

**INFLUENCE OF MANAGEMENT OF ADULT LITERACY  
PROGRAMME ON ACCESS AND PARTICIPATION OF ADULT  
LEARNERS IN KAJIADO COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF  
EDUCATION IN PARTIAL FULFILMENT FOR THE  
REQUIREMENT OF THE AWARD OF DEGREE OF MASTER OF  
EDUCATION OF KENYATTA UNIVERSITY.**

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## **DECLARATION**

I declare that this project is my original work and has not been presented in any other University or Institution for consideration. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited in accordance in line with anti-plagiarism regulations.

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## **DEDICATION**

This research project is dedicated to my mother Susan A. Odongo and my late father Sospeter Odongo, beloved husband Tom Juma and my beloved sons Bradley, Sospeter and Kean for their prayers, support and understanding during my studies.

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## **LIST OF ABBREVIATIONS AND ACRONMYS**

<b>ABET:</b>	Adult Basic Education and Training
<b>ACE:</b>	Adult and Continuing Education
<b>ALP:</b>	Adult Literacy Programme
<b>DACE:</b>	Directorate of Adult and Continuing Education
<b>EFA:</b>	Education for All
<b>FBO:</b>	Faith Based Organisation
<b>FPE:</b>	Free Primary Education
<b>GTZ:</b>	German Technical Cooperation Agency
<b>HIV:</b>	Human Immunodeficiency Virus
<b>KAEA:</b>	Kenya Adult Education Association
<b>KCSE:</b>	Kenya Certificate of Secondary Education
<b>KESSP:</b>	Kenya Education Sector Support Programme
<b>KNALS:</b>	Kenya National Adult Literacy Survey
<b>KNBS:</b>	Kenya National Bureau of Statistics
<b>MDG:</b>	Millennium Development Goals
<b>NGO:</b>	Non-Governmental Organization
<b>SCACEO:</b>	Sub County Adult and Continuing Education Officer
<b>SDGs:</b>	Sustainable Development Goals
<b>UNESCO:</b>	United Nations Scientific and Cultural Organization

## ABSTRACT

This study sought to determine the management of adult literacy programme and its influence on learners' access and participation in the programme in Kajiado County. There has been the problem of low access and participation that makes it hard to achieve the goals of the programme. The objectives of the study were: to determine factors that influence access and participation of learners in adult literacy programme, to determine how the capacity of teachers influence the management of adult literacy programme, to establish the challenges faced by the adult education managers in the management of adult literacy programme and to examine strategies for improving access and participation of adult learners in adult literacy programme. The study adopted descriptive survey design. The target population comprised of the Adult learners, teachers, Adult Education officers and Supervisors in Kajiado County totalling to 1757. Simple random sampling technique was used to select a total of 130 respondents. Data was collected using questionnaires, interview schedules and observation schedule. Data collected using questionnaires were analysed by use of tables of frequency distributions and percentages by use of Statistical Package for Social Science program (SPSS Version 21). The analysed data was presented as frequencies and percentages which were used to summarize and present the data. The study established factors influencing access and participation of adult learners in Adult Literacy Programme further highlighted the management aspects of Adult Literacy Program. The study established that distance to the learning centre, teachers' mobilisation strategy, publicity of the programme, learning environment and teachers' professionalism were factors which influenced access and participation. Further, it was noted that participation of learners had peer motivation such as women and men groups, self-motivation, distance to learning Centre, impact of adult literacy programmes in learners' daily lives, knowledge and skills acquired and social interactions. On the capacity of teachers, the study established that majority of the adult education teachers in Kajiado County had attained the minimum academic qualification to teach in the adult literacy programme. However, low percentage of teachers had undergone Diploma course in Adult Education an indication that there was shortage of professionally trained personnel in the programme. The study recommended: recruitment of adequate qualified full time teachers to address shortage of teachers, improvement of teachers remuneration, conduct regular capacity building and staff development programmes for Adult Continuing Education staff, increased government budgetary allocation for physical infrastructure, adequate and relevant teaching /learning resources for adult literacy programme and intensified publicity and advocacy campaigns to enlighten the community on the existence and importance of adult literacy programmes.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter represents the background of the study, the statement of the problem, purpose of the study, specific objectives, research questions, significance of the study, limitation and delimitation, assumptions, the theoretical and conceptual framework of the study and lastly the operational definition of terms.

### **1.1 Background to the Study**

Adult and Continuing Education (ACE) has undergone significant development in many developed and developing countries, not only in terms of the variety of programs offered but also the level of participation by stakeholders (Rogers A., 2017). In addition, there have also been several significant shifts in the specific international and national contexts of adult education in terms of; increased awareness of the role of adult education, enhancing economic growth and social cohesion and developing human and social capital (Nesbit and Welton, 2013).

Adult and Continuing Education is further playing an important role in the overall human resource development and it is anticipated that it will likely increase its importance in the future as a result of increase in the need of human resources development attributed to a fast-changing workplace, increased international competition and the high costs of formal education (Xiao, 2008). Aggarwal (2017) in management of Adult education there are two distinct modes of operation, which include regulatory management, i.e. the interpretation of existing frameworks of statute, regulation and the devising of operational programmes

which reflect the optimum outcome able to be achieved within pre-determined framework. Bergevin, Morris and Smith Run (2017) states that management of Adult education needs to engage substantial amount of organized feed-back - enrolment numbers, detailed breakdowns by age and subject, and considerable financial accounting on income and expenditure. The Adult education managers require skills in education financial management.

The alternative, more enjoyable, more rewarding mode is often described as creative management, i.e. the devising of new forms, styles, frameworks which upgrade the existing operations, redeploy resources more effectively or widen the scope and range of the services. One of the major aims of central or area educational management might be to provide suitable frameworks (and preferably incentives) for teachers and to maximize the productively creative and minimize the non-productive regulatory aspects of their works (Bhola, 2017).

An interesting development in modern Adult educational management thinking is the identification of the common-ground, a certain degree of unity of experience from the classroom to the director's office (Bhola, 2017). By contrast, however, the modern teacher is required to take up the roles of designer, promoter, conductor and evaluator of learning situations. The opportunity for creativity may be larger in the teaching situation, but the critical hard-line evaluation will probably be less than in the case of the institution (Lengrand, 2017).

The differentiation of role and function at the various managerial levels of adult education programmes needs to be carefully examined in terms of classroom,

learning group management, area and management levels of adult education (Courtneys, 2018). Three other aspects of area management are identified by their operation rather than their strength namely, learner member participation, curriculum design and social life of the organisation and staff development; quality control and evaluation (Darkenwald and Merriam, 2016).

Latin America and the Caribbean recognize the importance of developing and investing in Adult Learning and Education. Low literacy levels among adults and the difficulties of accessing and completing educational processes are linked to patterns of unequal power distribution. ‘Popular education’ pedagogy, with its aim of promoting democratic citizenship and defending human rights, is therefore of special importance in the region (UNESCO, 2017). The Asia-Pacific region has more than half of the world’s population and 456 million of the 758 million adult illiterates in the world. Global trends affecting Adult Learning and Education (e.g. ageing, migration, inequalities, etc) are explicitly visible across the region, influencing and shaping formal and non-formal education, related contents and processes, and shifting the focus to the education needs of youth and the working-age population (Fordham, 2017).

Denmark has a long-standing tradition of adult learning by having approximately 99%. A core function is to empower adults to participate equally in the Danish democratic society. Good adult education is therefore based on the learners’ active involvement and on the teacher’s ability to build on the learners’ experiences. It has the highest level of participation in adult education and

continuing training, competence development at work and liberal adult educational activities (Danish Government, 2014).

The highest illiteracy rates are found in the Least Developed Countries, mainly in Africa and 60 percent of all illiterate adults are women (Gupta, 2017). Most of these are people living in extreme poverty and nearly one in five is a young person aged between 15 and 24 (UNESCO 2006). In Bangladesh, Ethiopia, Ghana, India, Mozambique and Nepal, 78 percent or more of the population lives below US \$ 2 per day, adult literacy rates are 63 percent and the number of adult illiterates exceeds 5 million in each country (Benavot, 2008). This implies that there is a direct relationship between illiteracy and poverty. At the household level, evidence from thirty developing countries indicates that literacy correlates with household wealth. Illiteracy is one of the biggest challenges in Africa. First of all because it is one of the largest regions of the world burdened with the highest illiteracy rate in which over 40 percent of population over 15 years of age is illiterate (Sow, 2013).

Kenya is a signatory to many International Conventions, Protocols and Agreements aimed at addressing human rights and, especially education as a right. The Kenya's Vision 2030, a blueprint for development envisages a highly literate adult population which can effectively contribute to economic production and participation in the democratic processes of the country. One of the Country's medium-term goal in educational attainment is to increase the adult literacy rate to 80% from the current 61.5% (Republic of Kenya, 2007). The Kenya government as a member of the global community also adopted Sustainable Development

Goals (SDGs). Education for Sustainable Development is embraced in SDG-4, which aspires to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” (Republic of Kenya, 2017).

According to Sessional Paper No.1 of 2005 on Education Training and Research, the long-term objective of the Kenyan Government is to provide every Kenyan with basic quality education and training. There is bound to be a drop in the figures of illiterate adults from the current 7.8 million and a policy is in place (Republic of Kenya, 2007).

The management of Adult Literacy programme is under the Directorate of Adult and Continuing Education (DACE) in the Ministry of Education. DACE is responsible for the management, coordination and administration of adult education and literacy programme. At the national level the Director and other professionals develop policy guidelines, provide administrative and professional support and coordinate field services throughout the country.

According to Bunyi (2006) Adult Education Advisory Committees (AEACs) are the managers of literacy programmes. However, the decentralisation management strategy has not been effective due to lack of clarity of functions between the central government and the districts, inadequate resources for implementing programmes at district level and inadequate capacities of implementing officers. Further research reports that AEACs are un-operational. Thus, there is little community participation in adult literacy (Bunyi, 2006). However, the Board has been described as ‘weak and ineffective’ especially as regards co-ordination of

literacy provision by multiple providers which has led to duplication of effort. Further, interaction between DACE and other government ministries and with NGOs and other civic bodies is described in vague terms such as ‘working closely’ beyond which there doesn’t seem to be much integration. Hence one can deduce that each literacy provider works independently (Bunyi, 2006).

In Kajiado County (as shown in Table 1.1) has low enrolment and high dropout rate in the adult literacy centres. The statistics below shows that in the last 10years enrolment for males were 11847 and females were 13489. The highest enrolment of males in 10years was 1598 (2016) while the lowest were 601(2007). The highest female enrolment was 1929 (2015) while the lowest was in 500 (2007). The daily attendance for males for last 10 years was 8184. The highest daily attendance was 1240 in (2015) while the lowest was 401(2007). The female daily attendance was 10572. The highest attendance was 1566(2015) while the lowest was 500 (2007). This generally indicates that participation and access of learners is high among female than males. However, despite of this discrepancy the general enrolment is on the decline. This study therefore sought to determine what influences learners to participate and access the adult literacy programme in Kajiado County.

**Table 1.1: Enrolment in Kajiado County 2007-2016**

Year	Enrolment			Daily Average attendance		
	Male	Female	Total	Male	Female	Total
2007	601	500	1101	401	500	901
2008	910	1221	2131	622	928	1550
2009	843	1510	2353	467	995	1462
2010	1442	1102	2544	800	900	1700
2011	1136	1184	2320	663	971	1634
2012	1144	1164	2308	926	931	1857
2013	1220	1576	2796	820	1115	1935
2014	1395	1795	3190	1047	1506	2553
2015	1558	1929	3487	1240	1566	2806
2016	1598	1508	3106	1198	1160	2358

**Source:** Directorate of Adult and Continuing Education Kajiado County, 2016

## 1.2 Statement of the Problem

According to the KNALS (2006) findings, 38.5% (7.8 million) of the Kenyan adult population were illiterate. This is a major challenge given the central role literacy plays in national development and the empowerment of individuals to lead a fulfilling life (Republic of Kenya, 2007). The high level of illiteracy had persisted since independence; this is what triggered the government to establish a fully-fledged Directorate of Adult and Continuing Education in the Ministry of Education to spearhead the eradication of illiteracy (DACE, 2009).

The Directorate of Adult and Continuing Education receives less than 1% of the total education budget as a sub sector of education. Despite government's commitment to support Adult and Continuing Education, there is evidence of low enrolment, low attendance, and lack of commitment by learners to the adult

literacy programme. The attendance trends in the adult literacy programme have shown no significant improvement to meet the target of 7.8m illiterate adults and out of school youth. If this trend continues the County will lag behind in the achievement of the Vision 2030, Big Four Agenda and Sustainable Development Goal 4 (Ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all). It was therefore crucial to address the issue of management in provision of adult literacy programmes and its influence on learners' access and participation. This study therefore, sought to establish factors that influence Adult literacy programme management and its relation to access and participation of adult learners in Kajiado County.

