

**SCHOOL FACTORS LOWERING COMPLETION RATES OF ADULT  
BASIC EDUCATION LEARNERS IN NYAMIRA COUNTY, KENYA**

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## DECLARATION

I declare that this research project is my original work and has not been presented in any other university for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data and tables have been borrowed from other sources including internet, these are specifically accredited and references cited in accordance with anti-plagiarism regulations.

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## **DEDICATION**

This project is dedicated to my beloved husband Mr. Jared Arani and daughter Amalia Kemuma for their support, tolerance and understanding during my entire studies

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

A.E	-	Adult Education
ACE	-	Adult County Education
APBE	-	Adult Programme Based Education
B.E	-	Basic Education
B.O.G	-	Board of Governor
CBO	-	Community Based Organization
CSO	-	Civil Society Organization
DAEO	-	District Adult Education Officer
MOE	-	Ministry of Education
NGO	-	Non-Governmental Organization
ROK	-	Republic of Kenya
FGD	-	Focussed Group Discussion
ABE	-	Adult Basic Education

## ABSTRACT

Adult literacy covers individuals of age 15 years and beyond. Its fundamental aim is to offer survival and literacy skills to adults who may have not gone through formal Education. In spite of the importance of adult basic education, the Kenya National Adult Literacy Survey (KNALS, 2010), exposed 61.50% of the adult population had managed to get minimum literacy level, leaving 38.50% adults illiterate. It also revealed that only 29.60% of the Kenyan adult population had managed a desired mastery literacy competency. From the statistics above, it's evident that adult basic education programme is still facing a lot of challenges and it was for this reason that this study investigated the school factors lowering the completion rate of adult basic learners in Nyamira South-Sub County, Kenya. The researcher sought to establish the enrolment pattern of learners, find out their completion rates and the factors lowering their completion rates, and then suggest possible ways of enhancing completion rates in Nyamira South Sub -County, Kenya. System theory was used in the study to explain and understand the school factors lowering completion rate of adult basic learners. The study adopted exploratory approach using the descriptive survey design. The study was carried out among basic adult basic education learners in Nyamira South Sub -County, Kenya. This was a perfect locale because it was in a rural setting representing majority of Kenyans. The target population of the study was drawn from the 24 basic adult literacy centers in Nyamira South Sub-County where the representatives were, director of adult education, 29 teachers and 600 learners. Simple random sampling was used to select the sample size of 10 centres and 60 adult basic learners, while 29 teachers were purposively sampled and the sub county education officer included in the study. Questionnaires for teachers, interview schedule for adult education officer, focus group discussion guide for learners and observation checklists were the main tools for data collection. Qualitative data was analyzed using descriptions that involved making sense out of narration and written texts while quantitative data was analyzed using simple descriptive statistics such as frequency counts and percentages. Analysed data has been presented by use of tables. The findings revealed that 60% of learners dropped out of school because of; poor physical resources, lack of teaching and learning resources, inadequacy of teachers and unfriendly teaching methods. The study concluded that most adult centres were still facing challenges that have attributed to poor completion rates in Nyamira South. The government should establish secondary schools for adult basic learners to acquire certificates to join college. The government should also allocate more funds and adequate personnel to adult education program to enable smooth learning in schools. Adult basic education is vital for out of school learners to acquire knowledge hence, comprehensive study on a larger sample using qualitative approach should be done in order to improve and bring more understanding on the school factors lowering completion rates of adult basic education learners.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

This chapter looked at the background information of the adult education programs, statement of the problem, the purpose of the study, research objectives and questions then showed the significance of the study. It also gave the assumptions of the study, limitation, scope and delimitation of the study, theoretical framework, conceptual framework and the operational definition of key terms used in the study.

#### **1.1 Background Information**

Adult Education generally is the practice of teaching and educating adults whose age ranges from fifteen years and above. Adult Education is practiced globally and it takes place in the work place, through extension schools like Harvard extension school or the school of continuing education like in the case of Colombia (Rogers, 2001). Other learning places include: community colleges, Folk high school and all-time learning centers. This practice of adult education is often referred to as “training and development’ and it is often associated with workforce or professional development in the United States (Rogers, 2001).

Adult Education in Kenya comprise of organized learning and instruction that meet fundamental learning requirements of adults. It involves numeracy and literacy instructions, common knowledge, skills, morals and attitudes that adults require to survive, and develop their capability. Education is seen as the prime means of social mobility, national cohesion and social economic development. That’s why the government has been dedicated to the provision of education to her people.

Like any other parts of the world, Kenya has experienced the impact of globalization. It has increased inter-dependence between and within states and the need for people to become responsible citizens both nationally and internationally. Similarly trade and communication have been revolutionized, while human capital requirements are realized, especially as a result of the ICT, revolution has continued to restructure the education and training sectors to respond to these emerging challenges thus ensuring that the country goals and aspirations are realized (UNESCO, 2008). Adult basic education program has helped its learners acquire necessary knowledge in order to face these emerging issues. They are taught how to read, write, they are given functional skills on how to farm, carpentry and masonry this helps them to earn a living and be self employed.

In Kenya, adult basic education covers individuals aged 15 years and above and its basic objective is to provide literacy and survival skills to youths and older people who may have missed out on formal Education commonly known as (Elimu ya Ngumbaro). The need to provide adult basic Education was recognized after independence. Ever since self-government Kenya has put adult basic education on its development agenda as the countries general policy of bringing about accelerated and sustained socio economic development (UNESCO, 2008). The real change in the progress and organization of adult education in Kenya took place in 1961 when UNESCO and economic commission for Africa organized a conference of African countries in Addis-Ababa to talk about Educational wants and priorities with particular reference to the function of education in Africa.

Adult Education department was well-known to head general literacy curriculum that led to employment of teachers and officers and institution of literacy class centres in the majority parts of the nation. The Government has well developed a post-literacy programme and an accelerated syllabus for persons opting to re-join the prescribed structure of schooling. This means the government understands the importance of having literate individuals in the society.

Kenya has improved transition, the number of teachers, fairness, and gender equality in most levels. All efforts have mainly been credited to the execution of recommendation of different commissions, committees and taskforce in education. Even with these successes the department faces challenges out of demands of the new constitution of Kenya (2010).

The adult education sector has been positioned in different ministries ever since 1966, and not been funded appropriately. Meeting the objective of adult learning needs, curriculum and structural reform to increase levels of literacy. But under the new constitution education in Kenya is governed and managed under a two-tier government which is the national government and the county governments. National government's functions include; Education guidelines, principles, curriculum ,examinations, giving of university charters, tertiary education, special education, secondary school, and sports education.

County government's functions in relation to education are: pre-primary education, village polytechnics, home craft centers and children facilities. Both the county and the national government are to ensure that every Kenyan has a right to education as

per the constitution of Kenya (2010) article 43.if.53, 1b and 55a. Every state organ has to examine, value, defend, uphold and accomplish the constitutional rights.

Kenya vision 2030 acknowledges the demand to restructure education system. The vision also recognizes the need to eliminate illiteracy in the country. The government has adopted some policies in order to deal with the challenges basic adult education program face. The government has provided quality services, programmes and opportunities for life-long learning. It has also allocated at least 3% of the education budget to Adult basic Education Programmes which is not enough to curb the challenges the programme is facing. There is need for the government to increase enrolment of adult learners by 50% by 2018 which it has slightly achieved but the completion rate of adult learners in Kenya is worrying especially in Nyamira south sub county, which needs to be looked into carefully and possible solutions found.

Completion rate is the ability of the enrolled learners to complete their studies at a scheduled period after assessment has been done. So we understand completion rate of a given centre after we look at the enrolment and compare it with those who managed to graduate. This can be achieved by looking at the completion pattern which is the arrangement of figure for those adult basic learners who have managed to finish school. This is what was done in this study at Nyamira County.

The table below shows worrying trend of completion which captured the attention of the researcher to try and find why the county has poor completion rate. For instance when you look at the enrolment it keeps increasing each year but the completion

says otherwise. Meaning the efforts of marketing the adult program in Nyamira County are great but in between there are reasons which contribute to poor completion. These reasons have been looked at in details and solutions discussed.

**Table 1.1: Completion rates in Nyamira South Sub County**

Year	Enrolment			Completion			Completion Rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2010	184	244	428	26	44	70	14	18	16
2011	209	367	476	33	61	94	16	17	20
2012	196	572	768	32	70	102	16	12	13
2013	234	768	1002	50	92	142	21	12	14
2014	281	883	1164	42	108	150	15	12	13
2015	328	953	1281	55	145	200	17	15	16
2016	308	821	1128	28	66	96	9	8	9
2017	326	890	1216	36	80	116	11	9	10
<b>Total</b>	<b>2066</b>	<b>5498</b>	<b>7564</b>	<b>302</b>	<b>666</b>	<b>968</b>	<b>15</b>	<b>12</b>	<b>13</b>

Source; Adult Education Department Nyamira County

According to World Bank (2006) literacy and other basic skills imparted to adults and out-of-school youths through non-formal programs (Elimu ya Ngumbaro), not only directly improves family income generation but also have strong, positive impacts on family health issues, children's educational attainment and sustainable management of local natural resources. Unlike developed countries that have finances to facilitate free primary and secondary schools to eradicate illiteracy, underdeveloped countries are still dependent on foreign aid to support the free primary and secondary schools which make it difficult to allocate more funds for the Adult basic Education programs. This has contributed to a number of challenges that Adult basic Education learners face today which have led to high dropout of

learners. In order to eradicate illiteracy and grow as a country, there is a need to swell the adult literacy rate for about ten years so that most of the adults become literate (Brookfield, 2005).

The adult basic program is facing lots of challenges that have led to high dropout and poor completion. For instance the Kenyan adult basic program does not have access for their learners to join tertiary institutions. The Kenyan system requires one to have KCSE certificate before getting admission to any college. This condition has sidelined the adult basic learners hence opting to drop out of school. We have seen cases of adults joining primary and secondary schools in order to qualify to college and pursue their dreams.

The government has put a lot of policies to improve the program but little has been done so far to implement them. There are no facilities in the adult centres hence they are forced to share with the nearby primary schools making learning uncomfortable and impossible. For Kenya to achieve vision 2030 there is need for change in the way it handles adult learning by providing the needed facilities and having standardized exams for adult learners to get high school certificate which will enable them gain access to college.

Adult basic education program in Kenya is provided by a wide spectrum of organizations which include government departments, Non-Governmental Organizations (NGOs), Community Based Organizations (CBOs) and Civil Society Organizations (CSOs). The large numbers of providers are however, not-co-ordinate. In order to ensure that good practices are maintained in the provision of

adult basic education in accordance with the Act of parliament Cap 223: laws of Kenya enacted in 1966 and revised in 1967, Adult Education board was mandated to harmonize, guide and normalize activities in the department of adult education.

The Kenya Education Commission report Republic of Kenya (2007) acknowledged that the socio economic progress of a country depends on general rising of the standards of education among the masses of the population. The report indicated that older people cannot be written off and further noted that the society should contain within itself at all times the means to educate the older generations in line with the changing requirement and values of the society. The reports pointed out that the purpose of basic adult education (Elimu ya Ngumbaro Kenya is to improve communication skills and knowledge making people more functional and highly productive (R.O.K, 2007). Some scholars like Mogeni (2012) and Ocholi (2013) have tried to look into the challenges the programme and learners of adult education face and have given their recommendations but despite progress in promoting adult literacy, the country still has high illiteracy rates and the number of illiterate adults continues to grow (Ndiku, 2009).

