this declaration. The MDGs aim for the universal primary completion (UPC) by 2015 but mention literacy only among 15-24 years old and only as an indicator of success in primary education this leaves out the illiterate adults aged 25 years and above. The Dakar Goals while also aiming at UPC aim for a 50 per cent improvement in levels of Adult literacy by 2015 but not a 100 per cent improvement. Therefore a legitimate inference is that both the MDGs and the Dakar Goals give universal literacy a lower priority than UPC (Oxenham, 2008). This is a shortcoming because literacy skills are fundamental to informed decision-making, personal empowerment, active and passive participation in local and global social community. Successful completion of Adult Literacy Programmes yields benefits similar to formal schooling (UNESCO, 2005a).
Many governments, Kenya included have realized the importance of promoting literacy among the adults because the national development goals earmarked could not be realized without first creating an adult community that is enlightened, productive, self-reliant, literate and numerate functionally (Muya, 1998). This is true because the prosperity, progress and indeed destiny of any country rests in the hands of the productive labor force at the given time. This labor force happens to be the adults of the given material time. As Nyerere puts it, since our children will not have an immediate impact on our economic development until perhaps five, ten or even twenty years are over, we must first educate the adults who hold the destiny of our country today (Nyerere, 1974).

It is therefore unfortunate to note that this category of education is not taken seriously. Indeed between 95 and 99 per cent of educational finances have been and are being spent on school and university education living little or nothing on adult education (Prosser, 1967). This is a serious weakness in the education policy in Kenya.

However, some countries efforts to fight against illiteracy have been noted; Tanzania for instance takes her Adult Education programmes very seriously. The programme is called “Elimu Yenye Manufaa” (functional relevant education) while in Kenya it was named “Elimu ya Ngumbaru” (meaning
education for adults who are disorderly, fussy and violent). This concept demeans the programme and probably explains partly why there is apathy in participation by eligible people (Muya F. 1998).

At independence, Tanzania invested a lot of resources, ingenuity and time in adult education instruction and through one vast and conscious national onslaught even attempted to wipe out illiteracy long before the 1969 deadline set by the Rush Declaration of 1967. The national illiteracy rate stood at 70 per cent. The government recruited 100,000 literacy teachers, establishing rural libraries and study circle facilities all of which were aimed at promoting and sustaining literacy skills. By 1975 the Tanzanian illiteracy rate had gone down to 39 per cent (Kaugi, 1983) and by 2003 it gone down to 20 per cent. Kenya on the other hand has been investing in adult education in such a half-hearted manner that the success of the programme is left to the goodwill of untrained and semi-trained teachers who are poorly remunerated (Prosser, 1967).

Ethiopian government embarked on literacy campaign in 1974 which aimed at reducing her illiteracy rate which was 93 per cent at the time. The literate members of the society including university students engaged themselves in seriously teaching 3Rs to non-literate citizens. By 1982 Ethiopia had reduced her illiteracy rate to 46.6 per cent (Lind & Johnson 1986). This was indeed a remarkable achievement.
Senegal is another third world country whose efforts should be emulated by others. The country had a government literacy programme besides which several non-governmental ran their own adult education work. Dissatisfaction with the scale and performance of the government programme led to the trial in the early 1990s of a new, very centralized approach called “faire faire” or “making things happen”. The Canadian International Development Agency (CIDA) and the International Development Association (IDA—the arm of World Bank that gives interest free credits) helped finance the experiment. These efforts made it possible to enroll more than a million learners which led to the reducing of illiteracy from 68.9 per cent to 46.1 per cent in 2003. (Oxenham, 2008) Similarly Indonesia maybe the only country that has borrowed money from the World Bank on interest bearing terms to supplement her own efforts. The efforts led to reduction of her illiteracy rate to 10.49 per cent and look forward to halving this number by 2015 in line with the Dakar Education for All (EFA) goals.

The Indonesian government is one good example of a government that has borrowed money from World Bank on interest bearing terms to supplement its own efforts of promoting literacy programme. Between 1977 and 1999 the country borrowed about 123 million US dollars and reached at least 21 million people. The government used its established structures for education and local government to carry out the programme. Official village heads were
responsible for assisting local education officials to organize and support classes, while village primary school teachers were expected to give a lead by volunteering to teach. By 2002 adult illiteracy rate had fallen to just 10.49 per cent. The government has also committed itself to half this rate by 2015 in line with the 2002 Dakar Education for All (EFA) goals (UNESCO, 2005a). The above mentioned case studies present good initiatives worth borrowing by any developing country Kenya included.

2.3 Historical Development of Adult Education in Kenya

In Kenya literacy has been recognized by the government as a vehicle for transformation and empowerment of individuals and the society. One of the benefits of a successful adult education system is that once the parents become literate, they will value taking their children to school and this will facilitate the achievement of EFA (Rep of Kenya, 2005a). It has also been emphasized that development will not come by happenstance, we will have to work for it, we will need human resources to sustain and continuously recreate the societies institutions in an ever ending dynamic process. Human resources are developed by education. We must educate, train, re-train, socialize and resocialize men and women, young and old to play the role required of them as home-makers, farmers, animators...(Bhola and Bhola, 1984). This study also agrees with Oxenham whose study asserted that illiteracy is a major factor responsible for poverty (Oxenham, 2008).
With this realization, since independence, the government of Kenya has put concerted effort in collaborating with other stakeholders such as non-governmental organizations, church among others. In 1964, the Ominde Report recommended that Adult and Continuing Education be established and developed under the ministry which led to the establishment of the Board of Adult Education by an Act of Parliament in 1966 within the Ministry of Co-operative and Social Services (Republic of Kenya, 1999). The board was given the responsibility of advising the ministry on any matter relating to adult education, of coordinating the activities of government services and non-governmental agencies and identifying and assessing the needs for new developments in adult education. (Carron, Mwiria and Righa 1989, Rep of Kenya, 1999)

In 1967, a national literacy campaign was launched and a special division of adult education was created within the ministry of Co-operatives and Social Services to be in charge of the campaign. This led to an upsurge of the numbers demanding for adult education, in the whole country. However the government realized it could not handle the large number and in 1969 it decided to limit it's assistance to only a few literacy classes in a few districts. This demotivated the field officers and there was a fall in enrolment which resulted to closure of most of the literacy classes (Carron and Bordia, 1985).
In 1976, the Gachathi Report recommended the achievement of universal literacy in the country and expressed the need to treat literacy as a serious national objective based on strong political will, along with massive mobilization of people and the funds through a strengthened Board of Adult Education. It was also considered necessary to teach literacy in vernacular in view if the difficulties expressed in attempts to teach using a new language like Kiswahili (Republic of Kenya, 1999).

The battle against illiteracy was also supported by former President Moi when he took over the office in 1978 he noted that illiteracy made it difficult for Kenyans to use Kenyan currency, following instructions for better farming and business as well as participating fully in discussions about their country (Kaugi, 1993). Following the presidential directive and the implementation of the 1979-1983 development plan, a 5year national literacy campaign was launched in 1979 aiming at total eradication of illiteracy in the country. A full Department of Adult Education (DAE) was created by merging the Board of Adult Education of the Ministry of Culture and Social Services. This gave the fight against illiteracy a renewed strength. Between the years 1979-1990 over 3 million learners are recorded to have enrolled in literacy classes in the country.
The Kamunge Report (1988) recommended that the Board of Adult Education intensifies efforts in the promotion and coordination of adult education. It recommended that the BAE strengthen its co-coordinating and regulatory role in order to synchronize adult education and literacy activities among providing agencies. However there seems to be no evidence that the recommendation was implemented (Republic of Kenya, 2005a).

The report also recommended that concerted efforts should be made to expand and strengthen the national campaign for eradication of illiteracy through development of reading materials in various languages and that the number of teachers for adult literacy be increased through the recruitment and in-service training of school teachers, university students, secondary school leavers and other suitable persons. Although Department of Adult Education has made good progress in developing reading materials in various languages including Kiswahili, the recommendation on increasing the number of adult literacy teachers has not been realized (Republic of Kenya, 1999).

Adult basic education in Kenya can be said to be ailing and it seem education for all (EFA) could mean education for all except adults. As seen in the literature reviewed even those countries that started the program with vigor and yielded positive results, they eventually relented due to unknown reasons and the rate of illiteracy has slowly been going up.
In his speech presented in a UN conference in Nairobi on literacy, the minister for education, Professor Ongeri revealed the findings of the Kenya National Bureau of statistic on Kenyan’s adult literacy level by 2006 as 61.5 per cent. This means that 7.8 million adults and youth are illiterate. It is important to note that of this population women performed worse in reading and numeracy at 64.2 per cent and 67.9 per cent and 58.9 per cent and 61.4 per cent respectively. Perhaps due to this more female participated in adult literacy programs than men (DVV, 2007). This is an indicator that more needs to be done not only in Kenya but also in other countries reviewed above in order to promote literacy. Particular consideration need to be given to rural area because the survey revealed that they had lower rate of literacy. For example, Nairobi the capital city had rate of 87.1 per cent while north eastern had adult literacy of 9.1 per cent this regional disparity shows that areas that are well economically endowed had a head start in academic achievement compared to poor areas.

2.4 Summary

From the literature reviewed Adult literacy learning is not only a Kenyan concern but s global phenomena. The literature reviewed shows that illiteracy among the adults in more prevalence in the developing countries of Africa and Southeast Asia. This probably explains why these countries lag behind in economic development. It is evident that the government of Kenya is not silent on the need for literacy among the adult and as evidenced by the rigorous
campaigns and related policy formulation noted since independence. According to the Ministry of education's strategic plan, 2006-2011 there were plans to reduce the number of illiterate Adults in Kenya to 2.0 million (Republic of Kenya, 2006). Other policy papers reviewed in this document earlier are indicators of the government’s efforts in the eradication of adult illiteracy. However, the statistics have shown that 7.8 million adults in the country are still illiterate (Republic of Kenya, 2007). This revelation raises concerns when the contribution of adults to economic, social and political development of a country is thought of in line with the fact that adults are better able to separate important from unimportant information and useful from useless knowledge. Studies have also shown that adults tend to be more goal oriented in their behavior and more motivated to learn and that literacy is a precondition to achieving our society's ambitions on competitiveness, healthy living, sustainability, social inclusion and active citizenship (DVV, 2011).