### **1.3 Purpose of the Study**

The purpose of this study was to examine the management of adult literacy programmes on access and participation of learners in the adult literacy programme in Kajiado County, Kenya.

### **1.4 Objectives of the Study**

The study focused on the following objectives:

- i) To determine factors that influence access and participation of learners in the adult literacy programme in Kajiado County.
- ii) To determine how the capacity of teachers influence the management of adult literacy programme in Kajiado County.
- iii) To establish the challenges faced by the adult education managers in the management of adult literacy programme in Kajiado County.

- iv) To examine strategies for improving access and participation of adult learners in adult literacy programme in Kajiado County.

### **1.5 Research Questions**

The following questions guided the study.

- i) Which factors influence learners to access and participate in the adult literacy Programme in Kajiado County?
- ii) How does capacity of the teachers influence management of Adult Literacy programme in Kajiado County?
- iii) What are the challenges faced by the adult education managers in the management of Adult Literacy Programme in Kajiado County?
- iv) What are the strategies of improving access and participation of adult learners in Adult Literacy Programme in Kajiado County?

### **1.6 Significance of the Study**

The findings of this study may provide relevant information to the following stakeholders:

- i) Policy makers: information to review policies on Adult Literacy programme and budgetary consideration for adult literacy programme.
- ii) Adult literacy providers: information to increase support towards provision of teaching and learning materials.
- iii) Programme managers: information to monitor, redesign, evaluate and improve the management of the Adult Literacy Programme.

- iv) The implementers: information to publicize the adult literacy programme and adopt the suggested strategies to increase access and participation of adult learners in the programme.

### **1.7 Delimitations of the Study**

The following were the delimitations of the study:

- i) Data in this study was collected from those who were knowledgeable in adult literacy programme.
- ii) This study was confined to adult education officer, supervisors and learners from government sponsored adult literacy centres.
- iii) Faith-Based Organizations, NGOs, and Community-Based Organizations (CBOs) were not included in the study although they also offered ALP.

### **1.8 Limitations of the Study**

The following were the limitation of the study:

- i) It was not possible to cover the entire County due to vastness of the County, poor road networks, financial and other logistical constraints.
- ii) The study did not cover the drop out learners ALP as well as the potential learners' opinion because tracing them would have required considerable time, resources and other logistics due to the semi-nomadic nature of the people in the County.
- iii) The study anticipated lack of openness from respondents which may have had an effect on the findings of the study particularly in case of false information.

- iv) Lack of ownership of learning venues which would have made it difficult to find some of the sampled respondents.

### **1.9 Assumptions of the Study**

The study assumed that:

- i) The respondents would readily provide accurate responses to questions since the validity of data obtained depended on the ability and willingness of respondents to give the information requested.
- ii) The respondents' answers on items would provide valid indicators of management challenges.
- iii) The adult education teachers had in-depth knowledge of the ALP.
- iv) The learners interviewed had a common adult learning experience.

### **1.10 Theoretical Framework**

This study adopted Malcolm Knowles' Theory of Andragogy which outlines effective methodologies for adult learning. Andragogy includes ideas such as adults' readiness to learn and the faculty member as a facilitator of learning and the learners' self-concept.

According to this theory, adults need to know why they should learn something. They will simply not learn what they are told, but what will benefit them. The learners also have self-concept and they resent and resist situations in which they feel that other people are imposing their wills on them. The adult learners also have a lifetime of experience and they provide an additional base of knowledge that should be used in the learning centres. They want to use what they know and

desire to be acknowledged for having that knowledge. They are ready to learn something when, as Knowles explained, they experience a need to learn it in order to cope with real-life tasks. Adults are also life, task or problem-centered in their orientation to learning. What they learn must also be applied to perform specific tasks or solve a particular problem.

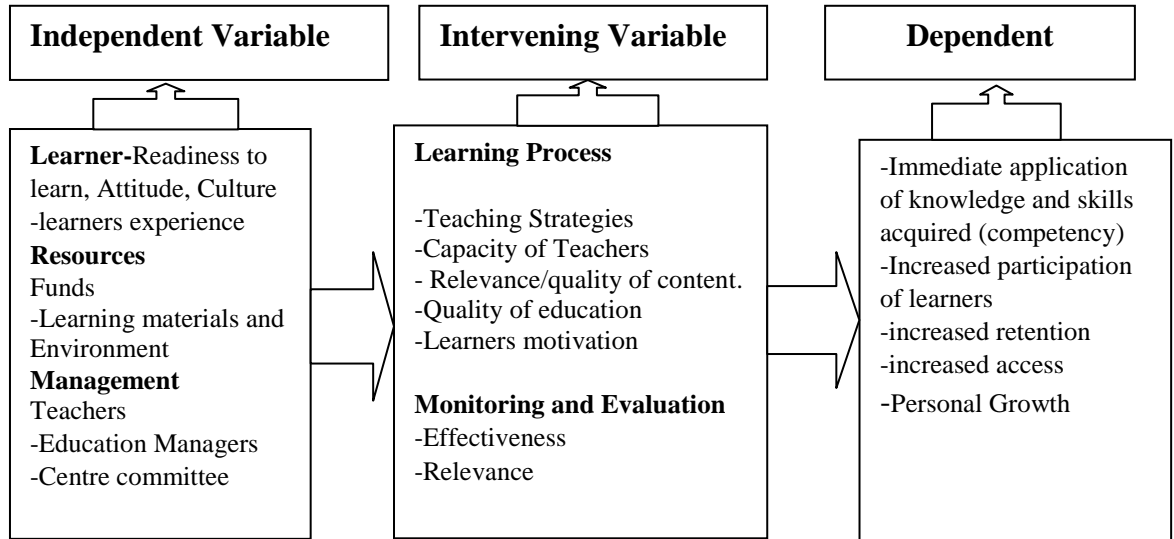
While adult learners may respond to external motivators, internal priorities are more important incentives. These may include increased job satisfaction, self-esteem and quality of life. It should therefore be assumed that, the participation of an adult learner in an adult literacy programme must take into account the six principles of Knowles' theory of Andragogy. Knowles identified the following six principles; Adults are internally motivated and self-directed; Adults bring life experience and knowledge to learning experiences; Adults are goal oriented; Adults are relevancy oriented; Adults are practical and Adults learners like to be respected.

The educators teaching adult learners therefore need to know the concepts of the adult learning theory and be able to incorporate them into their teaching style. Educators need to become just facilitators of adult literacy learning and help the learners to set and achieve their goals. They need to keep in mind the fact that, the adult learners need to know how the course is important to their learning and life situation as they have to apply the knowledge to be acquired into their life situations. An adult learner registers for a literacy programme in the hope of achieving a particular goal and if it is not met, the learner inevitably drops out.

Participation in adult learning therefore depends largely on the extent to which a person has been able to meet a range of primary or basic needs which in effect, according to Maslow's Hierarchy of Needs activates secondary needs (Maslow, 1943). There is usually a greater motivation for learning in the early stages of life when the youths have high hopes of life in the future. This normally happens when there is less demand on one's life, but at maturity, some inherent needs cause one to sacrifice time amidst other demands of life. These perceived needs may however not be material or specific tangible gains. Similarly, the needs may not be uniform in all locations, religions, communities, political affiliation or among various ages. Nevertheless, with this background knowledge, one may identify the selling points for adult literacy and hopefully maintain a high level of enrolment (Openjuru, 2004).

## 1.11 Conceptual Framework

The conceptual framework used in this study presents the relationships between the independent, dependent and the intervening variables used in the study (Figure 1.1).



**Figure 1.1: Conceptual Framework of the Study**

**Source: Researcher, 2019**

This Conceptual Framework is applicable in adult literacy programme as the adult literacy centres take in a set of inputs such as learners who already have a culture, own attitude and varied experiences. Other inputs are resources that come in terms of funds, learning materials and the learning environment. In its management, there are teachers, education managers and centre committees. These are the independent variables. These inputs combined go through a process in such a way as to produce a set of outputs. During the learning process, different teaching strategies applied are dependent on the capacity of the teachers. During this process, the learners acquire knowledge and skills in different areas and the content delivered should therefore be relevant to the learner' needs. Monitoring

and evaluation in the process has to be undertaken to ensure effectiveness and relevance of the programme.

In the learning centres, the quality of education offered and the capacity of the teacher, learners' motivation and incentives and the proper use of teaching and learning materials are the intervening variables. They determine whether the learners will achieve the desired outputs (benefits) which include competencies in skills for survival (personal growth) and immediate application of knowledge and skills. When all these factors are taken into consideration, access and participation of adult learners in the programme may increase and the learner may achieve self-actualization. These are the dependent variables.

The study explored the provision of adult literacy programme to meet the adult learners' needs, hence influencing their participation in ALP. The adult learners' access to, and participation in ALP may be determined by the availability of effective education managers, resources available at the centre and a conducive learning environment. The adult learner's participation may also be influenced by the level of application of knowledge and skills learnt in the adult literacy centre to the adult learners' day-to-day activities and the successful activities of those who have gone through the programme.

### **1.12 Operational Definition of Significant Terms**

For the purpose of this study, the following operational definitions were used to guide the study:

**Access:** Refers to the ability of a learner to equal opportunity in adult literacy programme regardless of their social class, gender, ethnicity background or physical or mental disability.

**Adult Literacy Programme:** Refers to a programme which provides adults and out of school youth with organized non-formal learning to equip them with basic literacy skills, knowledge and positive attitude to make them adapt and live better in the society.

**Adult Learner:** Refers to a person who is 18years of age and above who attends and participates in the adult literacy programmes.

**Adult Teacher:** Refers to any person who facilitates learning in an adult learning situation.

**Adult and Continuing Education:** Refers to the entire body of learning processes within the perspective of life-long learning whereby adults and out-of-school youths are given opportunities to develop their abilities, enrich their knowledge and improve their skills to meet their own needs and those of their society.

**Drop-outs:** Refers to adult learners who have stopped attending adult literacy programme before successfully attaining the desired competencies.

**Learning Centres:** Refers to places, physical structures or venues where adults and out of school youth learn and acquire basic literacy skills, knowledge and skills for survival.

**Literacy:** Refers to a set of skills associated with reading, writing, numeracy and the application of those skills for specific purposes in one's daily life.

**Management:** Refers to capacity to coordinate the activities and efforts of the members of Adult Literacy Programme towards accomplishment of common goals and objectives.

**On-going Adult Learners:** Refers to Adult learners who are currently participating in an adult literacy programme.

**Out-of-School Youth:** Refers to all persons aged 15 years and above who for various reasons are not engaged in learning in the formal school education system.

**Participation:** Refers to active involvement and belongingness of learners, to the process and activities of adult learning.

**Potential Adult Learners:** Refers to those members of the community who are likely to be beneficiaries of the adult literacy programme but have never enrolled.

**Ward:** Refers to an administrative unit within a Sub-County.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter examined the literature that is either directly or indirectly related to the area of study. The review was discussed in five sub-topics namely;

- i) Factors influencing access and participation of learners in the adult literacy,
- ii) Capacity of teachers and influence on management of adult literacy,
- iii) Challenges of the adult education managers in the adult literacy,
- iv) Strategies for improving access and participation of adult learners,
- v) Summary.

#### **2.1 Factors Influencing Access and Participation of Learners in the Adult Literacy**

Participation as a concept is of utmost importance to adult educators. Canon, Mwiria and Righa, (2014) distinguishes three types of participation in adult education: They include presence, which refers to the occurrence of a person in an adult education class as opposed to the absence of that person, involvement which refers to the extent to which the learner is involved in the educational programme and control which refers to the extent to which individuals have control over the various components of learning such as content, goals and outcomes. MacLachlan and Cloonan (2003) found that the barriers to participation in adult literacy programmes included: a lack of confidence in learning ability combined with the fear of exposing this to peers (stigma); circumstantial factors such as lack of time, poor transport, lack of childcare facilities; the perceived cost of learning; a lack of

information on where to go, and how to obtain assistance; the nature of provision (perceptions that it would be like school); lack of provision in some areas; family commitments and family pressure. Further, MacLachlan and Cloonan (2003) argue that participation in adult literacy education programmes can only be enhanced by focusing on enhancing learner support and guidance to work on the dispositional barriers to learning.

While, in some cases, lack of participation in adult education could be due to circumstantial, institutional, or dispositional barriers, Crowther (2000) states that non-participation could perhaps be best understood in some cases as an active choice that is informed by prior experiences. It could also be an active choice informed by present status and the belief (or non-belief) in the programme's relevance and worthiness.