## **1.2 Statement of the Problem**

Adult basic education programme is significant to adult learners because it empowers them with the Knowledge that they require to deal with day to day life, for instant, most adults who have successfully completed their studies, know how to compute, write and read. Meaning that this programme has basically transformed peoples life's in the society. Since independence the Government has recognized the vital part played by Adult Basic Education (ABE) to transform and empower

individuals outside formal school system to benefit from education through (Ngumbaro) programmes. The government has since then tried to employ more teachers, increased the number of centers in every county and provided resources which have led to high enrolment of adult basic learners in many centers. However, despite the efforts by the government to eradicate illiteracy, a National Adult Literacy Survey carried out exposed 38.5% (7.8 million) of youths out of school 15 years and above and many adults had not attained minimum literacy level. The survey further revealed that of those who had acquired the least of literacy level, only 29.6% had mastered desired level of literacy competency as highlighted in the background. The recent research by Odhiambo, till the year 2010, found out that the programme was still facing problems and learners who enrolled did not complete their course instead a 30 percent managed to do it. This is a confirmation that, the adult basic education programme, is still experiencing many challenges. This study therefore investigated the school factors lowering the completion rate of adult basic learners in Nyamira South Sub-County with an intention of increasing the completion rates and the general literacy level through the findings and recommendations given by the researcher.

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

The main aim of this research was to find out school factors lowering completion rates in adult basic education learners in Nyamira South Sub County, Kenya. The study has suggested measures to be put in place to improve the completion rate of adult basic education programme.

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

This study aimed at achieving the listed objectives below.

- i To establish the enrolment pattern of adult basic education learners in Nyamira South Sub County, Kenya.
- ii To find out the completion rate of adult basic education learners in Nyamira South Sub County, Kenya.
- iii To find out the school factors lowering completion rate of adult basic education learners in Nyamira South Sub County, Kenya.
- iv To propose ways of enhancing completion rates of adult basic education learners in Nyamira South Sub County, Kenya.

#### **1.5 Research Questions**

The study was guided by the following four research questions:

- i How is the enrolment pattern of adult basic education learners in Nyamira South Sub-County, Kenya?
- ii What is the completion rate of adult basic education learners in Nyamira South Sub-County, Kenya?
- iii What is the suitability of teaching and learning resources and the adequacy of teachers in Nyamira South Sub-County?
- iv How can completion rates be enhanced in adult basic education learners in Nyamira South Sub-County?

## **1.6 Significance of the Study**

Significance refers to relevance of the study in terms of academic contribution with practical use that might be made on the findings Orodho (2009). This study may be of great help to adult basic education programme because the issues have been researched on and the way forward decided. The information on adult basic education may help the ministry of education to consider adult education needs when preparing their curriculum. The results may also help in judging the adequacy of current adult literacy programmes and be utilized to ensure that education needs of adults are met.

## **1.7 Assumptions of the Study**

According to Oso and Onen, (2009), an assumption is any fact that a researcher takes to be true without actually verifying it. The study assumed that respondents were frank, helpful; provided feedback and important information to their best of knowledge. The findings collected will improve adult program for learners. The population targeted was easily accessed during the study.

## **1.8 Limitations of the Study**

Conditions not controlled by the researcher and places restriction on the conclusions of the study and their application to other area, is known as limitation (Mugenda & Mugenda, 2003). This research was limited by a number of factors beyond the control of the researcher. For instance language barrier was a limiting factor since most adult learners spoke and understood different languages. A large expansive area of Nyamira South could not be accessed because of poor transportation.

### **1.9 Scope and Delimitations of the Study**

Description of boundaries in terms of content, methodology and geographical coverage is the scope (Orodho, 2009). This study was in a rural setting so the findings can only be used to other adult basic centres country wide with caution because problems of adult basic education learners in Nyamira South Sub County may vary from one setting and one part of the country to another. The county is separated into four sub- counties, Nyamira South and North, Manga and Borabu but the study was restricted to one county only and confined it to Sub county adult education officer, teachers and learners. The study was able to find out the challenges and reasons for high dropout in the sub county.

### **1.10 Theoretical Frame Work of the Study**

General social system theory guided the study and it was developed by Ludwig Von Bertalanffy in early 1950s as a basis for the field of study known as ‘general system theory’ a multidisciplinary field. Social system theory emerged as part of intellectual ferment following World War two. Although its roots are much older the theory itself, is an option to classical and neo-classical organizations theories because of their emphasis on schools as disjointed and closed social units autonomous of outside forces only (Hargreaves, 2005).

This theory states that the fundamental system–interactive paradigm of organizational analysis features the continual stages of input, throughout (processing), and output, which demonstrate the concept of openness/closeness (Oso and Onen, 2009). Social system theory generally deals with open system which is constantly interacting with its environment because it takes most of its resources from the surrounding environment.

Because of these interactions, schools are better studied as wholes rather than parts (Saleem, 2000). Social system theory puts emphasis on relationship between school and its surroundings as well as what goes on inside the school (Oso and Onen, 2009). The main concept in this theory is the notion of emergence and interaction.

Social system theory is most applicable in the proposed study, because Adult basic education programme is an open system whereby it interacts with its environment. Adult basic education research also provides insight into understanding the characteristics of these learners within the classroom or distant education environment, for what the school takes in as input, will show what will happen at the end of completion which is performance.

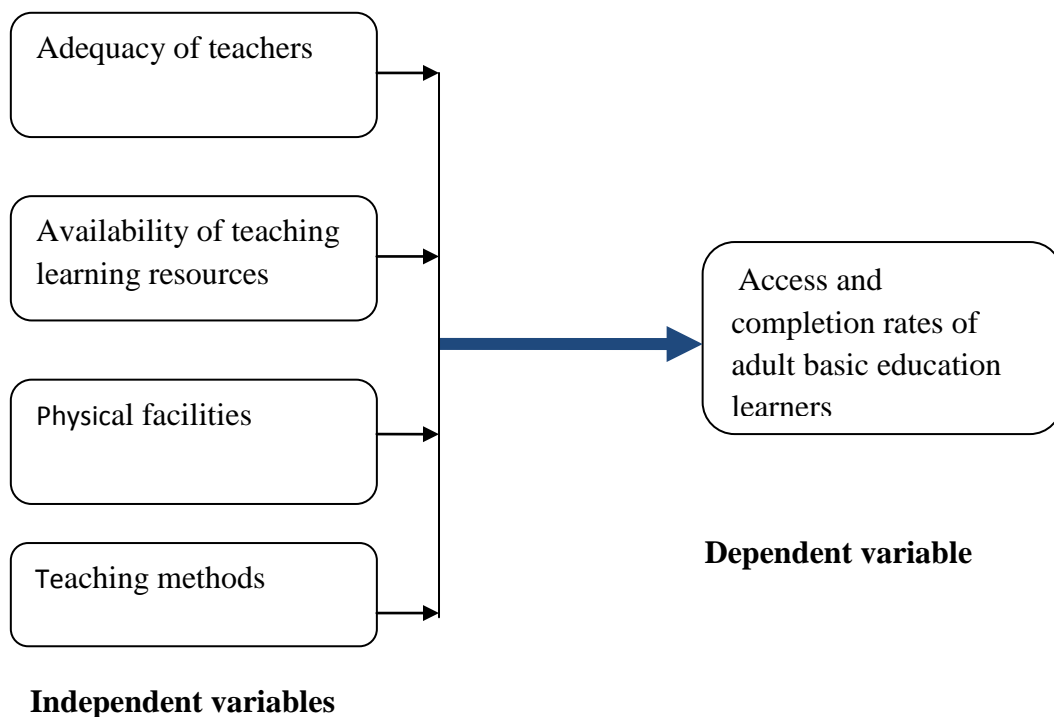
Though the researcher has adopted this study, he is very much aware of its shortcomings. For instant the interrelationship among parts of a system have to be recognized and understood by everyone involved. It requires a shared vision and cohesive efforts so that all people involved have an idea of what they are trying to accomplish (Saleemi, 2000).

At the end of basic adult education, the learners become literates and reasonable members of the society. The administrators of the schools should create conducive atmosphere for the adult students and ensure that their needs are fully taken care of (Hargreaves, 2005).

The above theory helped in determining the enrolment pattern of adult learners, the completion rates of adult learners; factors lowering completion rates in Nyamira south sub county and how adult programme can improve for the benefit of all the education stakeholders.

### 1.11 Conceptual Framework of the Study

According to Mugenda & Mugenda (2003) a conceptual framework refers to conceptualization of the correlation among variables in the study and revealed diagrammatically or graphically. It gives researcher's opinion on the issue being studied and further helps in giving direction of the study. It can also be an adaptation of a representation used in an earlier study, with modifications to fit the current inquiry. The researcher is in a position to display the relationships of the unlike constructs that he wishes to examine.



**Figure 1.1: Conceptual Framework, showing the relationship between school factors and completion rates**

Source: Researcher

The use of school factors was the independent variable while adult education completion rate was the dependent variable. Based on the system theory the success of any school is by interacting with its external environment. The education

ministry, community, teachers and support staff must work hand in hand to get the required outcome. The figure above presents relationship between the challenges the programme faces during implementation and the desired outcome. The figure indicates that inadequacy of teachers, scarcity of teaching and learning resource, lack of physical facilities and poor teaching method interferes with smooth learning process and may lead to high dropout as the output.

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

**Adult basic Education:** The practice of teaching and educating adults whose age ranges from fifteen years and above. .

**Adult Learner:** Person aged 15 years and up who is involved in formal learning, non-formal learning and informal learning.

**Adult Literacy:** Adult literacy covers individuals aged 15 years and above. Its basic objective is to provide literacy and survival skills to youths and older persons who may have missed out on formal Education.

**Completion pattern:** arrangement of figures for those adult basic learners who have finished school

**Completion rate:** The percentage (%) of adult basic learners who finish the course.

**Continuing Education:** Refers to that education undertaken beyond earlier acquired education for purpose of improving one's educational standing and level of certification.

**Literacy:** Refers to attaining the ability to write for knowledge and interest, write coherently, and think critically about the written word.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter discussed the literature related to school factors lowering completion rates of adult basic education learners in Nyamira South Sub County Kenya. It particularly focused on enrolment pattern of Adult basic education learners, completion rates of adult basic education learners, and the school factors lowering completion rate of adult basic learners and there possible solutions. The chapter also shall present the summary and gaps identification.

#### **2.1 Enrolment of Adult Learners**

How to attract and retain learners is an enduring question in the field of adult basic education because adult students must juggle with competing demands in there day to day lives. Adult learners enroll in the programme with different goals from those of formal education system. When adults go to school for a purpose it's very difficult to separate this purpose from the learning to be effective (Hubble, 2002).

According to Long (2001) adult education enrolment is very complex because it involves array of factors like situational, dispositional and institutional factors that hinders it. He goes ahead to say that for enrolment to be effective there is need for the program to print information concerning the program and promote it to the communities. Promoting the program can be face to face contacts, knocking on doors in local neighborhoods, churches, unions and human agencies. Similarly in Kenya the government has tried to market the adult education programme using the posters, oral communication by the chiefs in different communities and the teachers. This has led to high enrolment of learners in different centers of the county. But

retaining this large number to the end is the major issue. This information concurs with Kamau (2011) who looked at factor influencing participation of adult basic learners in Kiambu.

A similar study done in the USA by, Jensen (2002) says that adult basic education program needs to be marketed for the purpose of high enrolment. The first step is to orient the student on the program so that they can make informed decision and establish realistic goals. This is done by giving the learners the purpose, goals, activities schedule logistics and so on. This can only work when learners have accessed themselves and their own circumstances realistically. This is not the case with Kenya system because those who advertise and implement the programme do not take their time to let the learners know what they are getting into. This is why on reaching school they discover that they cannot cope hence they decide to dropout.

Generally both in the developed countries and the developing ones the adult literacy program is wanting. Hubble (2002) suggests that there is need for a follow up of student in adult education both inside and outside the classroom. This can be done by contacting them on their cell phones if available, visiting them at their homes if absent and supporting them financially where possible.

In the neighboring country Tanzania, the national literacy stands at 70.0 % the government has recruited at least 100,000 literacy teachers, it has established rural libraries and study circle facilities all of which are designed at promoting and sustaining literacy skills hence improving enrolment rate of adult basic learners.