The researcher did not come across any similar studies in Gatundu South District. To fill this gap therefore the study sought to unearth possible factors facing implementation of adult education program in Kiganjo Division in Gatundu South District.
CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the methodology used in the study. It focuses on the study design, locale of the study, target population and sample selection. It also indicates data collection instruments, procedure for data collection and data analysis.

3.2 The Study Design

The research was a case study that adopted an exploratory approach using a descriptive survey design which is preferable in educational research (Orodho, 2009) especially in investigating factors that affect an educational program such as adult literacy. The design was intended to produce statistical information about general participation in adult education programme, number of teachers, and level of training. It was also designed to examine the policies guiding the implementation of the ABE programme.

3.3 Locale of the Study

The study was carried out in Kiganjo Division of Gatundu South District in the Kiambu County. The district boarders Gatundu North District to the East, Kiambu East District to the west and Ruiru district to the south. It belongs to the rural highlands north of Nairobi and the main economic activity is
subsistence farming (Republic of Kenya, 2008) with coffee economy having collapsed in early 1990s. This partially explains why the living standards are generally low among majority of the people in this district. This level of economy may not adequately support good teaching/learning environment without external intervention. The geo-terrain and road conditions in the study area are challenging to ordinary means of transport thus further hindering accessibility to adult literacy centres for purposes of quality assurance. Further, Kiganjo division lies within Gatundu South District where the level of education especially primary level is poor and hence the entry behavior of adult literacy learners is not expected to be different. The researcher’s choice of the study area was further informed by Singleton (1993) assertion that the ideal setting for any study should be easily accessible to the research and should be that permits instant rapport with respondents. In this respect the chosen study area was found favorable due to proximity and convenience of the researcher.

3.4 Target Population

The study targeted the District Adult Education Officer (DAEO), three Assistant Adult Education Officers (AAEOs), ten literacy teachers and 200 literacy learners.
3.5 Sample Size and Sampling Method

All the ABE officials namely one DAEO, three AAEOs in charge of the three education zones of the Division were included in the study. Ten out of the 13 adult literacy centers were selected using convenient sampling based on accessibility of the literacy centers since they are sparsely distributed. During the selection it was ensured that at least three centers were be picked from each educational zone in the division. All the ten literacy teachers in these centers were interviewed. Out of the possible 200 learners in the centers 5 were sampled using convenient sampling from the 10 selected literacy centers. Convenient sampling was the most practical method in this case because literacy learners attended lessons at their own convenient time. The sample size in this study therefore comprised 50 learners, 10 literacy teachers, the DAEO and 3 AAEOs, giving a total of 64 respondents.

3.6 Research Instruments

Two basic instruments were used, namely: questionnaires and interview schedules. Questionnaires were differently designed for the DABEO and the AAEOs to collect information on the main problems they encountered in their supervisory work and what they thought could be done by the government to make the program successful. For the learners interview schedules were used since their literacy skills were not adequate for proper interpretation of questions. Interview schedules for the learners were designed to collect
information on their general attitude towards Adult Education program and problems the encountered regarding physical and human resources.

The researcher also reviewed various documents on the related literature on adult basic education.

3.7 Validity

According to Gay (1992), validity is the degree to which an instrument accurately measures what it purports to measure. The process of content validation involved test-retest of the instruments to ensure that the instruments provided adequate coverage of the study objectives and the research questions. Expert opinion was also sought from the researcher's supervisors to improve the content validity of the instruments as recommended by Wilkinson (1991). This enabled the researcher to identify items in the instrument that were ambiguous or inadequate so that necessary amendments were made before the actual data collection was done.

3.8 Reliability of the Instruments

Mugenda and Mugenda (1999), defines reliability as the degree to which a research instrument yields consistent results or data after repeated trial. Reliability was tested using Test-retest method whereby interview schedules were organized for five learners conveniently sampled from one of the centers not sampled for study. This was repeated after one week. Each of the two results was scored manually and comparisons were made. The spearman Rank Oder Correlation was
employed to compute the correlation coefficient. The correlation coefficient was about 0.75, the instrument was reliable (Orodho, 2009).

3.9 Pilot Study

According to Mugenda and Mugenda (1999), piloting refers to the pre-testing of the research instruments by administering them to a selected sample which is similar to the actual sample that the researcher plans to use in the study.

One literacy center was sampled out using purposive sampling for piloting so that piloted center would not be included in the main study. Interview schedules were conducted on the learners to find out if the question asked brought out the required feedback. The same was done about literacy teachers questionnaires whereby one was administered to the literacy teacher of the sampled center. This was repeated after one week. This exercise was intended to test if the questionnaires were well formulated and clear to the respondents (Orodho, 2008).

3.10 Data Collection Procedures

Research clearance was obtained from the ministry of Education science and technology. The researcher made a courtesy call at the DAEO’s office for ethical considerations after which a pilot study was done. Questionnaires were personally distributed to the literacy teachers and the officers who were allowed one week to fill the questionnaires. Interview schedules were later conducted on the literacy learners. A research assistant was engaged to assist in the interview schedules. This assistant was taken through the questionnaires by the researcher to ensure
that she understood the questions well so that she could help in interpreting them to the literacy learners.

3.11 **Data Analysis**

The study employed qualitative-quantitative approach in the data analysis. The collected raw data was first validated, edited, classified and the coded. In the validation process, it was confirmed whether all the questionnaires were filled. The researcher then checked for any errors, omission, illegible responses or outrightly irrelevant responses. All questionnaires were duly filled. In the coding process, the categories of responses were identified on a prepared sheet or codebook as per research questions or objectives of the study for qualitative analysis. As for the interview data and open-ended question items, the transcripts were arranged as per research questions or objectives of the study in a thematic manner or narrative form to await qualitative analysis and where appropriate a quantitative one. The quantitative data was then analyzed using the SPSS computer package to produce percentages, and frequencies. Rummel (1964) asserts that one method of organizing qualitative data consist of the preparation of a frequency distribution to facilitate data presentation. The analyzed data was then presented in the form of tables and graphs. The findings of the study were discussed, summary made and conclusions drawn in respect of the study objectives. Finally, some recommendations and suggested areas of further study were made.
CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

The chapter presents analysis of the data and results of findings of the study are discussed. The chapter is organized in sub-themes that reflect the research questions that were put to the respondents. Data analysis presented in the chapter was done along three categories of questionnaires, namely questionnaires for the learners, questionnaires for the adult literacy teachers, and questionnaires for district adult education officers. The survey received data from fifty adult literacy learners’ respondents from ten adult literacy centres, six literacy teachers, one assistant adult education officer and one district education officer.

The presentation of the results largely takes the form of frequency tables and charts. Both pie charts and bar graphs have been used in the graphical presentation of results.

4.2 Data Analysis

4.2.1 Learners Demography and Responses

Ten literacy learning centres were selected randomly using convenient sampling to ensure adequate representation of administrative divisions for the study. Five conveniently selected learners were subjected to learners’ questionnaires from each of the ten literacy centres giving a total of 50 respondents. The analysis of
demographic data of the literacy learners was done with a view of gaining insight as to their age, gender, mother tongue, occupation and level of education before joining the literacy program.

The literacy centres selected for the survey are Chura, Gachika, Gathage, Kiganjo, Kwa-mucheru, Mumbuini, Mutimumu, Ngenda, Thaara, and Ucekeini.

The qualitative analysis was done by statistical methods using Statistical Package for Social Sciences software. Qualitative analysis of the questionnaires for district adult education officers and other qualitative information given by other respondents was also interpreted and analyzed.

Table 4.1 is a presentation of demographic data on age of literacy learners in the study area.
Table 4.1 Ages of Literacy Learners

<table>
<thead>
<tr>
<th>Literacy Learners Age in Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>16-25</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>26-35</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>36 and over</td>
<td>42</td>
<td>84.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The result of the study show that majority of learners were aged 36 years and above (42 per cent), 2 per cent of literacy learners were aged between 16 and 25 years while the rest 14 per cent were aged between 26 and 35 years.

In order to understand the gender distribution of the adult learners, an analysis of the same was carried out and the findings presented in Figure 4.1. The female adult literacy learners were 36 in number constituting 72 per cent of the respondents while the male adult literacy learners were only 14 constituting 28 per cent of adult literacy learners.

It is clear from these statistics that female learners are the overwhelming majority, constituting almost three times the number of male learners.
Further analysis of the learners' demographic data indicates that all the adult literacy learners use Kikuyu as their mother tongue. This situation is expected as the area of study is rural area within kikuyu community. As to whether the learners had any formal schooling before joining the literacy class, the results shows that 54 per cent of them had formal schooling while the other 46 per cent had no formal schooling before joining literacy class.

Level of formal schooling before joining literacy class is presented in Figure 4.2
The result of the study indicates 52 per cent had class 1-4 formal education and 8 per cent had class 5-8 formal education, the rest (4 per cent) had secondary education before joining literacy class. The non applicable (NA) 36 per cent represent those learners who had no formal education at all before joining literacy.

Regarding learner's occupation before joining literacy class, Figure 4.3 presents the results of this analysis. From the analysis it is evident that majority (64 per cent) of literacy learners were subsistence farmers by occupation, 20 per cent
were engaged in business, and another 6 per cent were engaged in petty trading, with the rest 10 per cent being involved in a combination of occupations.

![Learners Occupation chart](image)

**Figure 4.3 Learners Occupation before Joining Literacy Class**

These statistics could be reflective of the predominant socio economic activities of the general population of the study area.

### 4.2.2 Frequency of Weekly Meeting and Length of Literacy Class Attendance

In order to assess how long the literacy learners have been attending class, an analysis of the response was done and results presented in Figure 4.4
The study shows that majority of literacy learners (64 per cent) have been attending literacy class for 13-18 months and only a minority (4 per cent) joined literacy class in the last 6 months preceding the study. Another 24 per cent of learners have been attending literacy class for over 18 months. The rest of the learners (6 per cent) have been in attendance for a period of between seven and twelve months. It is however important to note that this attendance is not necessarily continuous as has been mentioned elsewhere by both learners and
teachers in the study.