Currently, adults are taking up new functions, responsibilities and have new learning aspirations in their capacities as workers, citizens, community workers, parents and family members (Ayacko, 2004). To enable adults to respond to those changing needs, it is imperative that educational opportunities be made available to them. According to World Declaration on Education for All (EFA), functional literacy is a major tool in placing people at the centre of their development and for enabling them to participate in matters of development at all levels.

Research in adult literacy also suggests that learners as individuals choose to attend the programme to meet a variety of goals. Some goals are for example to increase employability, to become eligible for promotion, and to be able to read

for a particular purpose. Adults also learn in order to master basic communication skills that would allow them to become part of the mainstream society (Jarvis, 2016). Dench & Regan (2000) suggests that the influence by others on the individual plays a great role in making an adult interested in learning which can motivate him to enroll in learning programmes. Johnsen (2001) observes the need for a flexible learning system where all learners including the adults and children with special needs can benefit. Flexible learning especially in the time for learning is an important strategy to increase their participation.

It may therefore be observed that, people learn for diverse reasons which may include learning for cultural enjoyment because friends or family members urge them to get involved. It may also be due to boredom or just out of the desire to meet like-minded people (Muiru, 2003). Today, change is the order of the day and education is needed in order to enable people to cope with, understand and indeed embrace change (FAL, 2004).

## **2.2 Capacity of Teachers and Influence on Management of Adult Literacy**

The success of adult literacy programmes not only depends on the effective planning, material support and financing but depends on the adult education teacher who is the actual doer of the programme at the grass root level. The performance of any education programme largely depends upon the teachers. In the case of adult education, the functionaries involved at the grass root level are considered as adult teachers. The performance of the adult education teachers depends on their background characteristics and training received (Reddy and

Devi, 2012). Adult education teachers work in a variety of educational settings instructing adult learners in a diverse assortment of learning areas. These teachers work with adult learners seeking self-enrichment, recreation, academic or vocational instruction for career advancement. The adult education teachers need a passion for what they teach and excellent communication skills to effectively impart their knowledge. The teachers must be excellent programme managers to ensure that instruction are given effectively serving learners and encouraging future enrolment (American University, 2018).

When teaching adult learners, there is a shift in the relationship between adult teacher and learners, and a shift in the way that learners will perceive the effectiveness of different teaching methods (Karge, 2011). Hill, (2014) has defined three areas where adult learners have identified specific teacher traits that they found beneficial to their learning. These three areas are teaching competencies, relationships with students, and teacher attitudes. Trained adult education teachers need up-grading of their skills or re-trained from time to time. For this reason, it is necessary to support the organizational structures and the professional capacities of education and training providers (IIZ/DVV, 2005). Gupta, N.R. (2017) observes that professional expertise in formal education which is so often attempted in adult literacy is often not transferable to literacy because of different motivations and complicated language issues to be surmounted as compared to formal education. He also notes with concern that professional expertise in literacy and Non Formal Education is scarce and often scattered.

Audi and Othuon (2008) observes that in Kenya, besides all the problems that affect adult literacy programmes worldwide, there are also issues of untrained staff, scarce resources and infrastructure. Others are deplorable learning environments, ineffective monitoring and supervision mechanisms and high wastage rates. There also exists weak collaboration and networking mechanisms among the stakeholders and this has often resulted into poor community support for literacy programmes (Adieri, 2004).

### **2.3 Challenges of Adult Education Managers in the Adult Literacy**

The world over, adult literacy faces challenges of diverse magnitude. According to Duke (2003), adult literacy is given little support and it is ascribed a marginal role in development. Duke further observed that many governments that commit themselves to support adult literacy rarely honour these commitments. There is so much lip-service to literacy and lack of sustained political will on the part of the many governments, causing the sad state of affairs as is currently being experienced in ALPs (Jarvis, 2016). Torres, (2003) observes that there was very poor attention accorded to adult literacy in the 1990s as reflected by lack of commitment towards Adult Education as seen in Jomtien during an International forum on EFA. The main challenges facing adult literacy programmes are related to the low level of enrolment that is caused by the stigma associated with illiteracy and lack of education (Adieri, 2004; Openjuru, 2004). Other challenges are related to the low recognition given to some of the potential learners from marginalized groups such as women, the disabled and those living in remote areas (Soto, 2000). There is also irrelevance of content in some literacy programmes,

lack of clear definition of the very notion of literacy, lack of separation of levels, shallowness and scarcity of variety of books and other resources (Audi & Othun, 2008; Torres, 2003). There is also the problem of use of poor teaching methods (formal approach), use of unsuitable materials, laxity in monitoring and follow-up, lack of direct relationship between literacy and improvement in living conditions (Adieri, 2004; Torres, 2003; Soto, 2000). Fal (2004) equally observes that there is lack of real application of acquired skills and knowledge in the daily life activities of the beneficiaries. In essence, there exists very minimal relationship between literacy and improvement of living conditions and this has resulted into very many cases of relapse into illiteracy, even after having acquired a considerable level of literacy (Soto, 2001).

The population of illiterate adults in Kenya seems to be increasing at a high rate every year (Audi & Othun, 2008). Factors which contribute to this include low completion rates of primary pupils estimated at 50% and low transition rates from primary to secondary schools leading to low acquisition of sustainable literacy skills. This makes pupils who drop-out of school to relapse into illiteracy (Muiru, 2003; Audi & Othun, 2008). These dropouts eventually mature only to join the ranks of illiterate adults. As Kenya ushers in the 21<sup>st</sup> century the country is faced with new challenges of meeting the public demand for education and training, both as a human right and as an eventual investment in an effort to attain the status of a newly industrialized country. These challenges point to the need for the educational sector to play its role in developing needed skilled human resource (UNESCO, 2004).

Another major constraint facing the government's literacy programme is that it is severely under-funded. Despite the supplements realized from donor agencies, the number of learners enrolled is not able to reduce the rates of illiteracy substantially. Other constraints include lack of skilled teachers and suitable teaching materials, lack of adequate learning facilities and high drop-out rates (UNESCO, 2004; Mwangi, 2004; Audi & Othuon, 2008). Kebathi (2004) adds poor image and stigmatization of those involved in adult literacy programme, lack of continuation of programmes, unreliable data, weak monitoring and evaluation system, lack of relevance of the curricula and lack of clear policy guidelines in ALP. It has also been observed that an acute shortage of teachers and a lack of suitable scheme of service and low morale among teachers are to blame for the declining enrolment in adult education (KAEA, 2002).

It is also important to note that adult literacy classes do not have premises of their own. Most adult literacy classes are held in the church premises, primary and nursery schools and in some cases under the trees. These facilities are inappropriate for use by adult learners and only available for their use when the church and school children are not in need of them (Muiru, 2003). Nyong'o (2002) observes that, at individual level, poverty has been identified as the single most important underlying cause of illiteracy and non-participation in literacy programmes. He also argues that you cannot teach a hungry, homeless person to read and write and plan for his family. The programme ignores the worries of basic needs such as food, shelter and clothing. The fulfilment of the right to education for adults and young people is conditioned by considerations of policy,

governance, financing, participation, inclusion, equity and quality (Belbin and Belbin, 2017).

According to Muiru (2003), the element of cost sharing on basic services including literacy has had adverse effects on adult literacy programmes. Due to high poverty levels, people are forced to choose between foods and paying for adult literacy, on the latter automatically receives secondary priority. A survey carried out at Tukjowi centre, Rongo Division of Migori county revealed that the farming community did not attach any importance to adult literacy, which they saw as having little or nothing to do with their daily lives. In Kikambala Division, Kilifi County, the community claims that adult learners spend more time at the literacy classes than they do with their families (Mwangi, 2004). Generally, negative attitudes towards adult education and literacy amongst the general populace have been cited as one of the major factors discouraging potential and continuing adult learners. On average, members of the public exhibited negative attitudes towards adult education classes (Kering, 2000).

### **2.3.1 Status of ACE in Kenya**

The Government of Kenya places Adult and Continuing Education (ACE) on its development agenda as part of the country's general policy of bringing about accelerated and sustainable socio-economic development. It recognizes the important role played by ACE in maximizing the human resource potential (Republic of Kenya, 2007). The Kenya National Adult Literacy Survey (KNALS) conducted between June and August 2006 by the Kenya National Bureau of Statistics (KNBS) in collaboration with the Directorate of Adult Education,

UNESCO Nairobi Office and other key partners showed that the country had a national adult literacy rate of 61.5 % and a numeracy rate of 64.5 % indicating that more people were knowledgeable in computation than reading. The critical finding was that on average 38.5 % (7.8 million) of the Kenyan adult population was illiterate, which is a major challenge, given the central role literacy plays in national development and the empowerment of individuals to lead a fulfilling life. Another critical finding was that the age cohort 15 to 19 years recorded a literacy rate of 69.1 %. The regional disparities confirm the trend whereby the areas that are economically well-off have a head start in terms of academic achievements compared to poor areas (Republic of Kenya, 2007).

The Kenya National Adult Literacy Survey (KNALS, 2007) revealed that only 61.5% of the adult population had attained minimum literacy level. The adult illiteracy level was 38.5%. Out of these, 3.6% were found to have special needs. It also revealed that only 29.6% of the Kenyan adult population has attained desired mastery literacy competency. The illiteracy level among the youth (15 – 24 years) was at 29.2%.

## **Literacy & Numeracy Rates by Province**

### **Figure 2.1: Literacy and Numeracy Rates by Province**

**Source:** Republic of Kenya (2007) Kenya National Adult literacy Survey report (KNALS)

It further revealed wide regional disparities in literacy achievements with Nairobi recording the highest level at 87.1% and North Eastern province recording the lowest level at 8.1% as shown in figure 2.1.

**Table 2.1: Adult Learners Enrolment Trend from 2007 –2016**

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
	No. of learners	No. of learners	Enrolment
<b>2007</b>	39,270	78,994	118,264
<b>2008</b>	69,678	146,184	215,862
<b>2009</b>	69,747	171,938	241,685
<b>2010</b>	80,397	172,156	252,553
<b>2011</b>	87,448	190,642	278,090
<b>2012</b>	88,282	202,653	290,935
<b>2013</b>	88,688	203,585	292,273
<b>2014</b>	113,552	216,788	330,340
<b>2015</b>	102,076	204,152	306,228
<b>2016</b>	85,575	186,194	271,769

**Source:** Directorate of Adult and Continuing Education, 2016

Enrolment in literacy programmes ranged between 118,264 and 271,769 between the years 2007 and 2016. In respect to 7.8 million illiterate youth and adults in the country, high gender and regional disparities in literacy achievements and in view of the above enrolment, it is imperative that the sub-sector faces acute challenges of access, equity and quality. On the other hand, it has been proven that there is a direct relationship between literacy of the parents and the education of their children. Literacy of a mother therefore has a direct relationship to child survival and reduction of infant mortality. This implies that investment in Adult Literacy Programme shall not only provide chances of learning for youth and adults but also support the success of universal primary education. The aspiration of Kenya Vision 2030 is to create a globally competitive and prosperous country with a high quality of life by 2030. This means that the economy will tend to be more dependent on knowledge (Ngang'a, 2008).

Education and training sector must, therefore, provide the globally competitive requisite knowledge, skills and attitudes that will steer Kenyans to attain the economic and social goals of Vision 2030. The youth and adults are instrumental in the generation and management of the envisaged development targets. Therefore, it is imperative that high literacy level is attained and lifelong learning is supported. As a commitment to support high literacy level, a target has been set to raise adult literacy rate from 61.5% to 80% by 2017 in the Medium-Term Plan II for Vision 2030. In Kenya, besides the fact that about 7.8 million adults have been found to be illiterate, there has been a low enrolment (as shown in Table. 2.1) and high drop-out rates in the adult literacy centres. This happens despite the fact that a functionally literate population is an asset to the country's efforts to develop. The level of participation of adult learners in the literacy programme has been low over the years due to a combination of social, economic and cultural factors (Ekundayo, 2002). The current study is therefore set to examine the management of Adult Literacy Programme access and participation of Adult Learners with particular focus on Kajiado County, Kenya.

#### **2.4 Strategies for Improving Access and Participation of Adult Learners**

Audi and Othuon (2008) and Changeiywo (2004), sees literacy and development as two inseparable components in terms of ensuring a wide range of benefits to individuals, families, communities and nations. This is realized in terms of social, cultural and economic returns. It is the pathway to a fuller participation in development worldwide (UNESCO, 1997). According to Audi and Othuon (2008) and Muiru (2003), illiteracy is seen as contributing immensely to under-

development and as being one of the links propagating the vicious cycle of ignorance, poverty and disease. This has critically endangered the principle of human equality.