In Kenya ABE is a dynamic education sub-sector which calls for specialized and well-articulated training for management and technical staff to address the needs of

the target group. Our country Kenya has National Monitoring and Evaluation Framework which is to ensure all players provide quality programmes R.O.K (2007). That is why the Board of Adult Education is mandated through the Board of Adult Education Act Cap. 223(1967) to coordinate ACE.

According to Odhiambo’s task force (2012), the provisions of the Adult basic Education Act will need to be integrated into the proposed Education Legal framework, because, weak linkages and transition method pose a challenge to the provision of ACE. Commissioning of a National Qualification Framework (NQF) complete with an assessment system that shall guide and regulate ACE sub sector is required so that the Framework would provide links with the formal system of education and development of National Qualification Framework. Despite aall this efforts by the government to promote learning in adult basic education there are still lots of challenges like poor completion of adult learners. This implies that there is need for the government to re evaluate its policies and come up with amicable solution from different recommendations of scholars.

**Table 2.1: Trends of Adult Learners Enrolments Since 2000 -2010**

	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Male	25,802	69,747	69,678	31,305	31,562	38,902	37,338	39,270	69,678	69,747	80,397
Female	68,101	171,938	146,184	77,126	78,411	87,422	91,973	78,994	146,184	171,938	172,156
Total	93,903	241,685	215,862	108,431	109,973	126,324	129,311	118,264	215,862	241,685	252,553

Source: Odhiambo’s task force (2012).

From Table 2.1, it’s evident that the enrolment of adult learners is wanting because it keeps on increasing and reducing at the same time.

According to Odhiambo's task force (2012), the number of adult education centers had declined by 33.7% from 10,318 to 6,844 respectively, because the adult centers managed by volunteers were closed. But between the year 2008 and 2015 the number of centers rose due to capitation through community support grants, the employment of more full time teacher, additional adult centers and newly created sub counties.

Trends in enrolment for adult basic education have also, been increasing and reducing in Nyamira County since 2012 to date. The programme in the country takes a period of one year after the mastery of basic skills needed then the adult education learners sit for a proficiency test at the end of the year. After that one can opt to continue with the studies in post literacy or stop there and use the little knowledge acquired to survive in the society.

The greatest challenge that Kenyan government is facing at the moment is the fact that there is no clear path or guidelines that enables the adult learners to join colleges aafter finishing post literacy exams. This has forced some adult learners who dropped out of school to go back and continue from where they stopped instead of joining the adult centres. We have seen most learners eventually passing their KCSE exams and joining colleges and universities. According to the report of Adult Education department in Nyamira County, it has the following trends of enrolment since 2012

**Table 2.2: Adult Basic Learner’s Enrolment Pattern in Nyamira County**

Year	2012	2013	2014	2015	2016
Enrolment	3156	3282	3731	3459	4006

Source (Nyamira County Adult Education Department)

Table 2.2, shows an increase in enrolment from 2012 to 2016 then in 2015 the enrolment decreased then rose in 2016. The reason for these inconsistent trends is because the department its self is not committed to the program, sometimes they don’t advertise the intake so that people are aware and they don’t make follow ups on those who have enrolled and dropped. Considering the trend, this research is to find out the factors lowering completion rates of adult learners in Nyamira Sub County.

According to Acholi (2012) in his study on factors influencing learners enrolment in Bungoma south found out that motivation for attending adult programme is for status purpose in that they can also belong in the literate group in the society and learn on how to read the bible. The study recommended that employers should encourage their illiterate employees to enrol in the adult programme. The study also recommended signed literacy programme within the context of the community and offer relevant curriculum.

Mogeni (2012), in his study on factors influencing gender parity in Masaba Sub county also found out adult female enrollment of learners was 68.2 percent higher than that of male 38.4 percent and suggested for adult education program to be reorganized to suit learners requirements and provide them with appropriate skills and information. Those study findings concur with this study in the sense that

enrolment is an issue and there is need to provide prior knowledge of the programme to learners before joining.

## **2.2 Completion Rates of Adult Education Learners**

In the United States, scholars in the field of adult education seem to have reached a consensus on the severity of the dropout problem in basic adult education. Many theories have been given as to why some adult basic learners drop out of school before completing their goals while others persist. These reasons include intelligence, age, race, sex, marital status, prior educational level, entry level, time, negative attitude, self-esteem and economic status among others (Moturi, 2012).

According to Morris (2011) the success and failure of literacy learning program must be judged by how far they succeed in getting their participant to use their skills. By these he means that, not every figure given out to have completed the course have mastered the content well. For example in a class of 20 learners 15 might complete successfully and passed the exam but after six months given the same test only 6 manage to pass the same test. This means success is only 6 not 15 and so; we should not just assume that the adult basic learners have mastered the skills but should make a follow up on them to see their progress. This is a case where you find a learner who passed the exams through malpractices or cramming and passed well but deep down the learner is weak intellectually. This also implies that the learners mastered the content to only pass the exam at that time and found it irrelevant after school.

According to (UNESCO, 2008), countries with the poorer literacy rates also have high poverty levels and the worse social situation: this means that its less likely for

learners to take part in adult basic education and even if they do the completion rate may not be compared to the enrolment rate because of the many challenges that need to be looked into and addressed properly.

**Table 2.3: Enrolment and Completion rate in Nyamira County**

Year	2012	2013	2014	2015	2016
Enrolment	3156	3282	3731	3459	4006
Completion	472	460	396	298	436

Source (Nyamira County Adult Education Department)

Considering the enrolment of adult basic education learners and their completion rates, there is a very big gap that needs to be looked into so as to get a solution to this problem of reduced number of learners completing the basic adult education. This is why the researcher chose Nyamira South Sub County as the area of study to look at the cause of poor completion in the programme.

Julius (2011) found out that increased education does indeed lead to decreased poverty. The northern Kenya community, the hope is that with a great increase in education among adults the tides of poverty that weigh down those communities will decrease and so, the government should try hard to eradicate poverty first.

Mulama (2013) also says that high levels of poverty in the many countries have had serious effect on the adult education programmes as learners give priority to looking for basic needs like food and clothing. Meaning the basic requirement of adult learners outweighs their intellectual needs, which increases the dropout rate and poor completion of the course. The government statistics also indicate that 54% of Kenyans live below the poverty line of a dollar per day and even if they enrolled in the program to complete it will be difficult.

According to Muthii (2012) in his study on investigation of problems facing implementation in Kajiado division, found out that poor terms of condition, multi-grade teaching and lack of facilities led to poor completion. The study recommended that, there be increased funding so as to manage all those problems that adult learners face. This study found out that Nyamira County is facing the same challenges that other communities are facing although this study looked into details those school factors that majorly hinder the completion rate and found variables like lack of enough resources.

### **2.3 School Factors Lowering Completion Rates of Adult Learners**

This as per objective three has many factors that can lower the completion rate of adult basic learners as researched by many scholars. The following challenges have been looked into in details and its literature reviewed.

#### **2.3.1 Teaching and Learning Resources for Adult Learners**

According to Mwangi (2013), resources are people or something that is a source of help or information. Good teaching can be characterized by the fact that it includes remarkable, astonishing, amusing or affecting thing (Cross, 2010).The content of teaching matters but if learners are not paying attention, it is likely to have no impact. Some teachers particularly inexperienced ones, spend too much of their preparation on rehearsing their own understanding of the content and not enough time preparing for the event. Content matters—but delivery does too (Tatarkowsky, 2005).

Active engagement with the content is also beneficial. Despite what we may like to assume as teachers, the greatest influence on learning success is the amount of time learners devote to purposeful engagement with the material to be learned and the timely and accurate feedback they receive on their performance (Coffield, 2004). In other words, no matter how eloquent the delivery or well-argued the point, one of the biggest factors contributing to success is time on task.

As a result, teachers should be alive to the myriad option for stimulating learners to engage actively with the relevant content through the use of appropriately designed activities. Good teachers have always used appropriate technology. They aim to ensure that learning is enhanced by any available means, shadows on a cave walls, loaves and fishes, painting on rocks, slaves and chalk, paper and crayons, the written word or stars in the night sky. These are all examples of learning technologies. Which we might define in general as object found or constructed, which may be used to sustain, enhance or change the experience of learning (Lovell, 1992).

Kenyan curriculum usually uses teaching and learning resources prepared by the Kenya Institute of Curriculum Development (K.I.C.D). They prepare materials for teaching depending on the group level of education and needs (R.o.K., 2007). For effective learning to take place, Middlewood (2005) suggest different kinds of resources to be used in teaching the adult learners. In his argument, he says oral teaching without visual aid seems to make things complicated and abstract. Good teachers accompany their lessons with apparatus. Visual aid may be in the form of live things, models, posters, pictures, illustrations, maps, diagrams, and sketches on the blackboard. This is what is lacking in the adult basic education in Kenya hence high dropout of learners.

The visual aid should be visible enough for learners to be able to see and understand them. The teachers should also be able to motivate the adult basic learner. Teaching and learning resources appeal to a number of senses. In order to use these materials properly' the teacher should plan his resources in advance, review them carefully, explain the purpose of aid and its importance and at the end of the show, the teacher should allow discussions and questions from the learners and try to relate the information to other aspects of learning (Biesta, 2004). The students should also be given a chance to practice using these audio, visual aids for better understanding.

Moturi (2012) sort to determine how provision of resources, affected operation of post literacy programme. And the findings revealed that requisite resources were lacking at the adult education centers in Homa bay district.

Morris (2011) also noted that adult funding was insufficient, teaching learning resources are poor; he recommended the provision of adequate and appropriate teaching learning resources in adult programmes in Ganze division of Kilifi District. research that was done in Nyamira South Sub County concurs with Ganze division in that , there are no adequate teaching and learning resources in the programme and the government has not done much to improve the situation. This implies that teaching learning resources are essential for smooth learning to take place. When they lack the learners are demotivated hence attributing to poor completion rates in the programme.

### **2.3.2 Teaching Methods used in Adult Learning**

Teaching methods in adult learning is one of the school factors lowering completion rates in Nyamira South Sub County. The need for adult basic education has becomes

a more conspicuous concept in recent educational discourse (Medway, 2005). In that from the onset of the industrial revolution with the introduction of more sophisticated technology, the rate of social change has increased. Jarvis (2008) also contends that change is edema to technological societies. This means that learning process should not cease at early adult hood because education is a lifelong process. KNLS (2007) revealed that there was high turnover of teachers in the literacy programmes, which hindered access to adult education programme in various centers. Although adult literacy teaching personnel play a significant role in providing quality literacy programme they remain among the lowest paid teachers and receives the least training. The report also revealed that some teachers even do not receive any payment for their services.

In Burkina Faso and China any person with primary education can become a literacy teacher whereas Ethiopia, Indonesia, South Sudan secondary education is mandatory. In Nigeria literacy teacher must possess a National Certificate of Education. In Europe, many countries report that their literacy teachers must hold a university degree.

Adult education is based on some theories developed by researchers and renowned adult educators in recent years. These researchers include Paulo Freire and Malcolm Knowles. Malcolm Knowles popularized the term ‘Andragogy’ which means the art and science of helping adults learners. In his theory he stipulates four different ways adult learners can learn. First, there is need for self-concept, readiness to learn, experience and orientation towards learning.

Knowles argues that even if you force an adult to go back to school against his/her will they eventually drop out because the need for education is not a priority to them. That is why Knowles emphasizes on the four ways through which adult learners can voluntarily learn (Knowles, 2000). Lack of this knowledge may lead to poor participation rate of adult education program.

Paul Freire's theory of adult education emerged against the background of the oppression of the masses in Brazil by elite who reflected the dominant values of a non-Brazilian culture. Freire's theory is humanistic in nature since it conceives people as learners but also an expectation that once they have actually learned they may not remain passive but become active participants in the wider world (Jarvis, 2008).

Freire also places considerable emphasis on, the methods of teaching that are appropriate to the adult learners and that is the teacher-learner method and the student-teacher method. Freire also regards the role of the teacher as that of a facilitator who is able to stimulate learning process rather than as one who teaches the correct knowledge and values which have to be acquired.