All the literacy classes take place in the afternoon with the length of literacy session ranging from 6 hours (8 per cent), 3 hours (8 per cent), to 2 hours (84 per cent). From the results it seems that the two hours session is the official minimum. The frequency of weekly meeting for literacy learning is mainly twice (86 per cent), with some respondents claiming they meet literally every day for literacy class. This seems to be exceptional frequency. The rest of the respondents indicate three times per week of meeting.

4.2.3 Continuity of Class Attendance and Cause of Irregular Attendance

As to whether the respondent has been attending literacy class continuously or otherwise, 46 (92 per cent) of them indicate ‘No’ and only 4 (8 per cent) indicated ‘Yes’. This level of irregular attendance could be a serious constraint to effective implementation of literacy program in the study area.

Table 4.2 shows the various reasons advanced by the literacy learners for the irregular class attendance.
Table 4.2 Cause of Irregular Attendance

<table>
<thead>
<tr>
<th>Cause of Irregular Attendance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Busy with other duties</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Busy with other duties, felt not like attending</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>Busy with other duties, Nobody to leave at home</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Domestic problems</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>felt not like attending</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Felt not like attending</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>NA</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Nobody to leave at home</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Unwell</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Unwell, Busy with other duties</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Unwell, Felt like not attending</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The reasons advanced for this scenario were varied ranging from being busy with other duties (18 per cent), busy with other duties and felt like not attending (38 per cent), busy with other duties and nobody to leave at home (4 per cent), domestic problems (4 per cent), with 8 per cent exclusively citing ‘being unwell’ as the reason for irregular attendance. The rest of respondents indicated other combination of reasons as indicated in Table 4.2.

Some of the literacy learners have at one time of another entertained thought of discontinuing with literacy schooling for various reasons as the result of the study shows. Out of fifty learners interviewed, thirty two of them indicated that they
have thought of discontinuing from schooling. This translates to 64 per cent of all learners who responded to this enquiry. The rest 32 per cent are however motivated enough not to ever thought of discontinuation. The result of the analysis as to the reasons of entertaining discontinuity thoughts are summarized and shown in Figure 4.5.

**Reason for Discontinuation Thoughts**

![Pie chart showing the reasons for discontinuation thoughts]

**Figure 4.5 Reasons for Entertaining Discontinuing Thoughts**

Whereas 20 per cent advanced the reason of being too busy, another 20 per cent gave a combination of being too busy and being uncomfortable with age differences in class as the reason of entertaining discontinuation thoughts. The rest of the learners (24 per cent) however feel they are either too busy or have
become literate enough. The 36 per cent non applicable per cent represent the
learners who had responded ‘No’ to the question.
The reasons advanced could be expected as majority of the learners are of female
gender and as such they could be engaged in a multitude of socio economic
activities simultaneously with learning activities.

The reasons put forward by the learners as to why they joined literacy class varied
from enabling the learner to perform better in their occupations (12 per cent), to
learn 3rs (14 per cent), To learn 3rs and how to sign bank statements (32 per cent)
and other reasons or combination of reasons.
Apart from Numeracy and English the learners expressed wish to learn other
subjects such as all subjects taught in primary school (44 per cent), Agriculture
(32 per cent), and vocational subjects like carpentry (16 per cent).
In order to understand the languages of instruction used by the literacy teachers in
the selected centres, an analysis of learners responds to this query was done and
results presented in Figure 4.6.
Figure 4.6 Languages of Instruction

The main language of instruction was given as Kiswahili and mother tongue at 42 per cent followed by mother tongue at 30 per cent. Only 2 per cent of the respondents indicated English and mother tongue as the main language of literacy instruction. Only 4 per cent gave English has the main language of instruction. This percentage could be representing those who had attained high level of education before joining literacy class.
4.2.4 Facilities used at Literacy Centres and their Comfort

For purposes of gaining an insight with regards to facilities provision and their level of comfort, it was necessary to analyze the relevant data and present the same in Figure 4.7.

![Facilities Used at Adult Literacy Centres](image)

**Figure 4.7 Facilities used at Literacy Centres**

From the figure above it can be seen that benches are cited as the main facilities used at literacy centres (36 per cent), followed by chairs and desks (24 per cent).
and then chairs and tables at 20 per cent. Those who use benches and desks are 18 per cent and rest uses benches and chairs only.

Figure 4.8 presents the results of the analysis of data pertaining to level of comfort of chairs and desks in literacy centres involved in the study.

![Comfort of Chairs and Desks](image)

**Figure 4.8 Comforts of Chairs and Desks**
Majority (50 per cent) of benches and chairs are said to be poor with only 8 per cent and 4 per cent being said to be good and very good respectively.

As of benches and table users, 36 per cent feel they are comfortable enough and 20 per cent of them feel they are nevertheless poor as indicated in Figure 4.9.

![Comfort of Benches and Tables](image)

**Figure 4.9 Comforts of Benches and Tables**

This level of comfort-ability of these learning facilities could be a discouraging factor to old learners who may therefore entertain the thought of discontinuing with literacy program.

The results of query pertaining to number of vernacular primers are presented in table 4.3.
Table 4.3 Number of Vernacular Primers

<table>
<thead>
<tr>
<th>Number of Primers</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>One</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>Two</td>
<td>32</td>
<td>64.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The findings in table 4.2 indicate that for vernacular primers, 60 per cent of responding learners indicate two main primers that are used while 28 per cent indicated one primer being used for this subject.

Figure 4.10 highlights the results of analysis of number of numeracy primers used in the selected literacy centres.
Figure 4.10 Number of Numeracy Primers

For numeracy primers 64 per cent again gave two primers and 32 per cent gave one. However, the percentages were a bit different for Kiswahili where 38 per cent of learners indicated they had none, 34 per cent indicated they had two and 24 per cent indicating they had one Kiswahili primer.

It is however worthwhile to note some learners indicated that they have no primers in any of the three fields required that is; reading numeracy and Kiswahili. Also the results shows that the number of primers used varied from one literacy centre to the other.
The study sought to assess the level to which the literacy learners like the various subjects taught. The likeness level of reading and writing was analyzed and results presented in Figure 4.11

**Likeness Level of Reading and Writing**

![Pie chart showing likeness levels of reading and writing](image)

- **Very much**: 44.0%
- **Much**: 42.0%
- **Not very much**: 14.0%

**Figure 4.11 Likeness Levels of Reading and Writing**

Reading and writing were cited as the most liked aspects of literacy schooling with 44 per cent indicating they like it very much, and only 14 per cent indicating a not very much response. The likeness level of numeracy was also analyzed and results presented in Figure 4.12
For numeracy 30 per cent gave a 'very much response', 38 per cent gave a 'not very much' response, and 32 per cent giving a medium response of 'much' level of likeness as shown in Figure 4.12. The response for Kiswahili was slightly different with majority (36 per cent) gave a 'not very much' response while only 16 per cent giving a very much response. Overwhelming majority of literacy centres enjoyed a very good teacher's retention rate with 98 per cent of them having the same teacher for more than six months.
The study also sought to rank teachers in terms of attendance, clarity of communication, commitment, punctuality and relationship with learners and found out that in all literacy centres (100 per cent) of the teachers have good relationship with learners. The results of learners ranking with regard to teachers attendance are shown in table 4.4

Table 4.4 Teachers Ranking in Attendance

<table>
<thead>
<tr>
<th>Teacher Ranking in Attendance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>Good</td>
<td>34</td>
<td>68.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In terms of class attendance, 68 per cent of the learners felt that the teachers have been doing well while the rest 32 per cent gave an average score.
Punctuality to duty was given a good to average verdict also with 52per cent of teachers being said to be good and another 46per cent being said to be average as presented in table 4.5
Table 4.5 Teachers Ranking in Punctuality

<table>
<thead>
<tr>
<th>Teacher Ranking in Punctuality</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>23</td>
<td>46.0</td>
</tr>
<tr>
<td>Good</td>
<td>26</td>
<td>52.0</td>
</tr>
<tr>
<td>NA</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

For clarity of communication, 94 per cent of the teachers were scored 'good' by the learners while the rest 6 per cent were scored 'average' as presented in Table 4.6. None of the literacy centres were teachers scored poor in this respect.

Table 4.6 Teacher Ranking in Clarity

<table>
<thead>
<tr>
<th>Teacher Ranking in Clarity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Good</td>
<td>47</td>
<td>94.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The commitment of teachers to their duties however received 'good' to 'average' verdict as 54 per cent said it was good and the rest 46per cent said it was average as indicated in Table 4.7
Table 4.7 Teacher Ranking in Commitment

<table>
<thead>
<tr>
<th>Teacher Ranking in Commitment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>23</td>
<td>46.0</td>
</tr>
<tr>
<td>Good</td>
<td>27</td>
<td>54.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

With regard to usage of teaching/learning aids, 10 per cent of the teachers were said to be poor. In respect of these enquiries, it can be inferred that the literacy teacher conduct could be to varying extent a contributing factor to some of the constraints faced in the implementation of literacy program.

4.2.5 Analysis and Results of Response of Teachers

Six literacy centres were selected for purpose of this survey. It was also noted in the study that some literacy teachers handled more than one literacy centre. This could be an indication of shortage of literacy teachers in the division. The six literacy centres involved in this survey are Chura, Kiganjo, Mutimumu, Ngenda, Thaara, and Uceeke-ini.

In order to gain an insight as to the demographic characteristics of literacy teachers an analysis of teacher’s age, gender and marital status was undertaken and results presented in the figures 4.13 and 4.14 respectively.
As seen from Figure 4.13 out of the six literacy teachers two (33.3 per cent) were aged between 31-35 years and four (66.7 per cent) were over 36 years. The interpretation here is that both age groups are mature enough to receive attention from the learners. From the generated statistics and as shown from Figure 4.14, Four (66.7 per cent) of the teachers were female and two (33.3 per cent) were male. It is important to note the disparity in the number of female and male teachers in the analysis.