According to Dondo, (2016) education which includes adult literacy is crucial in alleviating poverty, consolidating democratic processes, strengthening and protecting human rights. It also plays a major role in promoting a culture of peace, encouraging active citizenship, strengthening the role of civil society, ensuring the equality and empowerment of women, appreciating cultural diversity, furthering social justice and equality for minority and indigenous peoples (Zhan, 2003; Ministry of Women and Child Development, Republic of Malawi, 2008). By equipping recipients with essential literacy and numeracy skills, adult literacy programme yields high rates on investment and thereby enhancing labour productivity (Seya, 2005). Literacy is key towards enhancing income generating skills needed to fight poverty and improve living conditions (Radtke, 2004; Changeiywo, 2004).

Adult literacy therefore serves as a powerful tool in empowering especially women to contribute to socio-economic development and it promotes their inclusion in matters of development and decision-making. This is especially important as it has been recognized that women are the backbone of Africa's rural economy which accounts for 70% of food production and other services (Seya, 2005). Socially, it is essential in liberating women from discriminatory norms and legal institutions and thereby promotes their empowerment (Kwapong, 2005).

In the political arena, there exists a strong link between adult literacy and democracy. According to UNESCO, (2016) substantive democracy and a culture of peace are not given, they need to be constructed and for this to be achieved, adult literacy is necessary to educate citizens on the democratic culture, inform them of their rights and responsibilities in the prevention of political disorders and civil unrest (Seya, 2005; Radtke, 2004). In general, development always requires a minimum level of basic education and training in a range of economic, social and cultural skills, including literacy (Mokah, 2017; Ekundayo, 2002).

According to Fal (2004), literacy is the gateway to other types of knowledge and self-learning from books. It meets the basic learning needs of adults and also plays a renewal role for those who did not have a chance to go to school at an earlier age (Hinzen, 2004). Duke (2004) observes that literacy is important for skills training, support for job opportunities or income generation. Literacy and numeracy also help to remove barriers to entrepreneurship by enhancing the supporting skills (Lauglo, 2004). According to Kebathi (2004), education for adults should be seen as a right, a joy and a shared responsibility. It is crucial to educate adults as well as educating children since it is the adult society that makes the critical decisions which affect children's wellbeing and development at home, school, in the media and in the realm of policy, programme and project formulation and implementation. It is important to educate adults for their own sake, their children and the future generations, since they are the ones charged with the development of any country (Torres, 2003; Chelaite, 2004).

## **2.5 Summary of Literature Review**

This chapter has reviewed literature published on adult literacy. Literacy is a fundamental human right and the foundation for lifelong learning. It is fully essential to social and human development in its ability to transform lives. For individuals, families, and societies alike, it is an instrument of empowerment to improve one's health, income, and relationship with the world. A literate community is a dynamic community, one that exchanges ideas and engages in debate. Illiteracy, however, is an obstacle to a better quality of life, and can even breed exclusion and violence. The right to literacy is an inherent part of the right to education. Yet adult literacy is one of the most neglected sub-sector of Education, with an estimated 781 million adults lacking literacy skills today (UNESCO, 2014). Participation in the Adult Literacy Programme is expected to facilitate the acquisition of knowledge and skills. However, there has been the problem of low access and participation that makes it hard to achieve the goals of the programme. This study therefore exposed, discussed and analyzed the management of ALP, access and participation of adult learners in Kajiado County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter is comprised of the research design, locale of the study, target population, sampling techniques and sample size for the study, research instruments, pilot of the research instruments, validity of the research instruments, reliability of the research instruments, data collection procedures, data analysis and presentation and logical and ethical considerations of the study.

#### **3.1 Research Design**

The study will be conducted by use of a descriptive research design to determine management of adult literacy programme access and participation of adult learners in Kajiado County. The design is appropriate for the study because Kombo and Tromp (2006) observes that for any progress in dealing with educational issues to be realized, a descriptive phenomenon is supposed to be obtained through a descriptive research, because it entails acquiring information concerning an individual or a group of people about their opinion, characteristics, attitudes, or their previous experiences in life and by asking questions and recording their answers. The design is also applicable in determining causes for the phenomenon under the study (Mugenda, 2009). The descriptive study research allows the researcher to summarize the respondent's responses with percentages, graphs pie charts, frequency counts; and then come up with a relationship about an individual or a group of people from the sample responses. This type of study makes it easy for the researcher to use instruments like interview schedules and

questionnaires In addition Orodho (2009) points out that a descriptive design allows a researcher to collect information, summarize, interpret and present with an aim of coming up with a substantial clarification.

### 3.2 Locale of the Study

The study was carried out in Central and North Sub-Counties of Kajiado County. The County borders Tanzania to the South, Taita-Taveta County to the South-East, Makueni County to the east, Machakos and Nairobi Counties to the North and Narok County to the west. It was carried out in selected government sponsored adult literacy centres. Kajiado County is predominantly occupied by the Maasai but there is an increasing influx of people from other tribal groups. Life in the County is extremely hard for the Maasai pastoralists who make up the majority of the population.

### 3.3 Target Population

The study focused on 1679 adult literacy learners who are participating in the programme; six Sub-County Adult Education Officers, eight ward Adult Education Supervisors and seventy-four teachers.

**Table 3.1: Target Population**

<b>No.</b>	<b>Category</b>	<b>Population (n)</b>
1	Adult Education Officers	6
2	Adult Education Supervisors	8
3	Teachers	64
4	Adult Learners	1679
<b>Total</b>		<b>1757</b>

**Source:** Researcher, 2019

Therefore, the total target population for this research study was **1757**.

### **3.4 Sampling Techniques and Sample Size**

#### **3.4.1 Sampling Techniques**

##### **i) Sub-Counties**

Two out of the six Sub-Counties were selected through a purposive sampling technique. One Sub-County from an urban setting and the other from a rural setting. The two sub counties were selected because of the heterogeneity of their characteristics.

##### **ii) Centres**

18 centres out 54 literacy centres were selected through stratified sampling techniques. This represented 33.3% of the entire centres in the two sub counties. This technique was used in order to ensure equal representation of the adult literacy centres in both urban and rural setting. From each stratum the centres were selected using simple random sampling. The list of centres was obtained from the Sub-County Adult Education offices selected for the study.

##### **iii) Adult Education Officers**

Out of 6 Adult Education officers 2 were sampled through simple random sampling.

These groups helped in providing valuable data on the management of the adult literacy programme and on specific efforts made to mobilize the potential learners to participate in the programme.

**iv) Teachers**

The researcher applied simple random technique to sample the 32 teachers out of 64 teachers. They gave information on enrolment teaching and evaluation.

**v) Adult Learners**

Simple random technique was applied to sample the 94 adult literacy learners out of the 1679 learners.

**vi) Adult Education Supervisors**

The researcher applied simple random technique to sample the 2 teachers out of 8 supervisors.

Therefore, the total number of respondents for the study was 130 respondents.

**3.4.2 Sample Size**

**Table 3.2: Computation of Sampled Size**

No.	Category	Target Population ( <i>n</i> )	Number to be Sampled ( <i>n</i> )	%
1.	Adult Education Officers	06	2	33.3
2.	Adult Education Supervisors	08	2	25.0
3.	Teachers	64	32	50.0
4.	Adult Learners	1679	94	5.6
	<b>TOTAL</b>	<b>1757</b>	<b>130</b>	<b>7.3</b>

**Source:** Researcher, 2019.

### **3.5 Data Collection Instruments**

The study used the following tools to collect data:

#### **i. Questionnaires**

The researcher used questionnaires for adult education learners and teachers. The questionnaires were used to solicit information from the adult learners because, according to Orodho (2009), questionnaires have the ability to collect large amounts of information in a reasonably quick space of time. The questionnaires were structured to have open and closed-ended questions. Some questions were open to allow for deeper probe into specific areas of concern. Structured or closed-ended questions were used because most of the sampled population, particularly the adult learners may be illiterate or semi-illiterate. However, for the adult learners, the teachers were asked to assist them read, interpret and write their responses in English in case they had problems in reading and writing English.

#### **ii. Interview Schedule**

The interview schedule instrument was used to collect data from the Adult Education Officers and the adult education supervisors during face-to-face interaction. It was open-ended to allow for pursuit of a wide range of topics and for deeper probe into the area of interest to the study (Orodho, 2009).

#### **iii. Observation Schedule**

Observation Schedule was used to collect information as pertains to the learning environment and the learning facilities. It was used for the collection of information by way of own investigation without interviewing the respondents (Orodho, 2009).

### 3.6 Validity of the Research Instruments

Data validity refers to the degree to which results obtained from analysis of data represents phenomenon under study, Mugenda and Mugenda (2009). For the purpose of the study, the instruments were piloted with the groups in Kajiado County, but outside the sampled areas because they were not involved in the actual survey. This ensured that the instruments used in the survey were standardized in terms of face, content and constructs validity (Orodho, 2009). The feedback was used to review and modify the instruments in order to enhance the validity.

### 3.7 Reliability of Research Instruments

Consistency of the stability of a measure is referred to as reliability. That is, if a measure is to be repeated and the same result obtained (Zeller, 2017). The reliability of the questionnaires was tested using the internal consistency method and the reliability coefficients reported. Test retesting of the instrument empowered the analyst to get to lucidity of the instrument and its convenience. A test-retest reliability coefficient varies between 0 and 1. Therefore this study adhered to this standard. A Correlation of +0.72 was obtained which was well placed between 0 and 1 as an acceptable level. The Pearson Product-Moment Correlation Coefficient formula given below was used to calculate the correlation coefficient:

$$R = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left(X^2 - \frac{(\sum X)^2}{n}\right) \left(\sum Y^2 - \frac{(\sum Y)^2}{n}\right)}}$$

Where:  $\sum XY$  = Sum of the gross products of the values of variables X and Y

$(\sum X)(\sum Y)$  = Product of the sum of X and the sum of Y

$\sum$  = Sigma (meaning sum of) sum of the values obtained in piloting

$\sum X^2$  = Sum of squared values of X

$\sum Y^2$  = Sum of squared values of Y

### **3.8 Piloting of Research Instruments**

Prior to the study the researcher piloted the research instruments. The aim of the pilot was to pre-test the research instruments in order to validate them and assess their reliability. Two adult literacy centres were selected for the purpose of pre-testing the research instruments. The selected centres did not participate in the actual study as the respondents had already acquired prior information of the study therefore likely to give subjective information. Major problems and instrument deficiencies were identified through the pilot and improvements made. The piloting also elicited data from the instrument that was checked to see if it could be meaningfully analysed in relation to the stated research questions. It was also used to check the appropriateness of the language and contextualized the items for predictability besides being instrumental in identifying ambiguous items and reconstructing them.

### **3.9 Data Collection Procedures**

The researcher got permission from the Department of Educational Management, Policy and Curriculum Studies and Graduate School both of Kenyatta University. The researcher sort consent from the Ministry of Education Science and Technology (MoEST), National Commission for Science Technology and

Innovation (NACOSTI). The researcher sort consent from the respondents so as to avoid any form of infringement and uphold the ethical consideration of the study. After seeking the required consent and authorization from the relevant authorities, the researcher personally conducted the interviews and administered the questionnaires. Prior to the administration of the data collection instruments, the researcher sought permission from the sponsors of the adult literacy centres and made arrangements through the adult education teachers. The researcher then prepared a study program; and wrote letters to the teachers whose centres were identified including the dates and time to visit the centres. The researcher took time to visit adult literacy centres to explain the purpose of the study and then administered the instruments to the respondents. The literate learners filled the questionnaires themselves while the illiterate ones were assisted by the teachers to complete the instruments. For the adult education teachers, learners, and ward adult education officers the questionnaires were administered in their centres and offices respectively. The interview was conducted to the adult education officers and supervisors in their offices.

### **3.10 Methods of Data Analysis**

Tromp (2006) noted that data analysis is the process of examining the information that has been obtained or collected from a survey for the purpose of making inferences and deductions. It involves under covering underlying structures; extracting important variable, detecting anomalies and testing underlying assumptions. The study applied both quantitative and qualitative data analysis procedures in relation to the four objectives of this study as explained below.

**OBJECTIVE ONE:** Factors influencing access and participation of learners in the adult literacy.

Basic statistical techniques were used to analyze items of the questionnaire. Data collected was analyzed using both qualitative and quantitative analysis methods. The information to be collected was on reasons of joining adult education programmes, knowledge and skills acquired. Data was presented through calculation of percentages of which statistical presentation of the information was in frequency tables. `

**OBJECTIVE TWO:** Capacity of teachers and influence on management of adult literacy.

This was analyzed using both qualitative and quantitative analysis methods. Data was collected and analyzed through calculation of percentages of which statistical presentation of the information acquired was presented in frequency tables. Information collected was on professional qualifications, experience in teaching and professional development. The responses were collected and analyzed from questionnaires and interview schedule distributed to the all the respondents.