According to Mezirow (2000), there are a number of methods used to teach adults, he classifies these teaching methods into interactional methods or learner centered and presentational methods also known as teacher centered. However, both can be used in a single lesson. Learner-centeredness is perceived as a positive value for national policy and classroom activity alike. It frequently contrasts with the idea of teacher-centeredness which often casts in a negative light. Techniques identified as

teacher-centered has come to mean all that is didactic, boring, self-serving and neglectful of the interest of learners while those identified as learner-centered are presented as engaging, relevant and satisfying (Cross, 2010).

Both learner-centered and teacher-centered models relate to the attributes of the specific activities employed but to the focus of the teacher's attention. A learner-centered teacher attends to learners' needs and interests rather than those of teachers making teaching an altruistic profession. Therefore, both models of teaching if they have any meaning at all are 'right'. We should recognize that the two models are not in competition but represent a theoretical dualism. A skillful teacher holds the two concepts in creative tension and their practice shaped by the interplay of the two.

During the teaching processes, different methods can be used to enhance learning. A number of extremely successful methods have been developed for improving the quantity and quality of the feedback that is available to the class teacher. In this way, the teacher can obtain immediate feedback on the understanding of his students. All these methods of argumenting feedback for the teacher appear to improve the quality of learning for the adult students (Rogers, 2001). Without them then learning can be difficult. This differs greatly in the Current Kenyan adult basic education system because it applies teacher-centred model which discourages interactions among learners and their teachers. There is need for teachers to interact with their learners so as to understand them beyond classroom.

Discussions and seminars involve two or more people expressing, clarifying and pooling their knowledge, experiences, opinions and feeling together. It is a cooperative process in which several minds work together on a basis of equality and

mutual respect towards either understanding or agreement. With the group discussion or seminar, the teacher is no longer the chief source of information and ideas. Instead, the teacher engineers a social situation in which all students get prepared to contribute. Anyone taking part in the discussion may supply information, ask questions as a whole or of individual member of the group. The member of the group should be free with one another in order to learn from each other (Medway, 2005). Unfortunately this does not apply in the adult basic education centres in Nyamira County and has greatly attributed to poor performance which in turn makes learners quit schooling. The government should give clear guide and training on the teachers so as to encourage them use friendly method on learners.

If the climate of the group is friendly and supportive, then individuals or Adult education basic learners prepare to risk revealing their ignorance or misconceptions without fear of losing self-esteem. For a discussion to be successful, it is necessary for the teacher to have clear aims about what he wishes the discussion to achieve. Students on their part must come to the discussion with something useful to contribute for the purpose of learning. This discussion can only be successful if the students have done some preparatory work before they come to the discussion group (Akinpelu, 2006). The discussion provides an opportunity for enrichment and deepening of understanding from the opportunity of hearing others and interpretation of the evidence they have uncovered. The discussion will also help an individual hear and actively explore in terms of their own cognitive structures a range of point of view.

Role-playing is a very important teaching method for adult learners. Merrill (2003) defines Role play as an informal method of education that brings or gets an insight into human relation or problems. The teacher should be well trained on how to manage the role-play before doing it with the students. This is to ensure that the teacher understands what is expected of him and at the end of the day he is able to accomplish his objectives through the students' full participation. Role play gives an opportunity to the students to learn by experiencing at least to some degree some aspect of another person's world. After the role play, the participants should be given an opportunity to analyze the way they behaved in their roles. Role-play helps the learner to gain insight into the motivation and feelings of another person that no lecture or discussion could ever provide. This on the other hand can make learning more entertaining and comprehensive hence improving the completion rates.

Practicals are the best teaching methods for adult learners since they do the process on their own and see the full procedure used to achieve the results. The only problem with this method is that its time consuming and it requires a lot of facilities for learners to practice which may not be available. For effective learning in practicals the students need to have a clear idea of what their activities are meant to achieve (Oosthuizen, 2002). All these teaching methods mentioned above are very important for adult education learners because they need a deeper understanding of the content. Use of one teaching method will lead to monotony, poor performance, waste of time repeating the content for better understanding and boredom.

Nyawira (2009) examines the academic qualification of the teachers as well as their teaching methods. In her findings it was evident that most adult's education

institution did not have basic education resources required by adult learners. Findings on methods of teaching used showed 94% respondents stating that some teaching methods were better and more effective than others. The study recommended that seminars be made available for the teachers so that they get exposed to the different methods of teaching. The same research was carried out in Nyamira South Sub County and the findings revealed that the teaching method used in different centers is friendlier to the learner.

### **2.3.3 Adequacy of Teachers in Adult Basic Education**

Adequacy of teachers in education is an important factor towards completion rate. This has been looked at under the objective three on school factors lowering completion rates in Nyamira County.

Once an adult enrolls in the adult education program, maintaining attendance and progress can be difficult because of demands at work and family obligations. Most adults in the United States who do odd jobs are the poor people and illiterate; this is why the government has put more efforts in stabilizing the program so that people can go there during their free time to study and get certificates that can enable them get good jobs (cross, 2010). The government has also employed more teachers for this program in order to get quality education.

The adult basic education in Kenya is not up to standard. Most centers that are operational lack adequate teachers. One that is inventive and motivative to his/her students is professional teacher. They need to be competent in their work in terms of performance and conduct. Qualified teachers affect the value of curriculum offered.

In countries like Uganda the adult education program-teacher training is done for few days, equally in Mozambique literacy teachers with grade seven are given a opportunity to improve their formal education and in the end be recruited as full-time teachers. This method affects negatively the achievement of adult basic education curriculum.

To stabilize any education program and contribute heavily in the mobilization and participation of learners there must be enough full time teachers but according to KNLS (2007) there has been 40% decline in adult programs. Teacher recruitment as well as high turnover of teachers thus hindering access to the adult basic education program that have retired, and died and have been replaced hence making the shortage gap widen each day. At the moment majority of the teachers serving are either self help or part time who are paid peanuts for volunteering to teach the adults.

They are poorly remunerated, they lack the most essential skills needed to teach the adults and most of them come from the rank of retired o-level form four school leavers (Kabathi 2008). Sometimes there are those who volunteer to teach such as, students and activists who lack professional training required to teach the adults learner. (Mulama, 2011) asserts that the government has only a handful of teachers to cater for the thousands of adult education learners leading to poor attendance and enrollments. For efficiency of adult teaching there is need for the professional development yearly to help the teachers gain new knowledge and adopt new practices in the adult basic education program. The world is changing and most things have changed to digital yet the teachers themselves cannot operate computer.

This is why the teachers should be trained frequently to update them on the current trends and contemporary issues.

The training of adult basic education facilitators in Kenya is done by DACE (Directorate of Adult and Continuing Education) through an in service course which takes two years (R.O.K 2010). After the training the facilitators are then employed on full time or part time basis. The allowance that the part time facilitators get are meagre thus making them less motivated while other facilitators who volunteer lack experience on implementation of adult basic education. (Odhiambo Report 2010) found out that most facilitators were untrained, hence lacking the technique of imparting the right knowledge, skills and attitude to learners.

Nyawira (2009) says a lot of research has been done on these challenge but still the situation has never changed. She goes ahead to say that the solution to this problem is, for the government to employ more teachers so that every county can have enough teachers in their respectful schools. Ndiku (2009) concurs with Mwangi saying that more teachers should be employed in every county for quality learning to take place.

The issue of inadequate teachers has been covered at large but there is need for more research to be carried out to see whether the results found by others hold true for adult basic learners in Nyamira South Sub County, Kenya. After the research results noted that most Adult Basic education centers lacked enough teachers. Most centers had part time teachers and volunteers who attend learners only when they are free which has contributed to poor completion rate in the centers.

### **2.3.4 Physical Environment for Adult Learners**

The classroom is the basic structural unit of our educational system. Adults are often physically uncomfortable in child size furniture and they are psychologically uncomfortable in traditional classroom setting which emphasizes the distance and inequality between teacher and student. Knowles(2000) suggests that; luxury is not required, but comfort, excellent illumination without glare, absence from disturbing sounds and movements provide a setting in which the chance for effective learning are increased.

Adults have various needs and expectations. Adults also come in different shapes and sizes. All these factors have relevance in determining what kind of space and furnishing are needed in meeting learning needs, for example, seats comfort size and arrangements are natural areas of concern. Some adults will have lower back problems that, requires certain kinds of seating support if discomfort is to be reduced.

Some adults cannot sit for long periods of time in a chair without padding or in one that stops the frequent crossing of legs to relieve pressure on knees or other joints. During a long lecture, any disturbing features of a seat may reduce the listener's understanding or involvement (Dodds, 2001).

Adult learners need a good seat for ease movement and sitting posture. Most instructors will have to work with varied class sizes and many will desire to utilize a variety of learning activities in their work with adult like discussion groups. Thus the size and shape of classroom affects participation of learners and its

recommended that such factors are considered when designing rooms for adults' learners. The lighting system and use of colour should be considered for adult learners too (Gabbard, 2004).

For any effective learning to take place, structures and facilities must be available. Adult education programme is one programme that needs the facilities more because it is entirely based on practicals so that the learners can not only understand through lectures but also illustrations and demonstrations. Adult basic learners need structures like library with a variety of primers; they need their own classes and not sharing them with the younger students because they feel humiliated (Karp, 2001).

Toilets are a basic need to any learning institution for hygienic purposes. Adult education programme should have laboratories where students can carry out their practical like those who take home skills, agriculture, and art and craft (Haydn-Davies, 2005).

Morris (2011) investigated the factors influencing implementation of post literacy programme in Homa Bay District Kenya, and wanted to determine the extent to which provision of resources were available and how the physical environment influenced the implementation of post literacy programme. The study revealed that requisite resources were lacking and physical learning environment was not appealing. It was recommended that more resources be provided and physical environment improved.

Mualuko *et al.*, (2009), also did a research study on factors affecting participation of illiterate adults in Kenya, he wanted to establish the conduciveness of learning

environment for adult basic learners and found out it was not appealing. He recommended that government and other agencies should take more responsibility in supporting adult education programmes. From these recommendations this study was to establish how effectively they have been implemented in different parts of the country like Nyamira South Sub County, Kenya. The findings revealed that the learners were still sharing physical facilities with the primary school pupils. They say that some of the facilities are in pathetic condition. The classes did not have enough chairs and chalks so they had to borrow from the primary teachers who are hostile to them in return.

#### **2.4 Summary of the Literature Review**

The literature brought out the global and regional overview of adult basic education. This research aimed at conforming the situation in Nyamira South Sub County regarding completion rates. From the review it's clear that the programme is still facing lots of challenges. The review was done as per the objectives of the study whereby enrolment pattern of learners is seen to be important and should be made known to learners on its importance before enrolling to void high dropout.

Completion rate aimed to look at the percentage of adult learners who managed to complete and master the content. In Nyamira South Sub County there is worrying trend of completion its decline every year. The ministry of education should look into the programme and adjust the existing loophole.

School factors have been looked at in different areas including teaching learning resource, physical environment teaching methods and adequacy of teachers. These

factors have greatly contributed to poor completion in the adult program. This area had so far been tackled by different scholars as evidenced in the literature and the challenges already existed despite the many recommendations by scholars on this area. This created the research gap that the proposed study hoped to fill.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the methods and procedure used in carrying out this study. It was structured under this section as follows: research design, location of the study, target population, sampling technique, sample size, research instrument, piloting, validity, reliability, data collection, data analysis and logistical and ethical consideration.

#### **3.1 Research Design**

Descriptive survey study design was used to examine school factors lowering completion rates of adult basic learners in Nyamira South Sub County, Kenya. Collecting information by administering a questionnaire to a sample of individuals and carrying out interviews is known as descriptive design according to (Konthari, 2004). The design was appropriate since it allowed the researcher to collect data, sum up, present it and understand for the reasons of clarification (Orodho, 2009). This design was also suitable because it showed the relationship existing among the respondents and their attitude towards the topic of study.