From Figure 4.15 out of the six teachers who responded to the survey three (50 per cent) were married, two (33.3 per cent) were single and one (16.7 per cent) was a window.
Figure 4.15 Marital Statuses of Literacy Teachers

This statistics could be reflective of the local community marital status as collaborated by learners’ marital status too. From the analysis 50 per cent of the respondents were full time teachers while the rest 50 per cent were part time teachers. However, it is important to note that even those in part time employments are actually trained. This disparity has been sited elsewhere in this study as a source of de-motivation for some teachers. The unemployment level in literacy category of teachers is not in isolation as it mirrors the situation that faces other cadres of the teaching fraternity. As for the highest level of education 50 per cent of literacy teachers indicate that they have attained KCE level of education and the rest 50 per cent indicates they have attained KCSE level of education.
Other qualifications of the literacy teachers interviewed include possession of Adult education certificate. This certificate was held by all the teachers interviewed. One respondent has in addition to this certificate. This scenario exposes the fact that there is no clear policy as to the qualifications expected for adult literacy teaching.

The study sought to investigate whether or not the literacy teachers have had continued education through other modes of training. Over sixty (66.7 per cent) of the respondents had undergone induction course, One (16.7 per cent) has not been inducted and one (16.7 per cent) did not respond to the question. Fifty percent of the teachers' respondents indicated that they have received training through correspondence whereas the other fifty percent had no response to this particular enquiry.

As to whether they have received training for low cost material production, majority (88.3 per cent) had no response to this question as only one (16.7 per cent) answered in affirmative to the question. None respond to this question could be interpreted to either mean no such training has been undertaken or the query was not understood by the respondents.

Training for literacy teaching through seminars is poor has only two (33.3 per cent) indicated to have undergone this type of training. While one (16.7 per cent)
of the teachers interviewed clearly said no such training has taken place on him/her, fifty percent of the teachers had no response to this query making it difficult to get the correct position with regard to whether training seminars are regularly undertaken. This scenario could be unfortunate as training via seminars is one of the classical cost-effective methods of training as peers exchange views on relevant issues pertaining to training. Most teachers are well experienced with majority of them having taught literacy class for more than five years. The study sought to investigate the level of constraints the interaction between the teacher and ABEO has on implementation of literacy programs in the division.

![Distance from Literacy Centre to Divisional Headquarters](image)

**Figure 4.16 Distances from Literacy Centre to Divisional Headquarters**

The distance from most literacy learning centres was found to be between 5-10 kms (66.7 per cent) while only 33.3 percent was found to be less than 5 kms as
represented in Figure 4.16 Therefore majority of the literacy training centres are outside the normal walking distance range thus necessitating use of motorized transport between these centres and ABEO offices. Due to the cost implication arising from such a situation the number of times the teacher may visit the ABEO office for necessary consultation could be limited unless such costs are catered for by the education planners and implementers. Hence the number of times a teacher visits the ABEO office is varied depending on the distance among other factors. This ranged from as low as two to as many as nine in the area of study.

The study also showed that the last time the ABEO visited the literacy centres was about six months before the data collection exercise which points to some limitation on the part of the local office to effectively inspect and interact with the teachers and learners.

The study also sought to know what the area basic education office inspects and action taken with a view of understanding the extent to which quality assurance is emphasized. The results of this kind of analysis are represented in tables 4.8 and 4.9.
Table 4.8 ABEO Inspection Codes Interpretation

<table>
<thead>
<tr>
<th>Inspection</th>
<th>Freq.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,4,5</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>1,2,3,4,5,6,7</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>3,5,6</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>ABEO Inspection</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Schemes of work and lesson plans</td>
</tr>
<tr>
<td>2</td>
<td>Teaching Notes</td>
</tr>
<tr>
<td>3</td>
<td>Record of work &amp; attendance Register</td>
</tr>
<tr>
<td>4</td>
<td>Teaching Methods</td>
</tr>
<tr>
<td>5</td>
<td>Teaching &amp; Learning materials</td>
</tr>
<tr>
<td>6</td>
<td>General organization of the literacy</td>
</tr>
<tr>
<td>7</td>
<td>Others (specified)</td>
</tr>
</tbody>
</table>

Majority of literacy teachers (50 per cent) indicated that ABEO visited their literacy centres and inspected all the categorized items 1 to 7. These items are Schemes of work and lesson plans, Teaching notes, Records of work and Attendance registers, Teaching methods, Teaching and learning materials availability and condition, and general organization of the facility among other stated items.

The inspection of these items is critical in quality assurance and goes a long way in assessing the effectiveness of literacy programs. However, 16.7 per cent of teachers interviewed indicated that ABEO did not inspect the general organization of the literacy centre. Another 16.7 per cent indicated that only records of work, attendance registers, Teaching and learning materials and general organization of the centre were inspected. Yet another 16.7 per cent indicated that only one item
of teaching and learning materials was inspected. This could be a serious omission on the part of ABEO as this item alone is inadequate parameter of assessing the factors that could be constraining effective implementation of literacy programs in the centre. Other items that were inspected in some literacy centres include log book, visitor's book, progressive records, field note book, committee's minutes and admission register.

<table>
<thead>
<tr>
<th>Code</th>
<th>Freq.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,3,4</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>1,2,3,4,</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>1,3,4,7</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>2,3,4</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

With regard to action taken by ABEO upon inspection, fifty percent of the respondents indicate that good measures of actions were taken. These measures are writing of confidential reports, discussion with the teachers, talking to learners and giving good guidance to teachers. However, one respondent indicate that the ABEO only gave good guidance after inspection exercise. The rest (16.7 per cent) indicate that no confidential report was written and that the ABEO neither complained nor said anything. Other actions taken by ABEO include
encouragement of learners. As observed from the analysis of data collected, all the respondents indicated that all the literacy training centres acquired their classrooms and none was specifically constructed for the literacy program.

Table 4.10 Literacy Building Previous Use

<table>
<thead>
<tr>
<th>Previous Use</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Staff quarters</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majorities (83.3 per cent) of the acquired literacy centres were previously being used by Primary or nursery schools and 16.7 per cent were previously used as staff quarters as seen from table 4.10. This reflects a situation where literacy program in Kiganjo division has not been prioritized as far as infrastructural development is concerns. The condition of teaching/ learning environment in respect of space, ventilation, lighting and cleanness has a bearing to effective implementation of literacy program in the area under study. Consequently, the research sought to investigate the status of these environmental conditions in order to appreciate their impacts on smooth implementation of literacy program in Gatundu South. The results of these analyses are indicated in Table 4.11
Table 4.11 Classification of Condition of Teaching/Learning Environment

<table>
<thead>
<tr>
<th>Condition/Classification (per cent)</th>
<th>Space</th>
<th>Cleanness</th>
<th>Sitting Facilities</th>
<th>Sitting Arrangement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>50</td>
<td>50</td>
<td>33.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Good</td>
<td>50</td>
<td>50</td>
<td>33.3</td>
<td>50.0</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0</td>
<td>33.3</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the results of the analysis, both space and cleanness teaching and learning environment were rated average to good at 50 per cent.

Environmental conditions of lighting and cleanness shared same verdict by the teachers as 50 per cent of them felt that the two environmental conditions are either good or average.

As of sitting arrangement 16.7 per cent of teachers feel the environment is poor, 33.3 per cent feel that the sitting arrangement is average while the rest 50 per cent feel it is good. In the opinion of this researcher the teacher has a role in making the sitting arrangement good for effective supervision and attention to individual learner in class.

With regard to main source of teaching/learning resources, the study showed that the main source of chalk (83.3 per cent), posters (83.3 per cent), cards (66.7 per cent), and counting aids (83.3 per cent) was the teacher. The rest Chalk (16.7 per
cent), posters (16.7 per cent), counting aids (16.7 per cent) come from DAE. The teachers indicated that 50 per cent of cutting paste and 50 per cent chalkboards come from the teacher and ADE respectively. While 50 per cent of supplementary texts were sourced from the DAE, the rest were sourced from various source including teachers (16.7 per cent) and Learners (16.7 per cent). A few teachers nevertheless failed to respond to some queries on the availability of some teaching and learning aids.

With respect to primers as training aid, the results of the study found out that the major level of provision ranged 25-50 per cent (83.3 per cent) with only 16.7 per cent indicating none. The result of this analysis was shown in table 4.12. The level of training aids provision in respect of pencils was found to be 25-50 per cent (16.7 per cent) while majority of respondents (83.3 per cent) indicated none. Similar percentages were reflected in respect to exercise books and rulers.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-50 per</td>
<td>83.3</td>
</tr>
<tr>
<td>None</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

These results point to some level of teaching aids provision inadequacy in the division. Either teaching aids are provided on rotational basis or hand hock basis
thus raising quality issue with regard to implementation of literacy programs in the area of study. This can be a major constraint to effective implementation of literacy program as some learners and teachers may feel de-motivated due to lack of or inadequate provision of training aids.

Figure 4.17 show the main occupations of literacy teachers in the selected literacy centres. The results of the study show that 50 per cent of literacy teachers were previously engaged in various farming activities ranging from daily farming to subsistence farming. Another 33.3 per cent was previously engaged in small business of shop keeping and hawking while another 16.7 per cent was involved in casual labor. However this type of economic activity engagement changed somewhat for some teachers after joining literacy teaching where 66.7 per cent engage in farming, 16.7 per cent are engaged in farming and hawking and another 16.7 per cent of teachers are engaging in ECDE training alongside literacy training.
Figure 4.17 Occupations of Literacy Teachers

This scenario of multiple economic activities engagement is expected given the level of remuneration enjoyed by these teachers. However, the aspect of multitasking in two or more unrelated areas may have a negative effect in smooth implementation of literacy programs in Gatundu South Division.