**OBJECTIVE THREE:** Challenges faced by the adult education managers in the management of adult literacy programme.

This was analyzed using both qualitative and quantitative analysis methods. Data was collected and analyzed through calculation of percentages of which statistical presentation of the information was presented in frequency tables. This was quantitative and in describing issues of the outcome, the research also used qualitative method. The information collected was on funding, financial

resources, monitoring and evaluation, professional development of teachers. The responses were collected and analyzed from questionnaires and interview schedules from the sampled population.

**OBJECTIVE FOUR:** Strategies for improving access and participation of adult learners in adult literacy.

Qualitatively, the researcher analyzed data collected in reference to the fourth objective. This data was analyzed using both qualitative and quantitative analysis methods. The information collected was on ways of improvement, suggestions and recommendations.

The results were presented in percentages and frequency tables, the method of data analysis was qualitative. The responses were collected and analyzed from research instruments distributed to sampled respondents.

### **3.11 Logical and Ethical Considerations**

#### **3.11.1 Logical Considerations**

The study required funds in preparing research instruments, travelling, photocopying, consultations, typing and binding. Since the researcher had little time to cover the distance between different Sub-counties in Kajiado County, it was advisable for the researcher to make early arrangement to facilitate faster and efficient access to Sub-counties to abide by the budget and avoid interfering with the whole exercise.

#### **3.11.2 Ethical Considerations**

The researcher made sure that ethical considerations were observed. Personal information obtained through questionnaires and interview schedules were made

private and confidential. Information obtained from the respondents was only used for this study and it was not allowed into the public domain without the consent of respondents. To safeguard the needed privacy for the respondents, they were not allowed to put down their names on the questionnaires during the research as a way of ensuring anonymity. As an ethical consideration, the researcher fully explained the research in advance to the respondents and remained open and honest through the research (Kombo and Tromp, 2009).

## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.0 Introduction**

This chapter presents results of the research findings and discussions of data collected. The purpose of this study was to examine the influence of management of adult literacy programmes on access and participation of learners in the adult literacy programme in Kajiado County. The findings of this study are presented in the following areas:

- i) Access and participation of learners in adult literacy programme,
- ii) Capacity of teachers' influence on management of adult literacy programme,
- iii) Challenges faced by adult education managers in the management of adult literacy programme and
- iv) Strategies for improving access and participation of adult learners.
- v) It also provides the demographic information of the respondents, interpretation and discussion of findings.

#### **4.1 Demographic Information of the Respondents**

The section presents the demographic information in terms of gender, age, level of education and the courses undertaken by the teachers in order to gain basic knowledge on management of adult literacy learning centres.

### **Gender of the Respondents**

Gender issues in education have been there for centuries worldwide. From the adult learners and teachers' response in the demographic information as shown in Table 4.1 females in Kajiado County dominate the adult literacy programme. The female teachers were also found to constitute 25(78%) of all the teachers while males were 7(22%). However, for the learners the differences were not very pronounced as the males constituted 44(47%) while females constituted 50(53%) of the learners. This implies that both males and females almost have an equal access and participation in adult literacy programme.

### **Questionnaire Return Rate**

The adult education teachers' questionnaire return rate was 100%, all the 32 questionnaires administered to the respondents were returned. In the case of the learners' questionnaires return rate of 96% out of the 94 administered 90 instruments were returned. The overall return rate of questionnaires was 97%. This high return rate was possible because many of the questionnaires were filled as the researcher waited to collect them. According to Mugenda and Mugenda (2009), a return rate of 50 % or more is acceptable in a research and the data obtained can therefore be said to be reflective of the actual situation on the ground.

### **Age of Adult Learners**

Age is a factor that is considered important in person's participation in any programme and decision making. The age group of the respondents were as shown in Table 4.1

**Table 4.1: Age of Adult Learners**

<b>Age category</b>	<b>F</b>	<b>%</b>
15-24 years old	20	22
25-34 years old	45	50
35-45 years old	25	28
Above 45 years old	0	0

**N=90**

According to finding in Table 4.1 majority 45(50%) of the respondents were in the age group 25-34 while 25(28%) of the respondents were in the age group of 35-45 years. The minority or 20 (22%) were in the age group of 15- 24 years. This implies that adult literacy programme in Kajiado County is popular among the middle-aged people in the age group of 25-34 years. This is the age group of people who missed going to formal school earlier due to adherence to strict moranism that kept many school-going aged children out of school. The women in this age group could also have been married early upon circumcision and hence could not continue with their education. The result has also confirmed that the age group (15-24 years) may be showing reduced participation due to the fact that the majority in this group could have benefited from both the Free Primary and Secondary Education programme Kebathi, (2004).

#### **4.2 Data Presentation and Analysis**

Data analysis was done by analyzing questionnaires for Adult learners and Adult Education Teachers. The other data was collected from Observation schedule, interview schedule for Adult Education Officers and Supervisors.

### 4.2.1 Research Objective One

To determine factors that influence access and participation of learners in the adult literacy programme in Kajiado County.

#### a) Factors Influencing Access and Participation of Adult Learners

The researcher sought the opinion of the adult learners and the managers on the factors that influenced learner's access to the adult literacy programme as indicated in Table 4.2 and 4.3.

**Table 4.2: Adult Learners Response on Access**

Category of Factors	F	%
Publicity of the Adult Literacy Programme	86	96
Self-motivation	50	55
Peer Motivation	45	50
Distance to Learning Centre	80	89
Impact of ALP in their Da	60	60
Social Interaction	40	44

**N=90**

According to results in Table 4.2 it is clear that majority respondents 86(96%) stated that publicity of the adult literacy programme influenced them to access the programme. 80(89%) indicated that distance to learning centre, 60(60%) indicated that the impact of the programme in their daily lives, 50 (55%) indicated self-motivation 45 (50%) indicated peer motivation, Social interaction had the lowest response of 40(44%) as a factor that influenced their access to adult literacy programme. This implies that publicity of the programme and distance to the learning centre is crucial to adult learners in relation to this programme. According to Halvorson, (2017) management in the context of adult basic

education has a number of dimensions. Managers are responsible for planning, managing people, administration and accountability in line with the values and ethos of adult basic education. It is important that the management style should reflect the guiding principles, and management committees should include the manager or organiser, learners, teachers and other involved groups or individuals.

**Table 4.3: Response from Adult Education Officers and Supervisors**

<b>Category of Factors</b>	<b>F</b>	<b>%</b>
Teachers mobilisation strategy	4	100
Conducive learning venue	3	75
Distance to ALP centre	3	75
Teachers professionalism	2	50

**N=4**

Table 4.3 shows that majority of the respondents 4(100%) stated that teachers' mobilisation strategy was the key factor in influencing learners to access Adult literacy programme. 3(75%) of the officers said Conducive learning venue, another 3(75%) also indicated distance to ALP centre. While the teachers' professionalism had 2(50%) response as influencing learners to access ALP. This implies that adult learners join the programme depending on the teachers' mobilisation strategy. Gboku, M. (2007) observes that participation in adult literacy education programme can only be enhanced by focusing on enhancing learner support and guidance to work on the dispositional barriers.

### a) Factors Influencing Participation of Adult Learners

The researcher sought the opinion of the adult learners and the managers on the factors that influenced learner's access to the adult literacy programme as indicated in Table 4.4, 4.5 and 4.6.

**Table 4.4: Response from Adult Learners on Factors Influencing Participation**

Category of Factors	f	%
Self-motivation	50	55
Peer motivation	45	50
Distance to ALP centre	80	89
Impact of ALP in their daily life	60	60
Social interaction	40	44

**N=90**

Table 4.4 indicates that majority respondents 80(89%) said that distance to ALP centre influenced their participation in adult literacy programme. While lowest respondents 40(44%) indicated social interaction had influence their participation. This implies that distance to ALP centres from the learners' home and impact of adult literacy programme in their daily life were significant in influencing their participation in ALP in Kajiado County. While emphasising this point, Cross (2017) argues that house-holds in Africa consist of many family members with meagre income in relation to this it becomes difficult to set aside fare for commuting to the learning centres which are far. Most to these members live below poverty lines.

### b) Knowledge and Skills Acquired Influencing Participation of Adult Learners

The researcher sought information on whether knowledge and skill acquired by the learners influenced their participation in Adult literacy programme.

**Table 4.5: Influence of Knowledge and Skills Acquired on Participation**

<b>Knowledge/Skills</b>	<b>F</b>	<b>%</b>
Able to run business	40	44
Able to read the Bible	63	70
Able to operate the mobile phone	65	72
Able to transact MPESA	70	78
Able to read in English	8	9
Able to keep Chama records	33	3

**N=90**

Findings in Table 4.5 revealed that majority of respondents 70(78%) are able to transact M-Pesa, 65(72%) are able to operate mobile phones, 63(70%) are able to read the Bible, 40(44%) are able to run business, 8(9%) are able to read in English and finally 33(3%) are able to keep Chama records. Ability to read is important to adults. In relation to the above it shows that money transactions are the main influence to the learner. Although the reading capacity is low but the main basics are catered for with little reading especially in English. Audi and Othuon (2008), confirms that while education generally prepares learners for future occupation and promotes economic growth, adult literacy programme trains for vocational competence and improved socio-economic productivity.

Participation of learners in ALP is influenced by the desire to acquire occupational attainment and improvement of livelihood. According to Audi and Othuon (2008), literacy instruction alone cannot improve the livelihood and

participation in adult literacy programme. Definite attempts should therefore be made to equate the concept of functional literacy that is designed to help the beneficiaries solve their immediate problems and the identification of specific motives behind learner participation.

**Table 4.6: Adult Education Managers Opinion on Factors Influencing Participation**

<b>Category of Factors</b>	<b>F</b>	<b>%</b>
Conducive learning venue	3	75
Distance to ALP centre	3	75
Desire to know how to read and write	2	50
Record keeping of economic activities	2	50

**N=4**

Table 4.6 shows that both majority of respondents 3(75%) stated conducive learning venue and 3(75%) distance to ALP centres as influences in participation. While 2(50%) of respondents stated desire to know how to read and write and 2(50%) record keeping of economic activities. The management in general have not taken into consideration the creating more centres which is near to these Adult learners. According to Rogers (2017) agrees that issues affecting access and participation are complex in nature and in breadth. They include: physical access, availability, distance travelled to learning centre, cultural norms and safety. Improving access and participation in adult literacy programme requires a holistic, multi-sectoral and participatory approach, which engage different stakeholders, exploring the use of technology, online and distance learning.

#### 4.2.2 Research Objective Two

**To determine how the capacity of teachers influences the management of adult literacy programme in Kajiado County.**

To establish the capacity of teachers the researcher sought information from the teachers, adult education officers and supervisors. From the teachers, the researcher sought their highest academic qualification, courses undertaken, category of teacher, experience, number of centres managed, distance to the ALP centres and their motivation. Further information on the capacity of the adult education teachers was sought from the adult education officers and supervisors.

##### a) **Highest Academic Qualification of Teachers**

Teacher's capacity in terms of academic qualification was considered as a principle requirement for delivery of quality service to the adult learners. The researcher asked the adult education teachers to indicate their highest academic qualifications. The findings are as shown in Table 4.7.

**Table 4.7: Highest Academic Qualification of Teachers**

<b>Highest Academic level</b>	<b>F</b>	<b>%</b>
A level/KACE	2	6.25
O level/ KCSE	28	87.5
KCPE	2	6.25
<b>Total</b>	<b>32</b>	<b>100.0</b>

Finding in Table 4.7 indicates that majority respondents 28(87%) had O-Level/KCSE certificates, followed by 2(6.25%) who had A-Level/KACE and 2(6.25%) had KCPE certificates. These findings were an indication that majority

of the adult education teachers in Kajiado County had attained the required minimum qualification to teach in the adult literacy programme. Earlier studies by Rogers (2017) have shown that the training status of teachers affect adult literacy programmes. Teachers are an important means of influencing learners' motivation to have interest in the ALP. As observed by Pillay (2016), teachers need to be proficient, experienced and specialized in facilitating Adult Literacy Programme.

#### **b) Professional Courses Undertaken by the Adult Education Teachers**

The researcher sought to establish professional courses undertaken by the adult education teachers. Their responses are presented in Table 4.8.

