ACCESS AND PARTICIPATION OF ADULT AND CONTINUING EDUCATION LEARNERS IN ADULT BASIC LITERACY PROGRAMME IN KIAMBU DISTRICT, KENYA

BY

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DECLARATION

This project is my original work and has not been presented for a ward of a degree in any other university

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DEDICATION

This research project is dedicated to my family; husband Kamau Gachoka and children Gachoka, Kariuki and Wangu for their support and encouragement. May God bless them immensely.

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ABSTRACT

Access and participation of adult education learner in adult basic literacy programme is poor in most regions in Kenya, this is supported by the findings released by Kenya national literacy survey which show that 7.8 million of the Kenya adult population are illiterate (Republic of Kenya, 2007); Kiambu district is one of the regions experiencing poor participation in adult basic literacy programme. This is further evidenced by the low attendance, high dropout rate and low completion rate of adult learners in adult basic literacy programmes. The study assessed the access and participation of adult education learners in adult basic literacy programme in Kiambu District. The study was guided by the theory of Classical Liberal Theory of equal opportunity advanced by Horace Mann (1796) which states that the education system should be designed so as to remove barriers

of any nature such as socio-economic, gender, geographical, age and policy. The objectives of the study were: to establish the attendance rate of adult education learners; to determine enrolment rate of adult education learners, to determine the factors influencing adult education learners participation in adult basic literacy programme; to establish drop rate of adult basic education learners, to establish the completion rate of adult education learners, and to suggest measures to improve access and participation of adult education learners. The study target population was 100 adult education learners, 20 adult education teachers, two division adult education officer and district education officer. The sample size was 60 adult education learners, 12 adult education teachers, and one district adult education officer. The descriptive survey method of research was used. Data were collected by use of questionnaires, interview schedules, and focus group discussion guide and observation guide. Data collected were analyzed by using statistical package for social sciences (SPSS). Frequency tables, graphs and percentages were used to enhance data presentation. The major findings of the study were: Teachers in the study area were not academically and professionally qualified, majority of teachers were on full time employment, attendance rate for adult learners have been very low, the learners are not subjected to full time schooling, attendance rates were higher for females than for males, factors that influence attendance drop out and completion rates are economic, social, behavioral and psychological factors , absenteeism was high among the males than the females, age of learners and language used for content delivery had minimal effect on attendance, drop out and completion of learners, there was a declining trend in enrollment , the number of females who had had dropped out of classes from 2007-2010 were more than the number of males. The following recommendations were made: the government recruit teachers, who are academically and professionally qualified and should be recruited on full time employment, that a rotational fund with reduced interest rates be established to finance projects initiated by adult education learners, more centres be established to cater for more adult learners, the government should introduce multi-shift learning programmes, and all learners be promoted automatically for post-literacy level.