Majority of interviewed literacy teachers (83.3 per cent) gave two hours per day of literacy teaching and the rest (16.7 per cent) gives more than 3 hours of literacy teaching per day. Assuming that the literacy teaching by these teachers is efficient and effective, then, this input could go a long way in enhancing level of
effectiveness in literacy programs in the division. Thus duration of literacy teaching per day may not, as presented by this result, be a constraint.

Out of six teachers who responded to these queries 16.7 per cent indicated that while they like literacy teaching, they are however uncomfortable with salary given and terms and conditions of service attached to the job. A similar percentage of the respondents indicate that they are not comfortable with salary. As shown in Table 4.13, 33.3 per cent indicated that whereas they like literacy teaching they are nevertheless uncomfortable with terms and conditions attached to this job.

**Table 4.13 Feeling about Job**

<table>
<thead>
<tr>
<th>Feeling about Job</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Really like teaching literacy class</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Really like teaching literacy class and not comfortable with salary</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Really like teaching literacy class and not comfortable with terms and conditions of service</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Don’t mind teaching literacy class</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Not comfortable with salary</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The general impression therefore is that literacy teachers like teaching but are not happy with level of salary given and terms and conditions attached to the job. If these constraints are addressed, then it is evident from these results that the
literacy teachers in the study area are self-driven. This is evident when 50 per cent of the teachers say they cannot quit teaching for a similar job. The terms and conditions of service are expected to affect literacy teachers' duties at workplace as well as their general livelihood. As such, the research also captured and analyzed how these dynamics interact and the effect of these interactions on implementation of literacy program in the area of study.

As earlier analyzed, literacy teachers in the study area are uncomfortable with terms and conditions attached to their job. It is therefore not surprising to have 66.7 per cent of them indicating that the terms and conditions of service affect their performance of their duties. The same reason is advanced as affecting teachers living conditions as 33.3 per cent of them indicate inability to meet cost of living. This same constraint partially explains why majority of literacy teachers are still engaging in other economic activities alongside teaching to make ends meet. Some respondents (16.7 per cent) indicated that the unfavorable conditions and terms of service contribute to their inability to cater for learning and teaching materials.

The number of current learners varied from one literacy centre to another ranging from as low as ten to as high as 34. Two of the literacy centres had 23 learners representing 33.3 per cent of learners in the division. The rest of the training centres had 16.7 per cent representation each. However, it is important to note that
these results represent the average number of currently active learners in training centres cited in the study. The actual daily attendance varies from centre to centre and from one day to another. Some training centres are reported to have as many as over fifty registered learners most of whom have since dropped.

All the respondents presented an increase in enrollment (100 per cent) and the reasons for this status were many and varied as indicated in the result Figure 4.18. The reasons advanced by teachers for increased enrollment ranged from Good performance by candidates, Publicity & Learners satisfaction, Punctuality and availability of teacher to Sensitization during international literacy day and greater awareness. If only this tread could continue and retention levels increased, the goals and aims of literacy programs could be upheld to greater heights.
Figure 4.18 Reasons for Enrollment Status

Regarding dropout cases within 12 months preceding this study, 66.7 per cent of the respondents answered in affirmative while the rest 33.3 per cent answered in the negative. The best explanation offered for the dropout cases varied from one respondent to the other as shown in table 4.14. The 33.3 per cent Non Applicable (NA) responses refer to 33.3 per cent cases where there was no dropout. The rest of the respondents which had dropout cases offered varied reasons ranging from lack of interest (16.7 per cent), domestic responsibilities (16.7 per cent), and multiple reasons (16.7 per cent).
Table 4.14 Best Explanation for Dropout Cases

<table>
<thead>
<tr>
<th>Best Explanation for Dropout Cases</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to lack of interest</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Due to lack of interest and domestic responsibilities</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Due to domestic responsibilities</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>After gaining some basic literacy</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Not Applicable response</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The fact that 66.7 per cent of the respondents answered in affirmative to this query and some reasons, including some multiple reasons were advanced for dropout cases is a indicator of a problem that need to be mitigated before it become a major constraint to efficient delivery of literacy program in the division. All respondents, (100 per cent) ascent to the reality that the teachers have a role to play in addressing dropout cases. And to this they offered various possible roles, as represented in Table 4.15 including follow up and advice (33.3 per cent), motivation and encouragement (16.7 per cent), giving learners second chance (16.7 per cent), and Initiating income generating projects (33.3 per cent).
Table 4.15 Teachers Role in Addressing Dropout Problem

<table>
<thead>
<tr>
<th>Role</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivating and encouraging learners</td>
<td>17</td>
</tr>
<tr>
<td>Making follow up and giving advice</td>
<td>33</td>
</tr>
<tr>
<td>Giving learners second chance</td>
<td>17</td>
</tr>
<tr>
<td>Initiating income generating projects</td>
<td>33</td>
</tr>
</tbody>
</table>

These results and analysis show that teachers have a major stake in militating against dropouts cases if only they are facilitated and encouraged to be innovative. The local ABEO has a responsibility to work with all the stake holders in coming up with innovative ways of recruiting and retaining learners for successful implementation of literacy programs.

With regard to problems experienced by teachers when carrying out their literacy training duties, 83.3 per cent of respondents gave inadequate teaching/learning materials as the major problem afflicting service delivery. The other 16.7 per cent of teachers who responded to the questionnaire gave both non availability and inadequacy of teaching and learning materials as major problems.
Table 4.16 Problems Related to Materials

<table>
<thead>
<tr>
<th>Problems Related to Materials</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching/Learning materials not available and</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Teaching/Learning materials not adequate</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>Teaching/Learning materials not adequate</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

These problems are also cited by the learners as constraining factors that affect efficient delivery and implementation of literacy programs in the administrative division under study.

In respect to problems related to learners that affect literacy programs negatively, 50 per cent of teachers mention occupation of learners by other responsibility as the major problem. This could point to the fact that most of the learners are engaged with other socio-economic activities, especially female learners. The rest sited other reasons such as negative attitude towards learning (16.7 per cent), Literacy ranking low in learners’ priorities, and even low enrollment in literacy classes (16.7 per cent).
Table 4.17 Problems Related to Learners

<table>
<thead>
<tr>
<th>Problems Related to Learners</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative attitude towards learning</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Too occupied with other responsibilities</td>
<td>3</td>
<td>50.0</td>
</tr>
<tr>
<td>Too occupied with other responsibilities and Low enrollment in literacy classes</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Literacy rank low in their priorities</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Problems related to teachers' remuneration that affect teachers as they carry out their duties in literacy programs include irregular remuneration of teachers (33.3 per cent), poor remuneration of teaching causing inadequate attention to their literacy training duties (33.3 per cent), remuneration being too low (16.7 per cent), and even some cases of teachers disappearing after get their honorarium (16.7 per cent). The results of this analysis was shown in Table 4.18.

Table 4.18 Problems Related to Teachers Remuneration

<table>
<thead>
<tr>
<th>Problems Related to Teachers Remuneration</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers not well remunerated</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Teachers not well remunerated and Teachers remuneration is irregular</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Teachers remuneration is irregular</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
All these factors point to some level of de-motivation and frustration due to poor terms and conditions of service for literacy trainers. Obviously going by the fact that some teachers even handle two literacy centres, the multiplier effect of these reactions could be disastrous to efficient and effective rolling out of literacy programs not only in the division but the entire district if these problems are not addressed adequately and urgently. Teachers are supposed to be role models of society irrespective of cadre.

4.2.6 Analysis and Results of Response of Adult Education Officers

The district adult education officer (DAEO) of Gatundu district under which the study area falls is a trained graduate. In addition she possesses a diploma in adult education. The officer had in the last one year preceding the data collection of the study attended two refresher courses namely Performance Appraisal System (PAS) and Decentralized Education Management System (DEMA). This is unlike the assistant adult education officer (AAEO) who is in-charge of the study area who only held a diploma in adult education with no refresher course attendance indicated. The assistant adult education officer supervises thirteen literacy teachers comprising of four men and nine women teachers. Of these teachers eight are full-time teachers and five are employed on part-time basis. The AAEO does not have adequate number of full-time literacy teachers despite the many literacy centres under his jurisdiction. It is important to note the contrasting information given by the teachers and AAEO regarding the number of days the
teachers teach in a week. Whereas the AAEO indicated teachers teach for four
days in a week, the majority of teachers indicated that they teach one day in a
week. The data from the AAEO also indicate that mother tongue and Kiswahili
are the main language of instruction.

The DAEO informed the researcher of this study that ideally, she supervises both
teachers and learners in addition to the conditions of the literacy centres once
every two weeks. The officer inspects a range of quality assurance components
including schemes of work, teaching notes, teaching/learning aids, class
organization, records of work and class attendance. This inspection scheme seems
holistic and definitely goes a long way in enhancing quality service delivery.
However, she faces a number of logistics and management challenges such as
lack of official transport despite literacy centres being scattered over large areas,
inadequately trained literacy teachers, lack of interest and low motivation among
the literacy learners among others.

The AAEO faces even more challenges as in addition to the problems faced by his
boss, he also lacks adequate learning/teaching materials and aids and lack of
motivation on the part of literacy teachers he supervises. The officer strongly feel
that the government has not done enough to promote adult education in the study
area especially in areas of teachers remuneration, provision of necessary materials
and number of trained literacy teachers deployed in his area of jurisdiction.
4.3 Discussion of the Findings

The discussion of the findings was done thematically in accordance to the research questions and objectives of the study as follows:

4.3.1 Physical Facilities

The study assessed the status of the physical facilities in the various centers and found out the following:

All the teachers indicated that their literacy centers acquired the classrooms and none was specifically constructed for the literacy program. Majority (83.3 per cent) of the acquired centers were previously used as staff quarter. This reflects a situation where literacy program in Kiganjo Division has not been prioritized as far as infrastructural development is concerned. The adult learners expressed the feeling that the sitting facilities and the tables used when writing were rough and uncomfortable. Indeed the study established that some of the centers were in deplorable conditions, with broken desks and chairs while others had benches and no tables/desks. These discomforts partly explain why there is a high drop out in Adult learning.