**Table 4.8: Professional Courses Undertaken by Adult Education Teachers**

<b>Courses undertaken</b>	<b>F</b>	<b>%</b>
Diploma in Adult Education	2	6.25
Induction course	14	43.75
Adult Education Teachers Certificate	11	34.4
Others	5	15.6
<b>Total</b>	<b>32</b>	<b>100</b>

Table 4.8 indicates that majority of the respondents 14 (43.75%) indicated that they took induction courses, 11(34.4%) Adult Education Teachers Certificate course, 5(15.6%) they had other trainings indirectly related to adult literacy programme and finally 2(6.25%) had Diploma in Adult Education. In relation to the results the management has a duty of providing proper training to the highest level in handling Adult learners. The low percentage of teachers who have undergone a Diploma course in Adult Education 2(6.25%) indicates that there was a shortage of professionally trained manpower in the programme. This determines

the overall management efficiency as it impacts on the capacity of the teachers to effectively manage the programme. According to Nesbit and Legwaila (2017) confirms that it is ineffective when adult literacy staffs are recruited from a stock of poorly trained or non-professional educators, this could lead to low recognition of the programme and hence contribute towards poor access and participation of learners. Academic and professional qualifications provide the teachers with the capacity to understand adult learning theory, conceptualize complex issues and incorporate them in their teaching style. The academic and the professional attainment of the teachers were therefore destined to have an influence on the management of the adult literacy programme.

Teacher education and training is crucial to raising the effectiveness of existing teaching methods and successful implementation of the new methods. This is because as Vaizey (2011) stated, the need for education changes, the curriculum changes in consequence and teachers are less able to cope and their effectiveness to mobilize learners and improve access and participation declines unless they are properly trained. According to Wagner (2000), capacity building is at the heart of the renewal of effective and high-quality work in the adult literacy programme.

### c) Category of Adult Education Teachers

The researcher sought from the adult education teachers the category under which they were employed as shown in Table 4.9.

**Table 4.9: Category of Adult Education Teachers**

<b>Adult Education Teachers category</b>	<b>f</b>	<b>%</b>
Full time adult education teachers	14	43
Part time adult education teachers	15	47
Volunteers adult education teachers	3	10
<b>Total</b>	<b>32</b>	<b>100</b>

According to Table 4.9 majority 15(47%) of the teachers were part time teachers who taught on part-time basis while 14(43%) were full-time employed teachers. However, 3(10%) of the teachers were volunteers who also taught on part time basis, hence less committed to their work. The part-time and volunteer teachers were engaged because of inadequacy of teachers to run the adult literacy programme. It therefore, called for engaging teachers on part-time basis which in turn affects learner participation in the programme. The part-time and volunteer teachers lacked adequate capacity, knowledge and skills on how to motivate potential learners to enrol or to motivate those enrolled and sustain them in the programme. As noted by Fasokun and Katahoire (2005), many people who opt to be part-time and volunteer teachers may take to teaching in the adult literacy programme simply because they do not have anything else to do. This was confirmed by the study when upon probing, the supervisors and education officers said that the part-time and volunteer teachers were not regular in their work, and this in consequence affected management of the adult literacy programme.

#### **d) Length of Service of Teachers and its Influence to Management**

The researcher sought information from the teachers on their work experience in managing the adult literacy programme as shown in Table 4.10.

**Table 4.10: Length of Service of Teachers**

<b>Teachers service length</b>	<b>F</b>	<b>%</b>
6-10 years	10	31
11-20 years	19	59
Above 21 years	3	10
<b>Total</b>	<b>32</b>	<b>100</b>

Table 4.10 indicates that majority of the respondents 19(59%) adult education teachers had taught for 11 to 20 years, 10(31%) had taught for 6 to 10 years while 3(10%) others had taught for over 21 years. This implies that most of the teachers had many years of experience in handling the adult learners in the literacy programme. This therefore means that the teachers should be in a good position to effectively interpret and deliver the curriculum and also mobilize learners to enroll and participate in the ALP. In Kajiado County 69% of the teachers had over 10 years' experience. Calder (2017) confirms teachers with long experience should be able to contribute to creative thinking and generation of understanding of the issues related to adult learning. They may also promote awareness about the problems affecting the programme and propose solutions. This is critical in managing the adult literacy programme.

**e) Teachers Response in Terms of the Number Centres and its Influence to Management**

The researcher sought to establish from the teachers the number of centres managed as presented in Table 4.11.

**Table 4.11: Number of Centres Managed by Teachers**

<b>Number of Centres</b>	<b>F</b>	<b>%</b>
One centre	21	66.7
Two centres	8	23.3
Three centres	3	10
<b>Total</b>	<b>32</b>	<b>100</b>

Findings in Table 4.11, indicates that majority 21(66.7%) of the teachers managed only one centre, 8(23.3%) managed two centres, while 10% of the teachers managed three centres each. This shows that in Kajiado County majority of the teachers managed only one centre. Schmelkes (2016) found that literacy facilitators with one learning centre had maximum concentration in their work with respect to work load and efficiency to effectively manage a programme. The quality of any programme that facilitates increased access and participation is to a great extent determined by the efficiency of the educating agents, the capacity of teachers is critical to quality education and access.

**f) Teachers' Distance Covered to Learning Centre and Influence to Management**

This section presents teachers' response on distance covered to the learning centres and how it influences the capacity of teachers on management of adult

literacy programmes. The distance to the learning centres was required in order to establish the proximity of the centres for effective and efficient delivery of service by the teachers. The results are shown in Figure 4.1.

#### **Figure 4.1: Distance to the Learning Centres**

Figure 4.1 indicates that majority respondents 11(33%) of the teachers travelled for 5 km to the learning centres. The others 21(67%) of the teachers had to travel for 3 km to reach the centres. This was an indication that most of the teachers in Kajiado County travel long distances to the learning centres which implies that the ALP centres are sparsely distributed. In addition, poor road networks made movement from one centre to the other challenging. Consequently, this led to some teachers missing or getting late to the learning centres hence affecting management of the adult literacy programme. In triangulation, the supervisors attested that long distances between the centres affected their capability to conduct effective monitoring and evaluation due to transport challenges. It should be recognized that, to motivate learners, the literacy centres should be close and purposely- built for the literacy programme. Titmus, C. (2018) found out that there many challenges facing teachers this include inadequate teaching, funds and most important the distances to the centres. It is a challenge for the facilitator to commute long distances to deliver in classes effectively.

### **g) Teachers' Motivation and Influence to the Management**

The researcher sought information from the teachers on their level of motivation and its influence to management of adult literacy programmes as presented in Table 4.12.

**Table 4.12: Motivation of Teachers**

<b>Level of Motivation</b>	<b>F</b>	<b>%</b>
Highly motivated	14	45
Lowly motivated	18	55
<b>Totals</b>	<b>32</b>	<b>100</b>

Finding in Table 4.12 indicates that majority of the respondents 18(55%) were lowly motivated while 14(45%) of them were highly motivated. The lowly motivated attributed it to low payment. This affected their commitment to quality services delivery hence influencing management of ALP. Brockett and Hiemstra (2017) noted that generally in Africa most governments pay little attention towards financing education which is highly manifested in their meagre budgets towards their respective Ministries of Education. In Sub-Saharan African countries education is not a financing priority compared to other sectors for development.

### **h) Managers response on Teachers' Capacity and its Influence to Management of ALP**

This section presents responses of the Adult Education Officers and Adult Education Supervisors on how capacity of teachers influences the management of ALP in terms of availability and adequacy of teaching and learning Materials,

trainings undertaken and its relation to management of ALP and Adequacy of teachers and its relation to Management of ALP

**a) Response on Availability and Adequacy of Teaching and Learning Materials**

The response from the adult education managers on how the capacity of teachers in the management of the ALP is influenced by availability and adequacy of teaching and learning materials as indicated in Table 4.13

**Table 4.13: Availability and Adequacy of Teaching and Learning Materials**

<b>Availability and Adequacy</b>	<b>F</b>	<b>%</b>
Teachers records available	2	50
Teachers records not adequate	2	50
Writing materials for learners not available	4	100
Reading books for learners not available	2	50
Learners primers available but few	4	100
Learner primers available but outdated	4	100
Copies of Basic Literacy Curriculum not adequate	2	50

**N=4**

Table 4.13 indicates that majority of the respondents 4(100%) stated that Writing materials for learners not available, Learners primers available but few, Learners primers available but few and Learner primers available but outdated. The rest of respondents 2(50%) stated Teachers records were available, Teachers records not adequate, Reading books for learners not available and Copies of Basic Literacy Curriculum not adequate. This was an indication that Kajiado lacked adequate relevant teaching and learning materials which had impacted negatively on the teachers' capacity to manage the adult literacy programme. Thomson (2016)

confirms that many institutions of adult education are lowly funded and this becomes great challenge to the teachers who are poorly paid and renders most of the just being volunteers which greatly compromises the quality and commitment.

#### **b) Trainings Undertaken by Adult Education Teachers**

The responses of the adult education officers and supervisors on the training of adult education teachers and how it influences the management of ALP Table 4.14.

**Table 4.14: Training of the Adult Education Teachers**

<b>Trainings Undertaken</b>	<b>f</b>	<b>%</b>
A few with Diploma in Adult Education	4	100
A few with Diploma in Adult education and induction course	3	75
Most of them have Adult Education Teachers Certificate	3	75
All have Adult Education Refresher courses	2	50
All have KCSE	4	100
<b>N=4</b>		

Table 4.14 shows that majority respondents 4(100%) said a few had Diploma in Adult Education, 4(100%) all have Adult Education Refresher courses, 3(75%) A few with Diploma in Adult education and induction course, 3(75%) most of them have Adult Education Teachers Certificate and lastly, 2(50%) all have Adult Education Refresher courses. The adult education teachers had undergone various trainings including Diploma in adult education, induction course in adult education, Teachers certificate in Adult education and refreshers courses in adult education and all had the minimum academic qualification of Kenya Certificate of Secondary Education. This implies that the Adult education teachers in Kajiado County had undertaken the prerequisite trainings for an adult education teacher

for effective management of adult literacy programme. Ngau, (2017) emphasizes that it is fundamental for all teachers in any institutions to be highly trained. Professional development is very crucial for teachers because research in education shows that new knowledge is on increase and new pedagogies are cropping up. It is therefore, important for the management to ensure all teachers are well equipped to be effective and efficient.

### c) Response on Adequacy of Adult Education Teachers

The response of the Adult Education Officers and Adult Education Supervisors on the adequacy of adult education teachers and its relation to management of ALP as indicated in Table 4.15.

**Table 4.15: Adequacy of Teachers**

<b>Adequacy of teachers</b>	<b>f</b>	<b>%</b>
Number of teachers inadequate	2	100
A few teachers managing two centres	1	50
Have a few full-time teachers	2	100
Have more part time teachers	1	50

**N=4**

Table 4.15 indicates that majority of the respondents 2(100%) managers felt that the number of adult education teachers was inadequate and 2(100%) full-time teachers who were employed by the government were very few. 1(50%) of them responded that some of teachers were managing more than one centre and had more 1(50%) part time teachers than the full-time teachers. The presence of part time teachers was an indication of an acute staff shortage whose quality of teaching would be rendered questionable given that they had inadequate training and limited contact hours with learners. Jules, (2017) emphasizes that the

performance of any education programme largely depends upon adequate teachers to achieve the set learning objectives in any institution. Inadequacy of teachers lead to compromised standards of learning and hence poor performances.

### 4.3.3 Research Objective Three

To establish the challenges faced by the adult education managers in the management of adult literacy programme in Kajiado County.

#### a) Challenges Faced by Adult Education Managers in ALP

The adult education managers included teachers, adult education officers and supervisors. This section presents results of the third objective on challenges faced by adult education managers.

**Table 4.16: Challenges of Adult Education Managers**

<b>Challenges</b>	<b>F</b>	<b>%</b>
Inadequate infrastructure	24	67
High drop-out rates	16	44
Inadequate learning/ teaching materials	25	69
Lack of motivation amongst the teachers	21	58
Inadequate government support in advocacy	7	19
Lack of consistent Monitoring and evaluation	4	11
Proximity to learning centres	10	28
Unfavourable learning schedule	5	14
Low publicity of adult literacy	6	17
Inadequate transport facilities	4	11
Inadequate personnel	24	67
<b>N=36</b>		

Table 4.16 indicates that majority respondents 25(69%) said inadequate learning and teaching materials as a major challenge affecting management, access and

participation in ALP. 24(67%) of the respondents indicated in adequate personnel, 21(58 %) of the respondents indicated that lack of motivation among teachers, 16(44%) of the respondents indicated that high dropout rate, 24(67%) inadequate infrastructure, 10(28%) of the respondents indicated that proximity to learning centres, 7(19%) of the respondents indicated inadequate government support in advocacy, 7(17%) of the respondents indicated that low publicity of the ALP and 5(14%) of the respondents indicated that unfavourable learning schedule as a challenges affecting access and participation of adult education programs. Inadequate transport facilities and lack of consistent monitoring and evaluation was both indicated by 4(11%) of the respondents. This turns some prospectus learners away as it fails to sustain the motivation and interest to learn further. The response relating to this factor ranges from incomprehensible materials, difficult lessons, simple unchanging lessons, too inadequate instructional and classroom materials. According to Walkiln, (2017) long distances can be a contributing factor to teacher absenteeism, low learner access and participation and may also contribute to a general decline in enrolment levels in adult literacy programme. This in essence affects close supervision on how teachers carry out their duties hence compromising the quality of service delivery. It may also discourage teachers and learners with disability and special needs to access the learning centres (Mureu, 2006).