#### **3.2 Location of the Study**

Nyamira County is made of Nyamira south, Nyamira North, Manga and Masaba North Sub County. The researcher restricted the study to Nyamira South. County's population density is 665 per km<sup>2</sup>, poverty level of 46.6% and age reliance ratio of 100:91. The four Sub Counties have similar adult literacy pattern and the researcher decided to sample Nyamira south Sub County using purposive sampling based on its

high population and high enrolment rates. The researcher chose the place because it's a real representation of the majority of Kenyans for it is in a rural setting and it's densely populated with many unemployed people due to illiteracy.

### **3.3 Target Population**

Mugenda & Mugenda (2003) notes that, population is a whole group of persons, events or things having a common evident trait. Oso and Onen (2009) argue that the environment of interest to the researcher and the total number of subjects are the targeted population. For this study the target population included the 1 County adult education director, 24 adult literacy centres, 14 full-time, 7 part time and 8 self help adult literacy teachers making total of 29 teachers and 600 adult literacy learners. (Adult Education Department, Nyamira County).

### **3.4 Sampling Techniques**

Sampling is a representation of the large group from which individuals were selected (Sekaran, 2010). This study used simple random sampling technique to sample adult literacy centres from 24 to 10 centres. Random sampling was used to select adult basic learners. Purposive sampling was used to select adult education officer and adult basic education teachers.

### **3.5 Sample Size**

According to Gay (1976), a sample of 10% of the larger population is considered least while sample of 20% may be required to be for smaller populations. The researcher therefore using simple random sampling technique selected 10% of 600 learners which means that 60 learners were selected to participate in the study, 10

adult literacy centres were also selected through simple random sampling and purposive sampling was used to sample 29 teachers and the county adult education officer.

**Table 3.1: Summary of Population and Sample that was used in the Study**

<b>Category</b>	<b>Population</b>	<b>Sample</b>	<b>%</b>
Sub County Adult Education Officer	1	1	100
Teachers/Tutors	29	29	100
Adult Education Learners	600	60	10
<b>Totals</b>	<b>630</b>	<b>80</b>	

### **3.6 Research Instruments**

Questionnaires, interview schedules, focus groups and observation schedule were the research instrument used in this study. The items in the instruments mentioned were guided by study objective and research questions.

#### **3.6.1 Questionnaire for Teachers**

A Questionnaire is a carefully designed tool for gathering information in harmony with the requirement of the research questions, (Mugenda & Mugenda, 2003). She also points out that, questionnaires are suitable for collecting data not openly visible since they find out on attitudes, opinion, inspiration, accomplishments as well as experiences of a person. Questionnaires were administered to adult education teachers in this study.

### **3.6.2 Interview Schedule for County Director**

Sub County director of adult education in Nyamira County gave his data through responding to the questions asked orally. Nsubuga (2000) argues that interview schedules give extra data as the respondents are comfortable communicating in words.

### **3.6.3 Focus Group Discussions for Learners**

According to Orodho (2005), focused group discussion (FGD) is a form of qualitative research which is intended to obtain information on participant's viewpoint and perceptions on a defined area of concern. It consists of 6-8 individuals who share certain features which are applicable for the topic being studied.

In this study, focus groups discussions were applied to gather information because not all adult learners can read and comprehend well. Group discussion of adult basic learners was carried out in all the adult centres visited. The learners discussed in details the problems they encounter while pursuing adult basic education programme as the researcher recorded the information.

### **3.4.6 Observation Schedule**

In this study observation was used as another method of collecting data. This method involved observing all the available facilities in different centres of the sub county. Mugenda (2003), states that the use of observation helps the researcher towards getting first hand information from the location of study or the respondents.

### **3.7 Piloting**

Before the actual administration of the instruments, three learning centres from the neighbouring Manga Sub County with the similar characteristic were chosen, pilot study was carried out. Six teachers and twelve learners were selected. This pilot study was significant in confirming the reliability and validity of the instruments and to guarantee clarity of instruments before using it in a large group. Selected schools in piloting were not included in the study sample.

### **3.8 Validity of the Instruments**

Mugenda & Mugenda (2003) asserts that validity is the extent to which an empirical measure or numerous measure of an idea precisely represents the phenomenon under study. The tools were tested through pilot study where the responses presented by the respondents were evaluated and problems encountered solved.

The researcher used the items in the real study to collect information after the items were established to be applicable. Corrine and Glesne (2011) points out the need for the researcher to share analytical thoughts and drafts of the report with his supervisor to make sure the work and findings are a reflective of the study objective. Based on the supervisors' advice and comments, modification and necessary adjustments were made, difficult and unclear questions were reframed using appropriate data that could be easily understood and the final report compiled.

### **3.9 Reliability of the Instruments**

Reliability is the ability of a tool to give in the same results at different times Orodho (2009). Reliability of measurement confirms how particular measurement

process gives corresponding results more than once. Test- retest technique was applied to test the reliability of the instruments developed. The test was repeated after two weeks and the two results were compared using spearman man order correlation in order to ascertain the level in which the contents of the questionnaire, focus groups and interviews were regular in eliciting the same response each time the tool was administered.

### **3.10 Data Collection Procedure**

The researcher acquired permission from Kenyatta university graduate school to gather data. The permit was acquired from the National Commission for Science, Technology and Innovation (NACOSTI). Clearance from the county commissioner, and County adult and Continuing Education Director was done. A letter was written and forwarded to them in good time to tell the respondents of their participation in this study, before the beginning of data collection looking for their approval. questionnaires were given to the respondents requesting them to fill and submit them immediately and also booked an interview with the director of adult education and finally sent a letter explaining how the focus groups was to be conducted.

### **3.11 Data Analysis**

According to Kothari (2009), data analysis is a scrutiny of what has been collected and making deductions and inferences. In this study qualitative, data was analyzed using descriptions which involved making sense out of the narrations and written text while quantitative data was organized into categories and themes using statistical package for social science (SPSS). To analyse the school factors lowering the completion rate of adult basic education learners in Nyamira South Sub County,

simple descriptive statistics such as frequency counts and percentages were used to analyse data. Analysed data was presented by use of tables.

### **3.12 Logistical and Ethical Considerations**

The main ethical issue captured in this study was the confidentiality of the respondents involved in the study. The study was conducted as to allow the researcher complete the study in a stipulated time frame, random and purposive sampling was adopted to allow respondents to be studied as a unit. This enabled quick collection of data from the sampled out respondents. The respondents were asked to hand in the questionnaires immediately, having sort for consent in the first case from respondents ,the researcher still reassure them of privacy and confidentiality during the whole session. The respondents were given liberty to overlook items that they do not want to respond to.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSION OF THE RESULTS**

#### **4.0 Introduction**

The chapter focuses on data analysis, data presentation and the interpretation of the findings. It as well highlights the background to the analysis; that is response return rate, respondent's gender profile, distribution of age, academic qualification and the year in service. To review the school factors lowering completion rate of adult basic learners in Nyamira South Sub-County in Kenya both quantitative and qualitative analysis of the findings was shown. Descriptive statistical techniques were used through frequencies and the means in the final data analysis which was further processed by use of a computer programme SPSS version 21.0. The analyzed final data was presented using frequencies and tables as guided by research objectives.

#### **4.1 General Information**

##### **4.1.1 Response Return Rate**

Research questionnaires used in the study were given to 29 respondents who were teachers and they were correctly answered. Interview schedule were used to collect data from the adult education officer and focused group discussion were held on learners to gather the relevant data. The research design used enabled the researcher to gather the required data easily. The response rate of 95% demonstrated the willingness of the respondent to give information. Table 4.1, reveals the respondents return rate.

**Table 4.1: Response Return Rate**

	<b>Issued</b>	<b>Returned</b>	<b>Percentage</b>
Questionnaire	29	29	100%
<b>Total</b>	<b>29</b>	<b>29</b>	<b>100%</b>

#### **4.1.2 Demographic Information**

The demographic information of respondent such as age, gender, teaching experience education level and qualification of teachers was used to characterize the challenges adult education programme face in Nyamira South Sub County.

#### **4.1.3 Gender of the Respondent**

The respondents' gender was considered an essential facet in this study particularly in identifying the participant's proportion per gender. From the findings presented in Table 4.2, female respondents were 65.52 % while the male respondents were 34.48 %. This reveals that the number of female respondents were slightly more than their male counterparts. These disparities as explained by the interview carried out on the adult education officer could be as a result of negative attitude towards learning by the male learners. This implies that distribution of teachers in the county is bias since it has more female than men. Nyamira South Sub County is dominated by male chauvinism. Men look down on women and so they will not want to lower themselves in classroom taught by women only.

**Table 4.2: Gender of the Respondents**

		<b>Freq</b>	<b>%</b>	<b>Valid %</b>	<b>Cumulative %</b>
Valid	Female	19	65.52	65.52	65.52
	Male	10	34.48	34.48	100.00
	<b>Total</b>	<b>29</b>	<b>100.00</b>	<b>100.00</b>	

Source: (Fgd) for learners

#### 4.1.4 Age Distribution of Respondents

Age distribution of the teachers was important to determine their productivity. This also helped to weigh their experience on the challenges they face in the literacy program. Table 4.3 shows that a greater part of respondents were of 31 years to 49 years at 41.0 % followed by those of age 25 years to 30 years at 21.0 % which translates to 60.0%. This indicates that a larger percentage of the respondents were still in their active age of productivity which influenced completion greatly. Old men and women prefer elderly teachers who understands them well and whom they can interact with freely. So when they find young teachers in class they decide to drop out hence the poor completion rate in the sub county.

**Table 4.3: Age Distribution**

<b>Length</b>	<b>Frequency of respondents</b>	<b>Percentage (%)</b>
18__24 yrs	3	10.3%
25__30 yrs	6	20.7%
31__49 yrs	12	41.4%
50__60 yrs	6	20.7%
Over 60 yrs	3	10.3%
<b>Total</b>	<b>29</b>	<b>100.00%</b>

Source: Questionnaire for Teachers

#### 4.1.5 Respondents' Academic Qualifications

The study wanted to know the grade of the respondents. It helps to determine individual's way of thinking and conceptual aptitude. The study wanted to determine education level to know whether the sample population under the study was qualified to teach the adult learners. The findings were presented in the Table 4.4.

The findings show that 68.96% of the respondents had certificate level of qualification. This kind of teachers may not be in a position to handle the adult curriculum well since it needs the experts who have specialized on teaching adult basic learners. In order to reduce the number of learners who drop out of school because they feel their teachers is incompetent, the program should be keen on the credentials of their employees before hiring them.

**Table 4.4: Level of Academic Qualification**

		<b>Freq</b>	<b>%</b>	<b>Valid %</b>	<b>Cumulative %</b>
Valid	Certificate level	20	68.96	68.96	68.96
	Diploma level	5	17.24	17.24	45.80
	Degree	3	3.00	3.00	75.80
	Masters	1	3.44	3.44	100.00
	Total	29	100.00	100.00	

**Source: Questionnaire for Teachers**

#### **4.1.6 Years of Service**

This is the number of years the respondents have worked in the adult basic education in Nyamira South Sub County, Kenya. The research findings from Table 4.5, shows that, 10.35 % of the respondents had worked less than 20 years. Those who had worked for 20-30 years were 27.59 %; those who had worked for 30-40 years were 31.03 %, while those who had worked for more than 40 years were 31.03 %. This implies that these teachers have been in school long enough to understand the cause of poor completion in Nyamira South.

**Table 4.5: Respondent's Number of Years of Service in Adult Basic Education**

<b>Length</b>	<b>Respondents (Frequency)</b>	<b>Percentage</b>
Less than 20 yrs	3	10.35%
20__30 yrs	8	27.59%
30__40 yrs	9	31.03%
Over 40 yrs	9	31.03%
Total	29	100.00%

#### **4.1.7 Mode of Teaching**

Questionnaires were issued to 29 adult basic education teachers and among these, 68.97% were on full time basis and 31.03% were on part time basis. The findings are illustrated in Table 4.6.