4.3.2 Teaching/Learning Aids Provision

With respect to provision of primers, pencils, exercise books and rulers as training aids, the results of the study found out that the major level of provision ranged 25-50 per cent (83.3 per cent). These results point to some level of teaching aids
provision inadequacy in the division. Either teaching aids are provided on rotational basis or ad hoc basis thus raising quality issue with regard to implementation of literacy programs in the area of study. This can be a major constraint to effective implementation of literacy program as some learners and teachers may feel de-motivated due to lack of or inadequate provision of training aids. For vernacular primers, majority (60 per cent) of learners indicated that two primers are used while 28 per cent indicated one primer being used for this subject. These vernacular primers are Teereta na Uthome book 1 and Teereta na Uthome book 2. For numeracy primers 64 per cent again gave two primers and 32 per cent gave one. These numeracy primers are Hesabu za Manufaa and mathematics for Adult Learners. However, the percentages were a bit different for Kiswahili where 38 per cent of learners indicated they had none, 34 per cent indicated they had two and 24 per cent indicating they had one Kiswahili primer. The main primers for Kiswahili are Elewa Kiswahili Kitabu Cha Kwanza and Elewa Kiswahili Kitabu Cha Pili.

4.3.3 Human Resources

The study sought to find out if there were enough teachers, and adult education officers and their level of training to facilitate Adult Basic Learning. It was found out that there was inadequate number of literacy teachers. Though ten centers were sampled for the study, only six adult literacy teachers were available for the interview. It was established that some teachers (3) taught in more than one centre. From the analysis of the data 50 per cent of the respondents
were full time teachers while the rest 50 per cent were part time teachers. However, it is important to note that even those in part time employments are actually trained. This disparity has been sited elsewhere in this study as a source of de-motivation for some teachers. The unemployment level in literacy category of teachers is not in isolation as it mirrors the situation that faces other cadres of the teaching fraternity.

Training for literacy teaching through seminars is poor has only two (33.3 per cent) indicated to have undergone this type of training. This scenario could be unfortunate as training via seminars is one of the classical cost effective methods of training as peers exchange views on relevant issues pertaining to training. Most teachers are well experienced with majority of them having taught literacy class for more than five years.

According to the DAEO Kiganjo division has thirteen adult literacy teachers. Eight of them are full time literacy teachers while five are part time teachers. The officer empathized that more teachers need to be employed in order to meet the demand. This recommendation is in conformity with the Kenya National Bureau of Statistics whose study recommended recruitment of 25,000 adult education teachers in the country (DVV, 2007).
The shortage of literacy teacher is attributed to poor remuneration. The AAEO indicated that literacy teachers leave the job in search of better paying jobs. This concurs with findings of the Kenya National Bureau of Statistics in 2006 (KNBS 2006) which showed that there was a high turnover of teachers in the literacy program due to poor remuneration; a factor that hinders access to adult education program in various centers in the country. This situation is made worse by the fact that majority of the teachers are paid token allowance of about ksh.2000 a month which is very meager bearing in mind the hard economic times we are living in.

The study found out that due to the shortage of office staff, the supervisory role is not adequately carried out. The adult literacy in the district is supervised by two officers namely the District Adult Education Officer (DAEO) and the Assistant Adult Education Officer (AAEO).

4.3.4 Quality Assurance Mechanisms

The centers are sparsely distributed. This also acts as a hindrance to supervision and evaluation bearing in mind that the officers do not have means of transport to access the centers. Evaluation is crucial in assessing the extent to which the program’s goals and objectives are realized. As Worthen and Sandres (1987) asserts, evaluation help the evaluator to search for factors that influence success or failure of any educational activity.

From the analysis of data collected, it is evident that literacy centres are inadequately inspected by ABEO. Yet inspection of teaching/learning tools is
critical in quality assurance and goes a long way in assessing the effectiveness of literacy programs. For example, 16.7 per cent of the literacy teachers indicated that only one item of teaching and learning materials was inspected. This could be a serious omission on the part of ABEO as this item alone is inadequate parameter of assessing the factors that could be constraining effective implementation of literacy programs in the centre.

With regard to action taken by ABEO upon inspection, fifty percent of the respondents indicate that good measures of actions were taken. These measures are writing of confidential reports, discussion with the teachers, talking to learners and giving good guidance to teachers. Other actions taken by ABEO include encouragement of learners, and talking with school head teacher. These actions among others should be encouraging with a view of effective implementation of literacy program in the study area.

4.3.5 Problems Encountered in Literacy Program

Problems encountered in literacy programs had to be captured from all the stakeholders as this could explicitly show some of the constraints facing literacy program implementation. The study findings show that a number of problems are faced by literacy learners thus undermining effective implementation of the literacy program. Low enrollment and inadequate materials were given as the main problem at 16 per cent closely followed by low enrollment and ‘too much
work’ at 14 per cent. Poor eye sight was also given as a problem that the learners face in literacy program at 8 per cent. Other problems captured during the study include discomfort and inadequacy of sitting and writing facilities, irrelevance of literacy contents, ridicule and low esteem. Lessons being boring and too much work were also problems given. The problem of Low esteem was attributed to ridicule from those who are not in the program. This could partly be due to ignorance of the public about the literacy program and its significance. Therefore more literacy campaign needs to be facilitated. Poor eye sight was also cited as causing difficulties in reading of the books and the chalkboard. This is brought about by the fact that majority of literacy learners are adult of over 36 years. It is therefore indicative that these problems faced by learners contribute to some of the challenges facing literacy program implementation in Kiganjo Division.

With regard to facilities in adult literacy centres, the main class facilities available to literacy learners are benches (36 per cent). However, 50 per cent of the learners feel that the facilities are poor and hence uncomfortable. This level of comfortability of these learning facilities could be a discouraging factor to old learners.

Regarding provision of primers it is worthwhile to note 16.7 per cent of the learners indicated that they have no primers in all or any of the three disciplines studied. Some learners claimed that they borrowed books from primary schools. This is a major drawback to the implementation of adult literacy program because
it discourages the learners and the literacy teachers. Also the results shows that the number of primers used varied from one literacy centre to the other. Due to multi-grade learning levels there are some learners who were even using formal primary text books.

The Level of formal schooling before joining literacy class varied from class1-4 (52 per cent); class 5-8 (8 per cent) to secondary education (4 per cent). This disparity in entry behavior of literacy learners may be a de-motivation to some learners as they may feel as if they are being pulled downwards or wasting time due to different levels of understanding. The multi-grade classes discourages the literacy learners because their varied entry behavior makes some of those who were more advanced to the level of being literate felt they were wasting time and were rather uncomfortable.

From the study it was evidence that majority (64 per cent) of the literacy learners had been attending literacy classes for more than a year. It is clear from this study that an overwhelming majority (92 per cent) of the respondent have not been attending literacy class continuously. This level of irregular attendance could be a serious constraint to effective implementation of literacy program in the study area. The study also shows that 64 per cent of the learners' respondents have at one time of another entertained thought of discontinuing with literacy schooling for various reasons ranging from being too busy, being literate enough, to being
uncomfortable due to age disparity of learners.

It is therefore indicative that these problems faced by learners contribute to some of the challenges facing literacy program implementation in Kiganjo Division. While it might be difficult to address all the problems identified by the education ministry, it is prudent to address some of these cited problems at various levels by the concerned stakeholders.

The general impression is that literacy teachers like teaching but are not happy with level of salary given and terms and conditions attached to the job. According to UNESCO (1997), the meager wages that literacy teachers earn are very inadequate and they are beginning to feel left out and this is bound to affect their morale and standard of teaching. Other problems highlighted included high dropout rate of the learners due to varied reasons such as lack of interest, domestic responsibilities. This too de-motivates the literacy teachers. Inability of the literacy teachers to buy writing and other materials due to financial constrains is also a challenge encountered.

The area education officials too face a number of challenges as they implement adult literacy education in Kiganjo Division. Some of the salient problems captured in the data analysis include inadequate number of full time adult literacy teachers, low morale among literacy teachers leading to high turnover among teachers, and inadequate support staff. The study also brought out lack of
transport to literacy centres which are sparsely distributed as a critical challenge. These difficulties encountered by education officers further compound the challenges faced by adult literacy learners and teachers which in effect make effective implementation of adult literacy education in the study area difficult to achieve unless deliberate efforts were made by all stakeholders concerned, especially the policy makers to mitigate these problems.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study assessed the factors that hinder implementation of Adult Basic Education (ABE) in Kiganjo Division, Gatundu District in Kiambu County. The data was collected and analyzed to obtain information to answer questions raised in the study. This chapter contains the discussions of the findings in relation to the related research literature review. The chapter also contains conclusion and recommendations.

5.2 Summary of Study Findings

With respect to adult literacy learners demography, the result of the study show that majority of learners (42. per cent) were aged 36 years and above. The female literacy learners constituted 72 per cent of the respondents while the male literacy learners constituted 28 per cent of literacy learners. Further the results show that 54 per cent of literacy learners had formal schooling before joining literacy class. With regard to adult literacy learners occupation the study showed that majority (66 per cent) were engaged in subsistence farming before joining literacy class. The rest is involved in a combination of occupations.

From the study it was evidence that majority (64 per cent) of the literacy learners had been attending literacy classes for more than a year. It is clear from this study
that an overwhelming majority (92 per cent) of the respondent have not been attending literacy class continuously. Further from the finding of the study it was evident that the main reason for majority of learners (32 per cent) to join literacy program was to be able to learn the 3rs and sign bank statements. The rest of the literacy learners gave other varying reasons as motivation for having enrolled in literacy class. It is important to note that the learners indicated that they would wish to learn other subjects such as agriculture (32 per cent), vocational subjects like carpentry (16 per cent) and indeed all subjects taught in primary school (44 per cent) in addition to conventional 3rs.