#### **4.4.4 Research Objective Four**

To examine strategies for improving access and participation of adult learners in adult literacy programme in Kajiado County.

**i) Strategies for Improving Access and Participation of Adult Learners in ALP**

The purpose of this section was to present results of the fourth objective on suggested strategies for improving access and participation in adult literacy programs. The researcher sought the suggestions from learners, teachers, and adult education officers and supervisors.

**ii) Learners Suggestions on Strategies for Improving Access and Participation**

This subsection presents results on learners' suggestions on strategies for improving management, access and participation in ALP as presented in Table 4.17.

**Table 4.17: Learners Suggestions on Strategies for Improving Access and Participation**

<b>Ways of improving Adult Literacy Programme</b>	<b>F</b>	<b>%</b>
Public awareness on adult literacy programme	34	38
Government support on Income Generating Activities.	67	74
Provision of learning materials	85	94
Provision of conducive learning environment	70	78
Provision of learning centres	59	66

**N=90**

Table 4.17 shows that majority 85(94%) stated Provision of learning materials, 70(78%) Provision of conducive learning environment, 67(74%) Government support on Income Generating Activities, 59(66%), Provision of learning centres and lastly 34(38%) Public awareness on adult literacy programme. Management of the Adult literacy education has been having massive challenges in terms of

provision of learning materials besides other crucial prerequisites. Munn and Macdonald (2016) noted that management in the context of adult basic education has a number of dimensions. Managers are responsible for planning, managing people, administration and accountability in line with the values and ethos of adult basic education. It is important that the management style should reflect the guiding principles, and management committees should include the manager or organiser, students, tutors and other involved groups or individuals. The management structure will vary according to the context in which the adult literacy work takes place.

**iii) Teachers' suggestions how to Improve Access and Participation**

This subsection presents results on teachers' suggestions on how to improve access and participation of learners in Adult Literacy Programme as shown in Table 4.18.

**Table 4.18: Teachers suggestions on Improvement of ALP**

<b>Ways of improving adult literacy programme</b>	<b>f</b>	<b>%</b>
Provision of teaching and learning materials	32	100
Government to provide learning facilities	27	84
Improvement on teacher remuneration	32	100
Increased publicity and advocacy of ALP by leaders.	20	63
Employment of more teachers	30	94
Government Support to Income generating activities	23	72

**N=32**

Table 4.18 shows that majority of the respondents 32(100%) suggested Provision of teaching and learning materials, 32(100%) Improvement of teacher remuneration, 30(94%) Employment of more teachers, 27(84%) Government to provide learning facilities, 23(72%) Government Support to Income generating activities, and 20 (63%) suggested Increased publicity and advocacy of ALP by leaders. Prosser and Clarke (2017) considers literacy as a second chance schooling for those who did not benefit from formal education. This is an important tool in socio-economic development and educational opportunities therefore teaching and learning materials are very important.

#### **iv) Managers suggestions on Strategies for Improving Access and Participation**

This subsection presents managers suggestions on strategies for improving access and participation in adult literacy programmes in Kajiado County. The management is represented by two Adult Education Officers and two Adult Education Supervisors. Their responses are presented in Table 4.19.

**Table 4.19: Managers suggestions on Strategies to Improve Access and Participation in ALP**

<b>Ways of improving adult Literacy programme</b>	<b>F</b>	<b>%</b>
Provision of adequate infrastructure	4	100
Increased funding	4	100
Provision of adequate learning and teaching materials	3	75
Recruitment of more teachers	4	100
Increased government support on advocacy	3	75
Regular Monitoring and Evaluation	4	100
Provision of transport facilities	4	100
Provision of funds for IGA	2	50
Enhance partnership and collaboration	2	50
Increased payment of part time teachers	4	100
Regular in-service training of teachers	3	75

**N=4**

Provision of adequate infrastructure, increased funding, recruitment of more teachers, regular monitoring and evaluation provision of transport facilities and increased payment of part time teachers were suggested by 4(100%) of the managers to be key strategies in improving ALP. 3(75%) of the managers suggested provision of adequate learning and teaching materials, increased government support on advocacy and regular in-service training of teachers as ways of improving ALP, while 2(50%) of them suggested provision of funds for IGA and enhancing partnership and collaboration as ways of improving ALP. UNESCO, (2016). The functioning and effects of the Kenya literacy programme: A view from the local level. Paris: UNESCO.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter summarises and gives conclusions of the results reported in chapter four, implication of the results and recommendations.

#### 5.1 Summary of Findings

The summaries of findings stated below have been guided by the objectives and research questions of this study.

##### 5.1.1 Demographic Information

###### i) Gender of the Respondents

The female teachers were 25(78%) while males were 7(22%). The male learners were 44(47%) while females were 50(53%).

###### ii) Age of Adult Learners

Majority of the adult learners 45(50%) were of the age between were 25—34 years, 25 (28%) were (34-45) years and 20(22%) were 15-24 years.

##### 5.1.2 Data Presentation and Analysis

**Objective One:** To determine factors that influence access and participation of learners in the adult literacy programme in Kajiado County.

###### i) Factors Influencing Access and Participation of Adult Learners

Majority of respondents 86(96%) stated that publicity of the adult literacy programme influenced them to access the programme. 80(89%) indicated distance

to learning centre, 60(60%) indicated the impact of the programme in their daily lives, 50 (55%) indicated self-motivation, 45 (50%) indicated peer motivation and social interaction had the lowest response of 40(44%) as a factor that influenced their access to adult literacy programme.

**ii) Response from Adult Education Officers and Supervisors**

Majority respondents 4(100%) stated that teachers' mobilisation strategy was the key factor in influencing learners to access Adult literacy programme. 3(75%) mentioned conducive learning venue same as 3(75%) who indicated distance to ALP centre and the teachers' professionalism had 2(50%) response as influencing learners to access ALP.

**iii) Response from Adult Learners on Factors Influencing Participation**

Majority of the respondents 80(89%) stated that distance to ALP centre influenced their participation in adult literacy programme. While lowest respondents 40(44%) stated that social interaction had influenced their participation.

**iv) Influence of Knowledge and Skills Acquired on Participation**

Majority of the respondents 70(78%) are able to transact M-Pesa, 65(72%) able to operate mobile phones, 63(70%) are able to read the Bible, 40(44%) are able to run business, 8(9%) are able to read in English and finally 33(3%) are able to keep Chama records.

**v) Adult Education Managers response on Factors Influencing Participation**

Majority of the respondents 3(75%) stated conducive learning venue and 3(75%) distance to ALP centres as influences in participation. While 2(50%) of the respondents desired to know how to read and write and 2(50%) stated record keeping of economic activities.

**Objective Two:** To determine how the capacity of teachers influences the management of adult literacy programme in Kajiado County

**i) Highest Academic Qualification of Teachers**

Majority of the respondents 28(87%) had O-Level/KCSE certificates, 2(6.25%) had A-Level/KACE and 2(6.25%) had KCPE certificates.

**ii) Professional Courses Undertaken by the Adult Education Teachers**

Majority respondents 14 (43.75%) stated that they had undertaken induction courses, 11(34.4%) Adult Education Teachers Certificate course, while 5(15.6%) had taken took other trainings indirectly related to adult literacy programme and 2(6.25%) had undertaken Diploma in Adult Education course.

**iii) Categories of Adult Education Teachers**

Majority 15(47%) of the teachers were part time teachers who taught on part-time basis while 14(43%) were full-time employed teachers. However, 3(10%) of the teachers were volunteers who also taught on part time basis, hence less committed to their work.

**iv) Length of Service of Teachers**

Majority of the adult education teachers 19(59%) had taught for 11 to 20 years, 10(31%) had taught for 6 to 10 years while, 3(10%) had taught for over 21 years.

**v) Number of Centres Managed by Teachers**

Majority 21(66.7%) of the adult education teachers managed only one centre, 8(23.3%) managed two centres, while 10% of the teachers managed three centres each.

**vi) Distance to the Learning Centres**

Majority of the respondents 11(33%) of the teachers travelled for 5 km to the learning centres. The others 21(67%) of the teachers had to travel for 3 km to reach the centres.

**vii) Motivation of Teachers**

Majority of the respondents 18(55%) were lowly motivated while 14(45%) of them indicated they were highly motivated.

**viii) Availability and Adequacy of Teaching and Learning Materials**

Majority of the respondents 4(100%) stated that writing materials for learners were not available, Learners primers available but few, Learners primers available but few and Learner primers available but outdated. The rest of respondents 2(50%) said Teachers records were available, Teachers records were not adequate, Reading books for learners were not available and Copies of Basic Literacy Curriculum were not adequate.

### **ix) Training of the Adult Education Teachers**

Majority of the respondents 4(100%) stated they had Diploma in Adult Education, 4(100%) had undertaken Adult Education Refresher courses, 3(75%) A had Diploma in Adult Education and induction course, 3(75%) most of them have Adult Education Teachers Certificate and lastly, 2(50%) had undertaken Adult Education Refresher courses.

### **x) Adequacy of Teachers**

Majority of the respondents 2(100%) of the managers felt that the number of adult education teachers was inadequate and 2(100%) stated that full-time teachers who were employed by the government were very few. 1(50%) of them responded that some of teachers were managing more than one centre and 1(50%) had more part time teachers than the full-time teachers.

**Objective Three:** To establish the challenges faced by the adult education managers in the management of adult literacy programme in Kajiado County.

Majority of the respondents 25(69%) stated inadequate learning and teaching materials as a major challenge affecting management, access and participation in ALP. 24(67%) of the respondents indicated in adequate personnel, 21(58 %) indicated lack of motivation among teachers, 16(44%) indicated high dropout rate, 24(67%) inadequate infrastructure, 10(28%) indicated proximity to learning centres, 7(19%) of the respondents indicated inadequate government support in advocacy, 7(17%) indicated low publicity of the ALP and 5(14%) of the respondents indicated unfavourable learning schedule as a challenges affecting access and participation of adult literacy programme. Inadequate transport

facilities and lack of consistent monitoring and evaluation was indicated by 4(11%) of the respondents.

**Objective Four:** To examine strategies for improving access and participation of adult learners in adult literacy programme in Kajiado County

**i) Learners Suggestions on Strategies for Improving Access and Participation**

Majority 85(94%) stated provision of learning materials, 70(78%) provision of conducive learning environment, 67(74%) Government support on Income Generating Activities, 59(66%), Provision of learning centres and lastly 34(38%) Public awareness on adult literacy programme.

**ii) Teachers' suggestions on Strategies for Improve Access and Participation**

Majority of the respondents 32(100%) stated Provision of teaching and learning materials, 32(100%) Improvement teacher remuneration, 30(94%) Employment of more teachers, 27(84%) Government to provide learning facilities, 23(72%) Government Support to Income generating activities, and 20(63%) increased publicity and advocacy of ALP by leaders.

**iii) Managers Strategies for Improving Access and Participation**

Majority 4(100%) of the managers suggested the key strategies for improving ALP as increased funding, provision of adequate infrastructure, recruitment of more teachers, regular monitoring and evaluation, provision of transport and increased payment of part-time teachers . 3(75%) of the managers suggested provision of adequate learning and teaching materials, increased government support on advocacy and regular in-service training of teachers

as ways of improving ALP, while 2(50%) of them suggested provision of funds for IGA and enhancing partnership and collaboration as ways of improving ALP.

## **5.2 Conclusions**

Based on the findings and guided by the research questions the researcher concluded that:

- (i) The factors that influence access and participation of learners in adult literacy programme were distance covered by the learner to the learning centre, self-motivation and peers' pressure from age mates were key factors in influencing access and participation of an individual. It also concluded that knowledge and skills acquired in ALP had impacted in the learners' daily lives and hence influenced access and participation of adult literacy programmes.
- (ii) The capacity of teachers influenced management of adult literacy programmes in terms of teachers' academic and professional qualification, experience, number of centres managed and distance from one centre to the other greatly influenced the daily management of adult literacy programmes. Motivations of teachers also influenced management of adult literacy programme since a teacher who is negatively motivated lacks commitment to quality delivery of service.
- (iii) The adult education managers were faced with numerous challenges which affected the management of adult literacy programmes. The main challenges included inadequate teaching and learning materials, personnel, infrastructure, low motivation amongst teachers and high dropout rates due

pastoralism. Other challenges cited included low publicity and advocacy, proximity to the learning centres, inadequate transport facilities and lack of consistent Monitoring and evaluation in Kajiado County.