**Table 4.6: Mode of Teaching**

<b>Responses</b>	<b>Numbers</b>	<b>%</b>
Full time	20	68.97
Part time	9	31.03
Total	29	100

From the findings it's clear that lack of enough qualified teachers is a big challenge in the adult basic programme and that poor completion was attributed by teachers who were not qualified. This finding is also supported by Kamau (2011) who says that in a population of 6000 teachers half of them are on full time basis in 9000 centers country wide.

## 4.2 Enrolment of Adult Basic Learners

The study was to establish enrolment pattern of basic learners in Nyamira South Sub County, Kenya. To achieve this objective, sub county adult education officer and teachers were asked to give data concerning the enrolment from the year 2010 to 2017. The findings are presented in the table 4.7.

**Table 4.7: Enrolment Pattern in Nyamira South Sub County**

<b>Year</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
2010	184	244	428
2011	209	367	476
2012	196	572	768
2013	234	768	1002
2014	281	883	1164
2015	328	953	1281
2016	308	821	1128
2017	326	890	1216
<b>Total</b>	<b>2066</b>	<b>5498</b>	<b>7564</b>

Source: Adult Education Department Nyamira sub County

According to Table 4.7, it's clear that the female are the major participants in this program of Adult Basic Education in Nyamira South Sub County. Every year we have more female learners enrolling for this program than men. The total enrolments for both male and female since the year 2010, has been increasing continuously from 428 in 2010 to 1216 in 2017. High enrollment rate in the county is also because of the willingness to learn by adults so that they can know how to read and write, then help their children and grandchildren do their home work in return. This is a generation of learned people and the old do not want to lag behind. Other adult learners said they enrolled because they have seen people pass through the same

process and end up being successful in life. We have those elders who have positions in the society for example church elders, welfare secretary who wish to know how to read and write hence enrolling in the program.

In most years, the researcher found out that there was an increase in population though the learners didn't attend classes regularly due to their multiple responsibilities as indicated by their teachers and the adult education officer. These findings concurred with Kamau (2011) in her research on access and participation of adult literacy in Kiambu County; where she found out those adult learners in adult basic education had poor attendance because of multiple responsibilities. They showed contrasting results of high enrolment with poor attendance rate in centers. During the focus group discussions, learners attested to the fact that at the beginning they are usually very many as compared to the attendance number.

The researcher went ahead to inquire as to why the adult learners enrolled and majority said they wanted to know how to read and write. One of the reasons given by the teachers and Adult Education Officer for poor enrolment within the above mentioned years is; male chauvinism whereby, men feel superior to women and opt not to attend the same classes with them. It was also noted that there was competition among them which did not go well with male students when women defeated them in class. This in turn led to poor attendance and participation in general.

The county director of adult basic education has really tried to promote this program to different parts of the county. Chiefs have talked to their people about the program and the teachers have been going from door to door encouraging elderly people who

dropped out of school to go back and acquire skills that can enable them improve their living.

From the study it's therefore evident that the enrolment trend favored female learners in Nyamira South Sub County. However there was steady decline in enrolment from the year 2015 indicting that those learners who had enrolled were dropping out of school and to some there was less enthusiasm towards the adult basic education programme.

#### **4.3 Completion rate of Adult Basic Education in Nyamira South Sub County**

The study sought to establish the completion rates in different adult education centers of the sub county. This was done by finding out the number of learners enrolled in particular year compared to those who finished the course successfully.

**Table 4.8: Completion rate of Adult Basic Education in Nyamira South Sub County**

Year	Enrolment			Completion			Completion Rate %		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
2010	184	244	428	26	44	70	14	18	16
2011	209	367	476	33	61	94	16	17	20
2012	196	572	768	32	70	102	16	12	13
2013	234	768	1002	50	92	142	21	12	14
2014	281	883	1164	42	108	150	15	12	13
2015	328	953	1281	55	145	200	17	15	16
2016	308	821	1128	28	66	96	9	8	9
2017	326	890	1216	36	80	116	11	9	10
<b>Total</b>	<b>2066</b>	<b>5498</b>	<b>7564</b>	<b>302</b>	<b>666</b>	<b>968</b>	<b>15</b>	<b>12</b>	<b>13</b>

Source: Adult Education Department Nyamira South sub County

The researcher found out that Adult Basic Education learners have to do proficiency test that will determine their transition from one level to another. For one to complete the course well, he/she must have done the proficiency test and passed, be able to read and write, and understand numerical and arithmetic's that can help them outside classroom.

The literature reviewed indicted that there are a number of reasons why learners opt to drop out of school. Family category includes low income, pregnancy since they are adults and most of them are married. The youths are struggling with drug abuse, and multiple responsibilities they have to do daily before going to school like animal husbandry, attending the families interests and attending social functions like weddings and funerals. The second reason for dropout is peer group influence from learners who have low aspirations or siblings dropout. The third reason is the school system which demoralizes the learners like repetition. Low test grades can also demoralize and lack of support from spouse and parents could also contribute to high dropout of learners from school. The researcher decided to look at those who have completed their proficiency tests and passed from the year 2012 to 2017.

In Table 4.8 it's clear that, there is a big problem when it comes to completion. The enrolment of adult basic learners is very high as compared to its completion. A total of 16% of 428 learners managed to successfully complete their studies in the year 2010. The year 2011 the rate increased to 20% from the enrolment of 476. The following year 2012 only 13% completed the course as the enrolment increased to 768 but only 102 learners did complete their course. In 2013 there was an improvement to 14%. The year 2014 had 1164 learners enrolling for the course,

however only 150 completed which is 13%. In the year 2015, only 200 learners completed from an enrolment of 1281 thus making 16%. In 2016, the completion rate dropped to 9% and in the year 2017 the completion rate was 10% from an enrolment of 1216 and completion of 116. It is clear from the findings that adult basic education in Nyamira South Sub County registered low completion rate of 13% from the year 2010 to 2017.

There were different reasons established by the researcher through the responses that caused poor completion rate. It was noted that most of the adult basic learners didn't have enough funds to see them through the program of adult basic education. They needed to go fend for their families before embarking on their studies which resulted to poor attendance rate and finally dropping out of school. Other reasons they gave were: school based factors like, stagnation in one level of basic literacy class and poor infrastructures. This was perceived negatively by the learners because of the humiliation they had to undergo from their young kids in primary school, hence opting to drop out of school. Domestic violence and alcoholism was also another reason for the learners to drop out of school. According to Mogeni (2012) on factors influencing gender parity in Masaba North, noted that there is a big gap when it comes to male and female studying together. Male chauvinism has been observed where by the male gender feels intimidated to go to class with their wives. Men as a defense mechanism will get drunk and start battering their wives and stop them from going to school. The research findings indicted that adult basic education program has many challenges that have led to high number of dropouts because of the continuous decline 60% year.

#### 4.4 School Factors Affecting Adult Basic Education Learners in Adult Education

The study intended to find out the school factors lowering the completion rate of adult basic learners in Nyamira South Sub County. To achieve this objective; adult education teachers, sub county adult education officer and learners were asked to react to several statements intended to find out the school factors lowering completion in Nyamira South Sub County. Kenya.

##### 4.4.1 Teaching and Learning Resources

The study wanted to establish the availability and adequacy of learning and teaching resources used in different adult basic education centers. Observation checklist was used and findings were as follows in the Table 4.9.

**Table 4.9: Observation Report on Availability and Adequacy of Teaching and Learning Materials**

Resources	Available		Not Available		Adequate		Not Adequate	
	F	%	F	%	F	%	F	%
Text Books	21	87.5	3	12.5	5	20.5	19	79.5
Posters	6	25	18	75	-	-	24	100
Charts	15	62.5	9	37.5	3	12.5	21	87.5
Pens	24	100	-	-	19	79.2	5	20.5
Chalks	22	91.6	2	8.3	8	33.3	16	66.7
Writing board	23	95.8	1	4.2	10	41.7	14	58.3
Note books	24	100	-	-	9	37.5	15	62.5
Audio-visual	7	29.2	17	70.8	-	-	24	100

**Source: Adult Education Centers**

F-frequency

Table 4.9 indicates that in most centers, the text books were available (87.5%) but inadequate (79.5%). It was noted that in some centers text books are borrowed from

the nearby primary school. Posters were only available in 6 centers (25%) but not even one had enough of them. Charts were found in 15 centers (62.5%) and 3 centers had enough. Pens, Chalks, writing board, note books were available in most centers however not adequate. Audio visual materials were available in 7 centers (29.2%). Inadequacy of these teaching and learning materials makes learning difficult to take place.

Under the same objective teachers were requested to provide their view on the teaching and learning resources they are using and how they affect learners' completion. A question was asked whether unavailability and insufficiency of teaching learning resources leads to drop out of which they were to strongly disagree, disagree, neutral, agree or strongly agree.

**Table 4.10: Teaching and Learning Resources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	2	7.0	7.0	7.0
	Disagree	3	10.3	10.3	17.3
	Neutral	3	10.3	10.3	27.6
	Agree	12	41.4	41.4	69
	Strongly Agree	9	31.0	31.0	100.0
Total		29	100.0	100.0	

Source: Questionnaire for Teachers

The research findings from Table 4.10 indicates that 7% of the respondents strongly disagree with 10.3% disagreeing that unavailability and inadequacy of teaching and learning resources had led to high drop out of learners citing different reasons that have made their colleagues to drop out. Three teachers were not sure whether it is

the lack of resources that cause high dropout. Then 41.1% agreed that its inadequacy and in availability that causes high dropout among the adult learners. Finally 31% of the teachers strongly agreed to the same. From this analysis it's evident that the resources are not enough for the learners to use in school. These findings concur with Onchari (2016) who agrees that teaching learning resources are inadequate in Isinya Sub County.

In order to have quality in the adult basic education sector it's paramount that the teachers get enough teaching resources that are appropriate to the learners needs, Cross (2010). According to Mwangi (12013), resources are people or something that is a source of help or information. He goes further to quote that despite what we may like to assume, teachers are the most influence on learning. Success is the amount of time learners devote to purposeful engagement with the materials to be learned and the timely and accurate feedback they receive on their performance. These findings are evident that the resources are scarce making learning process impossible hence high dropout.

#### **4.4.1.1 Adequacy of Teaching and Learning Resources**

Focused group discussion was used and respondents were asked their feelings on the accessibility and sufficiency of teaching and learning resources in different centers. A large number of the learners though elderly, were willing to give their responses accordingly and the information was recorded by the researcher. From the conclusion it is obvious that majority of the learners did not like the current situation in there centers because they lacked almost everything for smooth learning to take

place. For instant they didn't have enough books for references which concurred with the observation check list. The findings are presented in Table 4.11

**Table 4.11: Adequacy of Teaching and Learning Resources**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly Disagreed	2	3.3	3.3	3.3
	Disagreed	6	10.0	10.0	13.3
	Undecided	8	13.3	13.3	26.6
	Agree	10	16.7	16.7	43.3
	Strongly Agree	34	56.7	56.7	100.0
Total		60	100.0	100.0	

Source: FGD learners

Research findings in Table 4.10 indicate that 3.3 % of learners strongly disagreed that lack of insufficient teaching and learning resources does not lead to high dropout rate among them, 10% of the respondents disagreed, 13.3% were neutral about it they didn't know whether it's the inadequacy of resources that led to high dropout, 16.7% agreed that most of the resources were not available and the few that were there was inadequate hence high dropout rate and finally 56.7% strongly agreed on the same.

This study concurred with Kamau (2011) whose study found out that most centers were lacking resources in Muranga County. Both teachers and learners have suffered for a long time trying to manage curriculum that has got no resources. Lack of these resources has led to high dropout rate in return leading to poor completion rates in Nyamira South Sub County. In some centers the researcher had to request the teachers to arrange for a meeting because most students have dropped out calling the

whole exercises waste of time. Through their discussions it was clear that they didn't know what the syllabus entailed them to do. They always wait to be guided by their teachers.