With regard to adequacy or otherwise of physical facilities, the results of the study showed that the main class facilities available to literacy learners are benches. However, 50 per cent of the learners feel that the facilities are poor and hence uncomfortable. Regarding the previous usage of current adult literacy centres, majority (83.3 per cent) of the acquired literacy centres were previously being used by Primary or nursery schools and 16.7 per cent were previously used as staff quarters. Low class attendance and inadequate materials were also given as the problems at 16 per cent by the literacy learners. Learners also talked of too much work at home (14 per cent) which made it difficult to attend literacy classes sometimes. Other problems captured during the study include discomfort and inadequacy of sitting and writing facilities, irrelevance of literacy contents, ridicule, and low esteem.
Teachers' demographic data analyses showed that majority (66.7 per cent) were over 36 years and hence mature enough for executing adult literacy programme. Again majority of these teachers (66.7 per cent) were female. From the analysis of the data 50 per cent of the responding teachers were full time teachers while the rest 50 per cent were part time teachers. However, it is important to note that even those in part time employments are actually trained. 50 per cent of literacy teachers indicate that they have attained KCE level of education. Other qualifications of the literacy teachers interviewed include possession of Adult education certificate.

Problems related to teachers' remuneration that affect teachers as they carry out their duties in literacy programs include irregular remuneration of teachers (33.3 per cent), poor remuneration of teaching causing inadequate attention to their literacy training duties (33.3 per cent), remuneration being too low (16.7 per cent), and even some cases of teachers disappearing after get their honorarium (16.7 per cent).

The district adult education officer and the assistant adult education officer who is in-charge of the study area are adequately trained but need continuing education. With respect to quality assurance measures undertaken by adult education officials, a good measure of components are assessed including schemes of work, teaching notes, teaching/ learning aids, class organization, records of work and class attendance.
5.3 Conclusion

The problems that the learners encounter are many and should not be ignored. An example is the problem of ridicule from fellow village mates an issue that clearly shows that public sensitization campaign is not adequately carried out.

Female learners are the overwhelming majority, constituting almost three times the number of male learners. This could be a pointer to a negative attitude among male adults towards literacy learning.

From the analysis of the findings the quality of teaching/learning environment was generally found wanting. In a sizeable number of literacy learning centres the provision of physical facilities such as desks, tables and chairs was found inadequate or uncomfortable. This poor level of provision could be a discouraging factor to learners especially the old learners. Provision of other writing and learning facilities such as primers was also found to be poor to an extent where only one primer is used for a particular subject in some literacy centres.

From the result of the study it is also evident that adult literacy learners who are largely female by gender are easily distracted by extraneous factors such as too much work as to the extent of failing to attend continuously literacy classes or even dropping out of the programme altogether. Taking into account that majority of literacy learners are actually of female gender, then this scenario would render effective implementation of adult literacy programme challenging if not difficult. Problems relating to ridicule, low esteem and lessons being boring demand
serious intervention by the education stakeholders as these factors could affect smooth implementation of the literacy education among adult learners.

The fact that a significant number of adult literacy learners indicated that they would wish to learn other subjects other than the 3rs such as agriculture, vocational subjects and indeed all subjects taught in primary school imply that the education policy makers are being invited by the consumers of their products to relook and maybe evaluate the current policies to reflect the demands and expectations of adult literacy learners. The fact that relevance of literacy content was put into question by some learners also calls for frequent review of the adult literacy curriculum.

Regarding the current status in respect of human resources, the study showed that whereas majority of the teachers are actually trained only half are employed permanently while the other half was employed on part time basis. In addition, the study showed that while literacy teachers like teaching they were not happy with the level of salary given and terms and conditions attached to the job. Problems faced in adult literacy program implementation are not confined to learners and teachers as even the adult education officials encounter logistical and management challenges such as lack of official transport, lack of interest and low motivation among the literacy learners.
From the study findings, it can be concluded that the government has not done enough to promote adult education in the study area especially in areas of teachers’ remuneration, provision of necessary teaching/learning materials and increase the number of trained literacy teachers. Obviously this presentation does not auger well with aspects of motivation and teacher retention and thus it could affect teacher’s morale to the extent of affecting negatively smooth execution of adult literacy programme.

From analysis of the results it is evident that comprehensive assessment of quality assurance measures was not undertaken in some literacy centres nor was the assessment uniformly applied. Also no cause of action was indicated by the adult education officials after assessment has been done. This weak quality assurance assessment could be a pointer to either weakness in policy or in its enforcement whose effect is to weaken efficient and effective adult literacy programme implementation.

In a nutshell the adult literacy program in the study area is ailing. Unmitigated problems ranging from inadequate teaching/learning resources, grossly inadequate number of trained and motivated adult literacy teachers to understaffed and poorly facilitated education office is a reflection of poor policies or poor policy implementation in regard to adult literacy education in the division.
5.4 Recommendations of the Study

Based on the findings of the study the following recommendations were made:-

i. There should be increased funding and support for adult literacy programmes so that the teaching/learning environment is improved and made attractive to adult literacy learners, teachers and education officials

ii. There is need to recruit more trained literacy teachers on permanent basis and improve their terms and conditions of service for motivation and enhanced service delivery

iii. The office of adult education officer need to be well staffed and facilitated for better supervision of the program implementation in order to enhance quality assurance

iv. The adult literacy curriculum should be reviewed to make it relevant to the learners' expectations. This can be done by including subject like agriculture, carpentry and other vocational skills

v. The adult literacy program should be re-structured to enable adult literacy learners to join the program at levels appropriate to their entry behavior and also facilitate systematic transition to higher levels as a way of motivating and boosting morale of adult literacy learners
5.4.1 Suggestions for Further Research

The researcher suggests further study in the following areas:

i) Impacts of Adult Literacy Learning on Socio-Economic Development of the adult literacy learners in the study area. The study could establish the cost-effectiveness of adult literacy program

ii) Since this study narrowed to only one division, a comparative study on the factors facing implementation of adult literacy program in the entire district could be necessary

iii) Investigate the relevance of the current adult education policies against the expectations of the Millennium Development Goals and Vision 2030 Strategy
REFERENCES


APPENDIX I

QUESTIONARE FOR THE DISTRICT ADULT EDUCATION OFFICER (DAEO)

Division

1. What’s your highest professional qualification? (Please tick)

P1 [ ] P2 [ ] P4 [ ] ATS [ ] Graduate [ ]
Others, specify _________________________________

2. What training had you undergone before joining adult education?

3. How many refresher courses did you attend in the last one year?

None [ ] One [ ] Two [ ] More than two [ ]

b. What courses did you attend in 4a above?

4. How many of the following do you supervise?

- Literacy centers [ ]
- Literacy Teachers [ ]
- Literacy learners [ ]

5. How often do you visit each of the literacy centers? Once month [ ]

Once in fortnight [ ] Once a year [ ]

Once in 18 months [ ]

6. What do you inspect when you visit? Schemes work [ ]

- Teaching notes [ ]
- Teacher/learning aids [ ]
- Class organization [ ]
- Records of work [ ]
- Class attendance Register [ ]

Other specify _________________________________

7. What transport problems do you experience

8. Have all the illiterate adults in your division enrolled in the literacy classes?

Yes [ ] No [ ]
If no why do you think is the reason?

Too busy [  ] Lack of enforcement by government [  ]
Illiterate adults do not see needs for literacy skills [  ] Low motivation in the learners and so dropout [  ]

9. What are the major problems that you experience in carrying out your supervisory work? (Tick appropriately)

Too busy to attend all centers in the zone
Too many learners to cater for in the zone
Unqualified literacy teachers
Transport problems
Other specify _______________________________

10. Suggest solutions to problems mentioned in (9) above.
APPENDIX II

QUESTIONARE FOR THE LEARNERS

1. Name of centre________________
Division _______________________

a) Learners Age (Years)
   16-25 [ ] 26-35 [ ] 36 and over [ ]

b) Sex
   Male [ ] Female [ ]

2. What's your mother tongue?
   Kikuyu [ ] Kiswahili [ ]
   Others specify ____________________________

3. Did you have any formal schooling before joining literacy programme?
   Yes [ ] No [ ]
   If yes, level? _____________________________
   Class 1-4 [ ] Class 4-8 [ ] Secondary [ ]

4. What's your occupation?
   Subsistence farmer [ ] Subsistence cash crop farmer [ ]
   Large scale crop farmer [ ] Unemployed [ ] Petty trader [ ]
   Business [ ]
   Any other specify ____________________________

5. How long have you been attending literacy classes?
   Last 6 months [ ] 7-12 months [ ] 13-18 months [ ] Over 18 months [ ]

6. What time do you meet for classes?
   Morning [ ] Afternoon [ ] Evening [ ]

7. How long do you meet in a session?
One hour [ ] Two hours [ ] Three hours [ ] Four hours [ ] Five hours [ ]

8. How many times do you meet in a week?
   Once [ ] Twice [ ] Three times [ ] Four times [ ] Daily [ ]
   Other specify ________________________________

9. When did you enroll in literacy classes for the first time? __________

10a. Have you continuously been attending classes?
   Yes [ ] No [ ]
   b. If NO, what was the cause of your irregular attendance?
      Busy with other duties [ ] Unwell [ ]
      Nobody to leave at home [ ]
      Felt not like attending [ ]
      Others specify ________________________________

11. Have you ever thought of discontinuing with the literacy class?
   Yes [ ] No [ ]
   If yes why?
      Have become literate [ ] No longer interested [ ] Too busy [ ]
      Not like teachers teaching style [ ]

12. Why did you join the literacy class?
   To learn 3rs [ ]
   To learn to sign bank statements [ ]
   Help perform better in my occupation [ ]
   Others reasons _______________________________

13. What other subjects would you want to learn apart from numeracy and literacy?
   Agric [ ]
   Health education [ ]
   Vocational subject e.g. carpentry masonry, tailoring [ ]
   All subjects taught in primary [ ]
14. What languages does your teacher use when teaching?
   English [ ]  Kiswahili [ ]  Mother tongue [ ]

15 a) Which of the following facilities or combinations of facilities do you use at your Literacy centre?
   Benches [ ]  Chairs [ ]  Desks [ ]  Tables [ ]
   Chairs and Desks [ ]  Benches and tables [ ]  Benches and desks [ ]

b) How comfortable are the following sitting /writing surfaces?