- (iv) The strategies for improving access and participation in adult literacy programme as cited in the study were provision of teaching and learning materials, improved teachers' remuneration, recruitment of more teachers, increased funding, provision of transport facilities, provision of funds for IGA and regular monitoring and evaluation which could improve access and participation in ALP.

### **5.3 Recommendations**

Based on findings of the study on management of adult literacy programme; access and participation of adult learners, the researchers gave recommendations on the following areas:

#### **i) Adult Education Personnel**

**Issue:** The study established that the Adult Literacy programme had inadequate full-time teachers.

**Recommendation:** Recruitment of adequate qualified full-time teachers to address shortage of full teachers.

**Issue:** The study established that the adult literacy teachers are lowly motivated

**Recommendation:**

- a) Remuneration for teachers needs to be improved to motivate them and ensure their commitment to improved service delivery.
- b) The capacity and skills of the ACE personnel need to be continuously upgraded through various staff development programmes.

**ii) Teaching and Learning materials**

**Issue:** The study established that the adult literacy programme had shortage of teaching and learning materials.

**Recommendation:**

- a) The ACE providers to increase their support towards provision of teaching and learning materials.
- b) Review the adult literacy curriculum to equate the concept of functional literacy that is designed to help the beneficiaries solve their immediate problems and the identification of specific motives behind learner participation.

**iii) Publicity and Advocacy of Adult Literacy Programme**

**Issue:** The study established that publicity and advocacy of the adult literacy programme was low in Kajiado County.

**Recommendation:**

- a) Publicity and advocacy campaigns should be intensified to enlighten the community on the awareness and importance of adult literacy programmes.

- b) The Ministry should establish a recognition awards system to appreciate the adult literacy Champions.

#### **iv) Adult Literacy Programme Infrastructure**

**Issue:** The study established that learning facilities available were inadequate and not conducive for adult learners.

**Recommendations:**

- a) Mobile adult literacy centres to be established to cater for the pastoral adult learners.
- b) The Ministry of Education in liaison with other ACE providers to establish primary and secondary centres for out of school youth and adults.
- c) Community Learning Resource Centres to be established in every adult literacy centre to promote a reading culture and sustain literacy.
- d) The Ministry of Education should issue directives to all Heads of public primary schools to allow the establishment of ALP centres within the school compound to address the issue of learners covering long distances to the centres.

#### **vi) Funding of Adult Literacy Programme**

**Issue:** Inadequate funding

**Recommendations:**

- a) The government should increase budgetary allocation for physical infrastructure, adequate and relevant teaching /learning resources for adult literacy programme.

- b) The Ministry of Education should develop a communication strategy to promote adult literacy by bringing together a multi-stakeholder team at various levels to enhance stakeholder participation and funding.

#### **vii) Monitoring and Evaluation**

**Issue:** The study established that monitoring and evaluation of the adult literacy programme was weak due to inadequate transport facilities.

**Recommendations:** Adequate transport facilities to be provided to the adult education managers to strengthen monitoring and evaluation for efficient service delivery.

#### **5.4 Suggestions for Further Study**

Based on the findings of the study, the following suggestions are offered for future research:

- i) An investigation on the provision of functional literacy and its impact on socio economic and political development.
- ii) The social-cultural factors affecting male participation in adult literacy programme.
- iii) A study to determine the relationship between adult literacy and socio-economic and political development.

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## **APPENDICES**

### **Appendix One: Interview schedule for the Adult Education**

#### **Officer**

The information you will provide here is for the purposes of this study only and will be treated with confidentiality.

1. For how long have you been working in the current position?
2. In your opinion, comment on what influence adult learners to access and participate in Adult Literacy Programme in your sub county.
3. Comment on the staff adequacy in relation to the demand for adult literacy Programme in your sub county?
4. Comment on training of the adult education teachers in your sub county in relation to their capacity to manage the adult literacy programme?
5. Do adult education teachers in your sub county have adequate teaching and learning materials to manage the adult literacy programme? Explain
6. What are some of the challenges you face as a manager in the implementation of the adult literacy programme?
7. Give your suggestions on how you would like the adult literacy programme to be improved in future?

**Thank you for your cooperation**

## **Appendix Two: Interview Schedule for the Adult Education**

### **Supervisor**

The information you will provide here is for the purposes of this study only and will be treated with confidentiality.

1. How many years have you worked as an adult education ward officer?
2. In your opinion, comment on what influence adult learners to access and participate in Adult literacy Programme in your ward.
3. Is there any other reasons that motivates the learners to participate in ALP?
4. Do adult education teachers in your ward have adequate teaching and learning materials to manage the adult literacy programme? Explain
5. What are your sources for teaching and learning materials?
6. Comment on the training of the adult education teachers in your ward in relation to their capacity to manage the adult literacy centres?
7. What are some of the problems encountered by the adult education teachers in their delivery of service in your ward?
8. Explain challenges you encounter as a manager in the management of adult literacy programme in your ward?
9. Give suggestions on how access and participation of adult learners in ALP can be improved in future.

**Thank you for your cooperation**

## Appendix Three: Questionnaire for Adult Education Teachers

You have been randomly selected to provide information on adult literacy programmes in your centre. The information you give will be used for purposes of this study only and will be treated with confidentiality.

*Please put a tick  $\surd$  or write down the answers in the spaces provided as appropriate.*

### PART A: Demographic information

1. Gender                      Male                      [ ]      Female                      [ ]

### PART B: Factors influencing access and participation of learners

2. What is the total enrolment in your register of adult literacy learners?  
1-10                      [ ]      11-15                      [ ]      16 & above                      [ ]

### PART C: Capacity of teachers influence on management of adult literacy programs

3. What is your academic qualification?  
'A' level/KACE [ ]      'O' level/KCSE [ ]      K.C.P.E. [ ]
4. What professional courses have you undergone?  
Diploma in Adult Education [ ]      Induction course [ ]  
Adult Education Teachers Certificate [ ]      Others [ ]
5. What is your category in the adult teaching profession? Please tick  
Fulltime [ ]      Part-time [ ]      Volunteer [ ]
6. For how long have you been an adult education teacher?  
6 to 10 years [ ]      11 to 20 years [ ]      Above 21 years [ ]
7. How many centres do you manage?  
One [ ]      Two [ ]      Three [ ]
8. If more than one centre, how far are these centres from each other?  
1-3 kilometres [ ]      Above 4 kilometres [ ]
9. Are you motivated in your position as an adult education teacher?

Highly Motivated [ ] Lowly motivated [ ]

**PART D: Challenges faced by adult education teachers**

10. What are some of the challenges experienced in your execution of duties as an adult education teacher? List them. ....

.....  
.....  
.....  
.....

**PART E: Strategies for improving access and participation**

11. Give suggestion on how you would like the adult literacy programme to be improved in future .....

.....  
.....  
.....

**Thank you for your cooperation**

## Appendix Four: Questionnaire for Adult Education Learners

You have been randomly selected to provide information on adult literacy programmes in your centre. The information you give will be used for purposes of this study only and will be treated with confidentiality.

*Please put a tick  $\checkmark$  or write down the answers in the spaces provided as appropriate.*

### **PART A: Demographic information**

1. Gender    Male     Female
  
2. What is your age group?  
15-24 years                25-34 years                35-45 years              
Above 45years

### **PART B: Factors influencing access and participation of learners**

3. What influenced you to join adult literacy classes? Specify .....
- .....
- .....
  
4. Does the knowledge and skills acquired help you in your daily lives?  
Yes                                No                      
If Yes how (explain).....
- .....
- .....

### **PART C: Strategies for improving access and participation**

5. Give suggestions on how you would like the adult literacy programme to be improved in future.....
- .....
- .....

**Thank you for your cooperation**

## Appendix Five: Observation Schedule

1. Name of the centre ..... Location ..... District .....
2. Enrolment: ..... Males ..... Females ..... Total .....
3. Locale of the centre: Rural            [   ]    Peri-urban            [   ]
4. The availability of the curriculum. Available            [   ]    Not available            [   ]
5. Materials used for making a) Roof ..... b) floor ..... Walls .....

	<b>Facilities</b>	<b>Available</b>	<b>Not Available</b>	<b>Adequate</b>	<b>Not Adequate</b>
Physical facilities	Buildings				
	Desks				
	Tables				
	Chairs				
	Resource rooms				
	Toilets				
Teaching and learning facilities	Chalkboards				
	Textbooks				
	Notebooks				
	Pens				
	Lesson plans				
	Scheme of work				
	Curriculum guides				

### Appendix Six: Research Budget

NO.	Items Description	Sub-Total	Total
	<b>Proposal Writing</b>		
	Desk research from various libraries	15,000.00	
	Stationary, Computer, Photocopy, printing and binding.	23,200.00	<b>38,200.00</b>
	<b>Research Instruments</b>		
	Questionnaire (typing and copies)	15,000.00	
	Observation Guide	10,000.00	<b>25,000.00</b>
	<b>Data Collection</b>		
		30,000.00	<b>30,000.00</b>
	<b>Data Analysis (SPSS)</b>	25,000.00	<b>25,000.00</b>
	<b>Final Draft Printing and Binding</b>	20,000.00	<b>20,000.00</b>
	Typing, photocopying, Binding		
	<b>Transport /Miscellaneous</b>		
	Transport	20,000.00	
	Telephone	10,000.00	
	Stationary	20,000.00	
	Computer service /internet services	15,000.00	
			<b>65,000.00</b>
	<b>GRAND TOTAL</b>		<b>203,200.00</b>

## Appendix Seven: Research Authorization from Graduate School



### KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)  
Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 8710901 Ext. 57530

Our Ref: E55/CE/11678/07

DATE: 15<sup>th</sup> November, 2012

The Permanent Secretary,  
Ministry of Higher Education, Science & Technology,  
P.O. Box 30040  
**NAIROBI**

Dear Sir/Madam,

**RE: RESEARCH AUTHORIZATION MS. ODONGO EVELYN ACHIENG<sup>2</sup>- REG. NO. E55/CE/11678/07**

I write to introduce Ms. Odongo Evelyn Achieng<sup>2</sup> who is a Postgraduate Student of this University. She is registered for M.Ed degree programme in the Department of Educational Management, Policy and Curriculum Studies.

Ms. Odongo intends to conduct research for a Project proposal entitled, "Management of Adult Literacy Programme: Access and Participation of Adult Learners: A Case of Kajiado County, Kenya"

Any assistance given will be highly appreciated.

Yours faithfully,

  
**MRS. LUCY N. MBAABU**  
**FOR: DEAN, GRADUATE SCHOOL**



LNM/rwn

# Appendix Eight: Research Permit

PAGE 2 PAGE 3

**Research Permit No. NCST/RCD/14/012/1649**

**Date of issue 14<sup>th</sup> December, 2012**

**THIS IS TO CERTIFY THAT** **Prof./Dr./Mr./Mrs./Miss/Institution** **Fee received KSH: 1,000**

**Evelyn Acheng Odongo**

**of (Address) Kenyatta University**

**P. O. Box 43844-00100, Nairobi**

**has been permitted to conduct research in**

**Location District County**

**Kajiado Kajiado County**

**on the topic: Management of Adult Literacy**

**Programme: Access and participation of adult**

**Learners: A case of Kajiado County, Kenya**

**for a period ending: 31<sup>st</sup> April, 2013**

**Applicant's Signature**  **Secretary National Council for Science & Technology**

**CONDITIONS**

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/ four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

**REPUBLIC OF KENYA**

**RESEARCH CLEARANCE PERMIT**

**GP/K605513mt(10/2011) (CONDITIONS-see back page)**

## Appendix Nine: Research Authorization from National Council for Science and Technology



Our Ref: **NCST/RCD/14/012/1649**

Date: **14<sup>th</sup> December, 2012**

Evelyn Achieng Odongo  
Kenyatta University  
P.O.Box 43844-00100  
Nairobi.

### **RE: RESEARCH AUTHORIZATION**

Following your application dated *30<sup>th</sup> November, 2012* for authority to carry out research on *"Management of adult literacy programme : Access and participation of adult learners: A case of Kajiado County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for a period ending **31<sup>st</sup> April, 2013.**

You are advised to report to **the District Commissioners and the District Education Officers, Kajiado County** before embarking on the research project.

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

  
**DR M.K. RWIGYIRA, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioners  
The District Education Officers  
Kajiado County.

*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".*

## Appendix Ten: Work Plan (Time schedule)

	<b>2018</b>
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<b>Task</b>	<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>	<b>JULY</b>	<b>AUG</b>	<b>SEPT</b>	<b>OCT</b>	<b>NOV</b>
Development of proposal								
Presentation of proposal								
Piloting instructions								
Data collection								
Data coding Computer data entry								
Report writing and submission of report								