#### 4.4.2 Teaching Methods

The study sought to check on the suitability of teaching methods used on adult basic learners. To achieve these teachers were issued with questionnaires and asked to comment on how friendly the teaching method used is to the learners. The findings are as shown below in table 4.12.

**Table 4.12: Teaching method used by adult basic education teachers**

Teaching methods	Applied				Not Applied	
	Frequently Applied		Occasionally Applied		F	%
	F	%	F	%		
Lecture methods	29	100	-	-	-	-
Questions-answer	29	100	-	-	-	-
Group discussion	20	69	9	31	-	-
Simulation	7	24	9	31	13	45
Role playing	5	17	8	28	16	55
Brain storming	17	59	10	34	2	7

Source: Questionnaire for teachers'

Table 4.12 reveals that in all the centers the teachers' used lecture method (100%) to introduce or teach a new concept to the learners. Question –answer method was also (100%) used when they have to ask question and determine the understanding of the concept through response of the learners. Question-answer method is exceedingly important as a way to guide development thinking to arouse and guide remember the

basics needed for the days lesson. The method is used in the beginning to introduce the lesson and when reviewing what has been taught. The findings also indicated that group discussions were often used at 69%. This method puts the learners into groups for collaborate exchange of ideas among themselves. The method helps to further their learning, thinking, problem solving, understanding or interpretation of the matters at hand.

Simulation is instructional scenarios where the students interact as the teacher controls the parameters of world and it's used to achieve the desired instructional results. It's evident that this method is not often used by the teachers only 24 % of the teacher agreed to using these method and 30% somewhat used it. Both simulation and role play are related because they all involve deeper involvement of the learners. Most teachers attested that they don't apply the two methods often because they have limited class time with students, scarcity of resources and poor social skills and unwillingness to participate by certain students. Most teachers when asked to comment on the use of brainstorming 59% agreed to applying the method often and 34% somewhat applied it. From the results it is evident that in Nyamira south sub county the frequently applied methods are lecture method and question answer method (100%). This findings do not concur with Knowles (2000) who says that learning is a process that require the learners and interact with each other and create friendly environment for study.

#### **4.4.2.1 Comfort and Friendliness of Teaching Method**

Focus group discussions were carried out on learners to check on the comfort and friendliness of the teaching method used in their center by their teachers. They gave

their opinion by strongly disagreeing, disagreeing, undecided, agreeing or strongly disagree.

**Table 4.13: Comfort and Friendliness of Teaching Method**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagreed	21	35.0	35.0	35.0
	Disagreed	9	15.0	15.0	50.0
	Undecided	10	16.7	16.7	66.7
	Agree	15	25.0	25.0	91.7
	Strongly Agree	5	8.3	8.3	100.0
Total		60	100.0	100.0	

Source: FGD with learners

The research findings in Table 4.13 indicate that 35% strongly disagreed that the teaching method is friendly. Fifteen percent (15%) disagreed 16.7% were undecided 25% agreed and 8.3% strongly agreed. This shows that 50% of the learners do not agree with their teachers that the teaching methods are friendly only 33% agree on that. There were varying reasons established by the researcher during the focus group discussion on why learners were dropping out of school. Learners said that most of the teaching methods like lecture method were not friendly since most of them don't know how to write. Question-answer method also not friendly because most learners lack confidence to answer the questions as they have not mastered the content well. Some learners have dropped out of school due to failure to read and write. These findings from both the learners and teachers imply that the method currently used has attributed to high dropout hence poor completion in the programme.

#### 4.4.3 Inadequacy of Teachers as a Hindrance to Completion rate

The study found out how inadequacy of teachers lowered completion rate in adult basic learners in Nyamira South Sub County. To achieve this objective, teachers were issued with questionnaires and asked to react to several statements. The teacher gave their opinions regarding to the availability of teachers in different centers. The findings were analyzed and presented as follows.

**Table 4.14: Adequacy of Teachers in Adult Basic Education Nyamira South**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	3.4	3.4	3.4
	Disagreed	3	10.4	10.4	13.8
	Undecided	2	6.9	6.9	20.7
	Agree	9	31.0	31.0	51.7
	Strongly agree	14	48.3	48.3	100.0
	<b>Total</b>	<b>29</b>	<b>100.0</b>	<b>100.0</b>	

Source: Questionnaire of teachers

From Table 4.14 it's evident that 48.3% of the teachers strongly agreed that the teachers were available but not adequate in many centers. The rest of the teachers (31%) also agreed to the fact that with the high enrolment recently there is need to employ more teachers to different centers in the county. Some teachers (6.9%) were undecided not knowing how to rate their adequacy because even those few who are there don't have a lot to do since the learners are always absent with different reasons. Another group of teachers (10.4%) did not agree, saying that most of the center had enough since the attendance of the learners is poor. Then 3.4% of the teachers strongly disagreed on the same. This indicates that 79.4% of the teachers agreed that inadequacy of enough teachers in different centers is the cause for poor

completion rates.(Cross 2010) argues that once an adult has enrolled in education program, maintaining attendance and progress can be difficult because of demands at work and family obligations. Over the years multiple non-school related commitments have been frustrating and leading to high dropout rate from adult literacy. (Morris 2011) in his research concurred with (Cross, 2010) in his argument that inadequate personnel in education is the cause of poor completion rate. From the research the teachers on their questionnaire noted that most of their learners don't attend classes during certain seasons of the month, for instant during rainy, drought season and planting season. The teachers therefore have to be always available even past working time to teach them. From the focused group discussions the researcher observed that Nyamira South Sub County has very few numbers of teachers for Adult Education Program. Hence, creating less enthusiasm to the targeted group.

#### **4.4.4 Sharing of Physical Resources**

The study sought to find out the physical resources shared by adult education centers and other institutions, the impact they have on adult learners' morale to continue with the programme. To achieve this, observation checklist was filled with the teachers' assistance as shown in the figure below.

**Table 4.15: Available Physical Resources**

Physical Resources	Share with primary pupils		Not sharing (have their own)	
	Frequency	%	Frequency	%
Toilets	24	100	-	-
Classrooms	13	54	11	46
Chairs	15	63	9	37
Desks/Lockers	13	54	11	46
Libraries	19	79	5	21
Audio-visual	4	17	20	83

Source: Observation Checklist

The research findings from the Table 4.15 show that all the twenty four centers (100%) were sharing toilets with the primary school pupils, they didn't have toilets designed for adult learners. It is evident that thirteen centers (54%) conducted their studies in primary classrooms in the evenings when the pupils have gone home. The researcher observed that 63% of the centers shared the chairs with primary schools while 46% used their own. Nineteen (79%) centers did not have their own libraries where learners' can borrow textbooks from. Audiovisual were only shared in four centers (17%) and 83% had their own. From these findings, it is worth noting that most of the physical facilities are lacking forcing the adults to share with the primary schools.

Learners gave their opinions on sharing of physical resources in schools, comfortability and their effect on completion as illustrated in table 4.16.

**Table 4.16: Learners Opinion on Sharing Physical Resources**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Strongly Disagreed	8	13.3	13.3	13.3
	Disagreed	10	16.7	16.7	30.0
	Neutral	8	13.3	13.3	43.3
	Agree	23	38.3	38.3	81.6
	Strongly Agree	11	18.4	18.4	100.0
	Total	60	100.0	100.0	

Source: FGD with learners

The findings show that most of adult education learners agreed that they are not comfortable sharing resources which are meant for their young kids. During the discussions the learners admitted that the humiliation of sharing facilities with young children has made of them uncomfortable to an extent of dropping out of school. Adult learners are people who have already aged in most cases what they need is comfortable environment that will enable them get the information they have gone to look for. This is not the time for them to start squeezing themselves in the small chairs of young pupils. Sharing toilets was also an issue to them as most of the time they are not well kept.

It was clear that sharing of these physical resources affects the enrolment and discourages many to drop out. These findings concur with Ocholi (2013) on factors influencing enrollment in Bungom County, that when physical resources are scarce then learning becomes strenuous.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter gives summary of the major findings, conclusion and recommendations drawn from outcomes in the study in connection to the school factors lowering the completion rate of adult basic learners in Nyamira South Sub-county, Kenya.

#### **5.1 Summary of the Findings**

Findings of this study have been summarized as per objectives which were, to establish enrolment pattern of adult basic learners, to find out their completion rate, look into the factors that lower completion rate and propose ways of enhancing completion rates in Nyamira South Sub County.

The study found out school factors lowering completion rate of adult basic education learners in Nyamira South Sub County. The sample for study comprised of 60 adult learners, 29 adult basic education teachers and an adult basic education officer in 10 centers. The response rate was 100% from the instruments used by the researcher. This was considered adequate in providing the valid and reliable data from the group targeted. This was possible because of the fact that the researcher took the instrument and issued them to the respondents on her own. The study established that Adult Basic Learners in Nyamira South Sub County were experiencing many challenges that lowered their completion. 75% of the learners and teachers agreed to the fact of facing challenges during their period of study.

The findings indicated that 80% of learners enrolled each year which is very motivating but of this percentage only 42% manage to complete the course and master the content. This was confirmed by 72% respondent who agreed that teaching and learning materials were insufficient, 80% also agreed to not having enough physical facilities to use. The teaching method used by teachers was friendly this was confirmed by 63% of teachers and 43% of the respondents didn't like the method used. Inadequacy of the teachers and learners was also a hindrance to completion 60% of the respondents attested to it being the major cause of high drop out.

#### **5.1.1 Demographic Summary of Respondents characteristics**

The study showed that majority of adult basic education teachers and learners were female. It was also noted that most of the adult basic teachers were teaching on full time basis and some were part time teachers. According to the findings, it's clear that almost all the adult basic education teachers had certificate level of education. Data on teachers' years of experience showed that they had 20 years and above experience. The adult education officer also had 15 years of experience in his current position. This indicates that since they had been in the service for a long time they were in position to narrate in detail the issues affecting the program.

#### **5.1.2 The Enrolment Pattern of Adult Basic Education Learners in Nyamira South**

The first objective was to establish the enrolment pattern of adult basic learners in Nyamira South Sub County. Data analysis and interpretation of interview and questionnaire responded to by the teachers and county education officer of adult

basic education revealed that the enrolment of learners increased every year but the attendance was very low. The findings indicate that participation of adult basic education learners has a big challenge and it must therefore be taken into account while solving the other challenges they face. Adult education learners gave different reasons for enrolling saying that they wanted to be literate by knowing how to read and write, some enroll to learn arithmetic and numerals and others said they enroll because of their positions in the society. This implies that the programme has really tried to market itself and attracted many learners who unfortunately don't finish school because of various challenges as discussed in chapter four.

### **5.1.3 Completion rate of Adult Basic Education Learners**

This objective was to look into the completion rate of adult basic education learners in Nyamira South Sub County. The conclusion indicate that majority of the centers showed poor completion because of various reasons like, farmwork, animal husbandry, negative attitude, age which were accompanied by lots of chronic illness, domestic chores, social events and many more. All the respondents both the teachers, learners and adult education officers agreed to this being the major reason as to why most learners don't complete the course as scheduled.

Many theories have been given as to why some adult learners drop out of school before completing their goals, scholars in their research found out that things like age, race, sex, marital status, prior education level, negative attitude, low self-esteem and economic status among others have contributed to poor completion in adult basic education program in general.

The theory of Knowles stipulates four different ways adult learners can learn. First there is need for self –concept, readiness to learn, experience and orientation towards learning. He goes ahead to argue that lack of the four steps may lead to poor participation in the program.

Findings of completion rate in Nyamira South Sub County indicate that three quarters of adult basic learners don't complete school because of different factors. From the year 2013 -2017 the completion has been very minimal and poor.