<table>
<thead>
<tr>
<th></th>
<th>POOR</th>
<th>GOOD</th>
<th>VERY GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benches and chairs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chairs and desks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benches and tables</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. How many primers do you have for?
   a) Reading and writing (vernacular)
      None [ ]  One [ ]  Two [ ]  More than two [ ]
      Give their names ____________________________

   b) Numeracy
      None [ ]  One [ ]  Two [ ]  More than two [ ]
      Give their names ____________________________

   c) Kiswahili
      None [ ]  One [ ]  Two [ ]  More than two [ ]
      Give their names ____________________________

17. How much do you like the contents of literacy programme?

<table>
<thead>
<tr>
<th></th>
<th>NOT VERY MUCH</th>
<th>MUCH</th>
<th>VERY MUCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Numeracy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kiswahili</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
18. For how long have you been taught by your current teacher?

Less than 6 months [ ] More than 6 months [ ]

b) How would you rank your teacher in the following grade?

<table>
<thead>
<tr>
<th></th>
<th>POOR</th>
<th>AVERAGE</th>
<th>GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTENDENCE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLARITY</td>
<td></td>
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<td></td>
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<tr>
<td>COMMITMENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUNCTUALITY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEACHER/LEARNER</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RELATIONSHIP</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USE OF TEACHING AND LEARNING</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

19. What problems do you encounter in literacy programme?

- Lessons boring [ ]
- Laxity of teachers [ ]
- Low enrolment discourages attending [ ]
- Poor teaching methods [ ]
- Inadequate teaching/learning materials [ ]
- Too much work [ ]
- Irrelevance of contents [ ]

Others specify ____________________________
APPENDIX III

QUESTIONNAIRE FOR LITERACY TEACHERS

Name of Centre_____________________________________________________

1. Bio data
   a) Age
      Below 20 years [ ] 21-25 [ ] 26-30 [ ] 31-35 [ ] Over 36 [ ]
   b) Sex
      Male [ ] Female [ ]
   c) Marital status
      Married [ ] Single [ ] Divorced [ ] Widow/widower [ ]

2. To which category of teachers do you belong?
   Full time [ ] Part time [ ] Self help/volunteer [ ]

3a) What was your highest level of formal education
   Primary school not completed [ ]
   KCPE [ ] KCSE [ ] KJSE [ ] KCE [ ] KACE [ ]
   b) Do you have other qualifications?
      Specify______________________________

4. What training for literacy teaching have you received or are you presently undergoing?

5. When did you start teaching literacy classes?
   Last 6 months [ ] Last 12 months [ ] Over the last 18 months [ ]
   Others specify [ ]

6. What is the approximate distance from your literacy centre to the
   Divisional headquarters?
   Less than 5kms [ ] 5-10 kms [ ] 10-20 kms [ ] Over 20 kms [ ]

7. How many times were you visited by your ABEO?
b) When were you last visited? (Specify date)

8. What did the officer inspect?

- Schemes of work and lesson plans
- Teaching notes
- Records of work Attendance register
- Teaching methods
- Teaching and learning materials
- General organization of the literacy centre
- Others specify

9. during and after inspection, the ABEO;

- Wrote a confidential report
- Discussed what he noted with me
- Talked to learners
- Gave me some good guidance
- Complained about the centre and left
- Never said anything
- Others specify

10. Was the building you use for the literacy classes originally built or renovated for that purpose? Yes [ ] NO [ ]

- If no what was the original or common use of the building
  - Church/ mosque
  - Primary/nursery school building
  - Community hall
  - Open air
  - Others specify

11. Classify the following conditions of the teaching /learning environment on the basis of the criteria given.
<table>
<thead>
<tr>
<th>ENVIRONMENT</th>
<th>POOR</th>
<th>AVERAGE</th>
<th>GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space available</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ventilation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lighting</td>
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<td></td>
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<tr>
<td>Cleanliness</td>
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<tr>
<td>Sitting facilities</td>
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<tr>
<td>Sitting arrangement</td>
<td></td>
<td></td>
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<tr>
<td>Accessibility</td>
<td></td>
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</tr>
</tbody>
</table>

**KEY**

Space available = **Poor**; learners overcrowded

**Good**; plenty of space

Ventilation = **poor**; very little ventilation except through the door

**Good**; enough ventilation

Lighting = **poor**; too dark or too bright for easy reading

**Good**; enough light for easy reading

Cleanliness = **poor**; not swept

**Good**; swept, no litter around

Sitting facilities = **poor**; learners standing/sitting on the floor

**Good**; learners have sitting facilities and tables/desks

Sitting arrangements = **poor**; learners cannot see the teacher/chalkboard and teacher cannot move freely within the class.

**Good**; learners can clearly see the teacher/chalkboard and teacher can move freely move.

In all cases, **average** = situation between poor and good

12 what are some of the teaching aids that you use in class

13) specify the sources of these aids.
14a) what were you doing for a living before you started teaching literacy classes? 

b) Besides literacy teaching what else do you do for a living?

15. For how long do you teach in a day?

   1 hour [ ] 2 hours [ ] 3 hours [ ] More than 3 hours [ ]

16. Which of the following statements best explain what you feel about your job?

   I really like teaching literacy class [ ]
   I don’t mind teaching my literacy class [ ]
   I am not comfortable with my salary [ ]
   I am not comfortable with terms and conditions of service [ ]
   If I got an alternative job with a similar salary I would quit literacy teaching [ ]

17. Do you think the terms and conditions of your job affect you in the way you carry your duties? Yes [ ] No [ ]

If yes, how? 

18. How many learners do you have currently? 

b) In the last 18 months have the enrollments at your centre:-

   Increased? [ ] Decreased? [ ] Remained the same? [ ]

d. What do you think are the possible reasons for the above trend in enrolments?

19. Have there been drop-outs from your centre in the last 12 months?

   Yes [ ] No [ ]

If yes, which one of the following best explains the reasons for dropping out?

   Learners dropped [ ]
   After gaining some basic literacy [ ]
   Due to lack of interest [ ]
   Due to lack of motivation [ ]
Due to change of residence [ ]
Due to domestic responsibilities [ ]
Others (specify) ____________________________

20. Do you think the literacy teacher can play an important role in solving the problem of drop-outs?
Yes [ ] No [ ]
If yes how ____________________________

21. Which of the following problems do you experience when carrying out your duties in the literacy programme?

**Problems related to materials**
- Teaching/learning materials not available [ ]
- Teaching/learning material not adequate [ ]
- Teaching/learning material unsuitable/irrelevant [ ]
- Teaching/learning material outdated [ ]

**Problems related to learners**
- Learners lack interest/motivation [ ]
- Negative attitude towards learning [ ]
- Too occupied with other responsibilities [ ]
- Literacy ranks low in their priorities [ ]
- Low enrolment in literacy classes [ ]

**Problems related to teachers remuneration**
- Teachers not well remunerated and so do not concentrate on their work [ ]
- Teachers disappear after getting their salary/honorarium [ ]
- Teachers spend much time going to collect their remuneration [ ]
- Teachers’ remuneration is irregular [ ]
- Others (specify) ____________________________
APPENDIX IV

QUESTIONARE FOR THE ASSISTANT ADULT EDUCATION OFFICERS (AAEO)

Name of the centre.........................................................

1. Have you been trained in Adult Education
   Yes [ ] No [ ]
   b) If yes, to what level
      (i) Diploma in Adult Education [ ]
      (ii) Induction course [ ]
      (iii) Any other (specify) [ ]

2. Do you have regular in-service training course to enable you to keep to date with your work?
   Yes [ ] No [ ]
   If yes, when was your last?

3. How many teachers do you supervise
   Men[ ] Women[ ] Full-time [ ] Part-time[ ] Volunteer[ ]

4. Do you feel that you have enough full time adult education teachers in your division?
   Yes [ ] No [ ]

5. What are their qualifications?
   A level- Number [ ] O level- Number [ ]
   KJSE- Number [ ] CPE/KCPE- Number [ ]
   Others (specify) _______________________________________

6. How often do teachers teach in a week?
   (Please indicate by ticking)
   Every day in a week [ ]
   4 days in a week [ ]
3 days in a week [ ]
2 days in a week [ ]
1 day in a week [ ]

7. What is the language of instruction in class?
   Mother tongue [ ]
   Kiswahili [ ]
   Any other (specify) ________________________________

8. Are your teachers professionally trained to teach adult education?
   Yes [ ]
   No [ ]
   If yes what are their qualifications
   Diploma certificate course [ ]
   Teacher certificate course [ ]
   Any other (specify) ________________________________

9. Do some of your teachers leave for other employment?
   Yes [ ]
   No [ ]
   b) If yes, why do you think they leave?

   ________________________________

10. What problems do you face in your work as a supervisor and a trainer of Adult Education teachers? (Tick whichever applicable)
   Inadequate transport [ ]
   Inadequate materials for training [ ]
   Lack of face to face training sessions [ ]
   Inability to assess teacher in class [ ]
   Lack of professional advice from my superior [ ]
   Lack of motivation on the side of the teachers. [ ]
   Others specify ________________________________

   1. Do you think the government has done enough to promote adult education? Yes [ ]
   No [ ]
   If No, what do you think the government should do?

   ________________________________
APPENDIX V
RESEARCH AUTHORIZATION

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegram: "SCIENCETECH", Nairobi
Telephone: 254-020-241349, 2213102
254-020-310571, 2213123.
Fax: 254-020-2213215, 318245, 318249
When replying please quote.

Our Ref: NCST/RRI/12/1/SS-011/1445/4

Janet K. Muthii
Kenyatta University
P. O. Box 43844
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Factors hindering implementation of adult education: A case study of Kiganjo division of Gatundu South District in the Kiambu County" I am pleased to inform you that you have been authorized to undertake research in Gatundu South District in Kiambu County for a period ending 31st December 2011.

You are advised to report to the District Commissioner & the District Education Officer, Gatundu South District before embarking on the research project.

On completion of the research, you are expected to submit one hard copy and one soft copy of the research report/thesis to our office.

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:
The District Commissioner
Gatundu South District

The District Education Officer
Gatundu South District