#### **5.1.4 School Factors lowering Completion rate in Nyamira South Sub County**

The findings on the availability of teaching and learning resource revealed majority of the centers lacking enough resources to use in comprehending the content taught. It was also observed that majority of the centers were not having libraries or reference books. These findings were noted by both teachers and learners in Nyamira South Sub County.

Resources are people or something that is a source of help or information. No matter how eloquent the delivery or well- argued the point, one of the biggest factors contributing to success is time on task and as a result teachers should be actively involved by using the appropriate resources designed for the activities, they can use visual aid, posters, maps, diagram and sketches on the blackboard. There is pitfall in resources allocation towards adult basic education in terms of curriculum development. The government has to take this group into account when budgeting. Under the objective of suitability of the teaching method used on adult basic learners, teacher agreed that the teaching method was friendly. Some learners agreed

that the methods were friendly but the rest disagreed saying that they didn't like the methods their teachers used. They want a curriculum that will guide them well and requested for both teacher-student and learner –student methods to be integrated together.

The different methods used to teach adult are classified into interaction method or learner centered and presentation method also known as teacher centered. Nyawira examined the professional qualifications of facilitators as well as teaching methods used for the interpretation of adult curriculum. The respondents asserted that some teaching methods were better and more effective than others. In Nyamira South Sub County most learners prefer the teacher student approach because they assume that they know nothing to discuss or talk about to each other while others want both.

Findings on inadequacy of teachers as a factor that lower completion rate of adult basic learners indicated that three quarters of the teachers agreed that they were not enough because sometimes the enrolment of learners was high hence making them strain while teaching. The findings on learners also concurred with the teachers indicating that three quarters of adult learners in Nyamira South Sub County agreed to not having enough teachers to teach them.

Generally from the findings of both teachers and learners it's evident that there are poor completion rates because of inadequate teachers. Most findings concur with these results from different counties that inadequacy of teachers is the major factor lowering completion rates in adult literacy program.

The teachers attested that not only were the learners uncomfortable sharing resources with primary kids but even them they found it embarrassing and humiliating, but some learners disagreed saying that they don't care where they will acquire their knowledge from what they want is to know how to write and read.

Findings of the learners on availability of physical facilities in their center showed that they don't like the idea of sharing facilities with their children at school. Some opt to drop out of school hence contributing to poor completion.

## **5.2 Conclusions of the Study**

This study gives an insight on the school factors lowering the completion rate of adult basic learners in Nyamira South Sub County. Based on the findings from chapter four conclusions were made as per objectives below.

Enrolment pattern was seen to be great at first but after sometime there was a decline. This implies that in between learning process learners lost the enthusiasm of going to school and dropped out. There is need for the adult education program to market their centers well in order to gain more enrolment.

Poor completion rate is caused by many reasons for instance the family problems like low income, pregnancy drug abuse. The community has also influenced completion by having learners with low aspiration demoralizing other adult learners. The school system has also contributed to low completion through awarding low test grades, and repetition in the same class.

School based factors which include unavailability of teaching and learning resources. Lack of physical resources like toilets and classes, unfriendly teaching methods by the teachers, inadequate teachers and poor attitude of learners have led to high dropout among adult learners. There is need for the government to provide all the resources required for smooth learning to take place.

### **5.3 Recommendations of the Study**

The following study recommendations were made based on the findings

- i The study recommends that ministry of education and all stake holders of adult education should provide attractive terms of services in order to attract and retain highly qualified teachers for the program.
- ii The government should establish secondary education as well as having standardized exams for adult learners to gain high school certificate.
- iii The government ought to allocate more resources to Adult Basic Education program to enable them get enough human personnel, teaching and learning resource and proper infrastructure.

#### **5.3.1 Suggestions for Further Studies**

More research on qualitative approach should be carried out on a larger sample to verify the school factors hindering the completion of adult basic learners.

Similar study to be carried out in other counties in Kenya and globally, particularly in developing nations, to ascertain whether the government has provided secondary education for adult learners to gain access to colleges.

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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR TEACHERS

Dear students

I am a Kenyatta University student studying school factors lowering the completion rates in Nyamira south Kenya.

You have been selected to provide research information for conclusion of this study.

The data collected will be used for the purpose of this research.

Kindly fill the questionnaire below.

Thanks.

#### SECTION A

##### Background Information

Instructions: put a tick ( ) in the brackets next to the right response.

1. Name of the center .....

2. Is the school registered?

Yes ( )                      No ( )

If yes state when? .....

3. Gender; Female ( )                      Male ( )

4. What are the terms of your employment?

Full time ( )                      Part-time ( )

Self help ( )                      Others specify .....

5. What are your highest academic qualification?

Certificate level ( )                      Diploma level ( )

Degree level ( )                              Masters level ( )

6. How long have you been in the programme of teaching adult learners?.....

.....

**SECTION B**

7. a) give the enrolment pattern of students in your school since 2006

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Enrolment										

b) Comment on the trends of enrolment in your school.....

8. a) Give the completion rate of your students since 2006

Year	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Completion										

b) Comment on the completion rate of your students.....

9. What are the school factors lowering the completion rate in your school.....

.....

10. In the question below please tick the column giving your feelings about the question.

The initials stand for:

SA-strongly agree

A –Agree

N-Neutral

D-Disagree

SD-Strongly disagree

	SD	D	N	A	SA
Teaching, learning resources are readily available					
The method of teaching used is friendly and easy to comprehend					
There are enough teachers in the centres of adult basic education.					
Adult learners are comfortable sharing resources with primary schools					

## APPENDIX II: FOCUS GROUP DISCUSSION FOR LEARNERS

### Section A

#### Background Information of the respondent

1. Name of the center? .....
2. Gender;

Male	
Female	

3. Previous level of education

Level	No
Nursery	
Lower primary	
Upper primary	
None	

### Section B

- a. What were the reasons for enrolling in adult basic literacy programme?
- b. What challenges do you face as students of adult education?
- c. Give reasons as to why you think students drop out of school before completion?
- d. Suggest ways in which we can improve the enrolment and completion rates of adult education learner?
- e. Do you think the curriculum studied is enough to make you become what you want to become

**APPENDIX III: INTERVIEW SCHEDULE FOR COUNTY  
EDUCATION OFFICERS**

Kindly spare a few minutes to answer some questions in your area of jurisdiction.

The data collected will be held in discretion and only used in this research.

1. How long have you been in your current position?
2. Comment on the issues you face in the management of adult education programme?
3. How is the enrolment trend in your county since 2006 to date? Is it increasing or reducing and why?
4. What can you say about the completion rates in different centres of Nyamira south?
5. What has the county put in place to ensure increase in enrolment and completion rates in your county?
6. Which teaching method do you find appropriate for teachers to use in teaching the learners?

## APPENDIX IV: OBSERVATION CHECK LIST

### Teaching and Learning Resources

T& L Resources	Available		Not Available		Adequate		Not Adequate	
	F	%	F	%	F	%	F	%
Text books								
Posters								
charts								
pens								
chalks								
Writing board								
Note books								
Audio-visual								

### Physical Resources

Physical Resources	Share with primary pupils		Not sharing (have their own)	
	F	%	F	%
Toilets				
classrooms				
chairs				
Desks/lockers				
libraries				
Audio-visual				

**APPENDIX V: APPROVAL TO CONDUCT RESEARCH FROM  
COUNTY DIRECTOR OF EDUCATION**

**MINISTRY OF EDUCATION**



Telegram: "EDUCATION", Nyamira  
Telephone: (058) 6144224

**COUNTY DIRECTOR OF EDUCATION  
NYAMIRA COUNTY  
P.O. BOX 745  
NYAMIRA**

When replying please quote

NCEO/1/25 VOL.II/38

REF.....

23<sup>RD</sup> FEBRUARY, 2018

DATE: .....

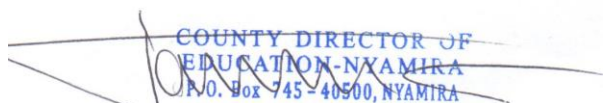
**TO WHOM IT MAY CONCERN**

**RE: AUTHORITY TO CONDUCT RESEARCH BY ALICE KEMUNTO AKUMA.**

The above named person is a student at **Kenyatta University**. She has been given authority by the National Commission for Science, Technology and innovation to conduct Research on "**Social economic factor hindering completion rates of adult education learners in Nyamira South Sub-County**".

The research will commence immediately and end on **31<sup>ST</sup> January, 2019**.

Please accord her your assistance.

  
COUNTY DIRECTOR OF  
EDUCATION-NYAMIRA  
P.O. Box 745-40500, NYAMIRA

MOREKA DANIEL.....SIGN:.....  
FOR; COUNTY DIRECTOR OF EDUCATION  
NYAMIRA COUNTY.

**APPENDIX VI: RESEARCH AUTHORIZATION LETTER FROM  
NYAMIRA COUNTY COMMISSIONER**

**REPUBLIC OF KENYA**



**THE PRESIDENCY**

*Ministry of Interior and Coordination of National Government*

Telephone: 020-2012491

Fax: 058-6144446

Email: [cc.nyamira@interior.go.ke](mailto:cc.nyamira@interior.go.ke)

[ccnyamira2012@gmail.com](mailto:ccnyamira2012@gmail.com)

OFFICE OF THE COUNTY COMMISSIONER

NYAMIRA COUNTY

P.O. BOX 2 - 40500

NYAMIRA

When replying please quote our

**REF: NYRC/ED.2/VOL.II/91**

**DATE: 23<sup>rd</sup> February, 2018**

The Deputy County Commissioner  
NYAMIRA SOUTH SUB-COUNTY

**RE: ALICE KEMUNTO AKUMA – KENYATTA UNIVERSITY  
RESEARCH AUTHORIZATION**

Reference is made to letter Ref. No. NACOSTI/P/18/28652/20779 dated 31<sup>st</sup> January, 2018 from the Director General/CEO, National Commission for Science, Technology and Innovation, Nairobi authorizing *Alice Kemunto Akuma* to carry out research on “*Social economic factors hindering completion rates of adult education learners in Nyamira South Sub-County*” in Nyamira County

This is to inform you that the planned research will be conducted in Nyamira County, upto *31<sup>st</sup> January, 2019*.

Kindly accord her the necessary assistance.

GRACE L. NGINDA  
FOR: COUNTY COMMISSIONER  
NYAMIRA

**Copy to:**

✓ National Commission for Science, Technology  
& Innovation;  
P.O. Box 30623  
NAIROBI

County Director of Education  
P.O Box 4  
NYAMIRA

**APPENDIX VII: RESEARCH AUTHORIZATION LETTER FROM  
NACOSTI**



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: 020 400 7000,  
0713 788787,0735404245  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/28652/20779**

Date: **31<sup>st</sup> January, 2018**

Alice Kemunto Akuma  
Kenyatta University  
P.O Box 43844-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Socio economic factors hindering completion rates of adult education learners in Nyamira South Sub County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Nyamira County** for the period ending **31<sup>st</sup> January, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, Nyamira County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System

  
**GODFREY P. KALERWA MSc., MBA, MKIM**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:  
The County Commissioner  
Nyamira County.

The County Director of Education  
Nyamira County.

## APPENDIX VIII: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MS. ALICE KEMUNTO AKUMA**  
**of KENYATTA UNIVERSITY, 0-40500**  
**Nyamira, has been permitted to conduct**  
**research in Nyamira County**

**on the topic: SOCIO ECONOMIC**  
**FACTORS HINDERING COMPLETION**  
**RATES OF ADULT EDUCATION LEARNERS**  
**IN NYAMIRA SOUTH SUB COUNTY, KENYA**

**for the period ending:**  
**31st January, 2019**

.....  
**Applicant's**  
**Signature**

**Permit No : NACOSTI/P/18/28652/20779**  
**Date Of Issue : 31st January, 2018**  
**Fee Received :Ksh 1000**



**J.P. Kalerwa**  
.....  
**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

### CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.



**REPUBLIC OF KENYA**



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No.A 17306**

**CONDITIONS: see back page**