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ABBREVIATIONS AND ACRONYMS

AE   Adult Education

AEP   Adult Education Programme

BAE   Basic Adult Education

DAE   Department of Adult Education

GoK   Government of Kenya

AEO   Adult Education Officer

EFA   Education For All

MoHEST   Ministry of Higher Education Science and Technology

NFE   Non- Formal Education

CBOs   Community Based Organizations

CSOs   Civil Society Organizations

NGOs   Non-Governmental Organizations

NCCK   National Council of Churches of Kenya

ACE   Adult and Continuing Education

CLRC   Community Learning Recourse Centers

UNESCO   United Nations Educational Scientific and Cultural Organization

KAEA   Kenya Adult Education Association

KNALS   Kenya National Adult Literacy Survey

KESSP   Kenya Education Sector Support Programme

MDGs   Millennium Development Goals

FBOs   Faith Based Organizations

FPE   Free Primary education

FGD   Focused Group Discussion

USA   United States of America

CHAPTER ONE: INTRODUCTION

1.13   Background to the Study

Literacy is a tool for promoting socio economic and political development of any country. This development can be propelled by a literate adult population. Since independence the government of Kenya has committed itself to provision of adult education, Kibera (1997). The declaration on human rights signed in Paris in 1948 included rights of each individual to education. One of the issue of major concern in education today is the eradication of illiteracy. This is due to realization and acceptance of the fact that education, in general and literacy in particular has implications for both personal and national development, Fordham (1985). Lack of literacy skills in the modern world constitutes underdevelopment, this is so due to the fact that illiteracy imposes both relative and absolute burden on national economic well-being, WCEFA (1990:70). The world has a bout 771 million illiterate adults, this figure represent 18 percent of the global adult population, UNESCO (2006). This indicates that the illiteracy is widespread and it is a world problem. In Africa eight out of ten adults are unable to read and write. Adult and continuing education offers opportunities to learners outside the formal school system. It aims at providing such learners with opportunities for education, training and acquisition of life skills.

The Kenya National Literacy Survey 2007 indicate that the government of Kenya is a signatory to educational for all framework for action adopted at the world education forum in Darkar, Senegal (2000). Education is viewed as a vital ingredient of the development process for both local and international perspective. Education is one of the

most powerful instruments for the basis for sustainable economic growth (Republic of Kenya, 2003).

Adult and continuing education has an added benefit because literate parent value the education of their children. (Republic of Kenya, 2007). Adult basic education (ABE) is one of the major components of the adult and continuing education (ACE) subsector of education. It provides basic education and training opportunities to adults and out of school youth aged 15 years and above who have either missed their chances in the formal education system during their childhood or dropped out of school before obtaining sustainable education.

According to Population and Housing Census (1999), adult basic education programme target an estimated 4.2 million illiterate adults and another 2.2 million out of school youth. According to vision 2030 the overall goal for 2012 is to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary schools and raising the quality and relevance of education. Other goals include achieving 80 percent adult literacy rate, increase the net enrolment rate to 95 percent which can only be realized after eliminating all the barriers hindering full participation of adult education learners.

The actual development of adult education began with the first UNESCO international conference on adult education in Denmark in 1949, and the second international conference held in Montreal Canada in 1960 where eight African countries were presented to discuss adult education. The Kenya national literacy survey indicates that the government of Kenya is a signatory of educational to all framework for action adapted at

the world education forum in Darkar, Senegal (2000). Like Titmus (1989), Karani (1996) noted that there is a decline in adult literacy enrolment for the case in Kenya. She identifies factors that contribute to this decline as "inability to recruit adequate and qualified teachers, social factors which discourage some adults from attending classes, lack of adequate classes enough to attract adults and non-availability of appropriate reading materials in some ethnic language. The issue of participation of adult education learners is universal. This has been a subject of study and debate in many countries for along time. For example Brazil had a total of 18 million illiterate people. The government embarked on a national effort to eradicate illiteracy. The Brazil government first obtained financial resources. Secondly it availed classrooms space for use and a volunteer teacher body and publishing firms to produce learning materials were put in place. The Brazilian population responded positively to the campaign and the adult literacy rate improved to 26 percent in 1973 Bishop (1973).

According to Bhola (1984) the Soviet Union had a successful literacy campaign which was rated at 87 percent literacy level of the population. The success was attributed to efforts in provision of instructional materials. This campaign lasted for twenty years from 1919 to 1939. Bhola also argued that communities need to be involved to provide instructional resources to literacy programmes. This will increase level of participation among the citizens. Bhola also argued adults must not only be made aware of the importance of literacy programme but be motivated to learn. This is likely to step up attendance of adult education learners hence improve participation in literacy classes.

In China and Cuba the governments have allocated more funds to adult education (Bishop 1993), thus due to this good political will, adult literacy has achieved progress

success. Other countries outside where successful literacy campaigns have been carried out according to studies by UNESCO in Burma, USA and Vietnam (Fitimus, 1989).

According to Jarvis (1992) Netherlands also mounted a literacy campaign. It aimed at about 2 million people, which amounts to 20 percent adult population which participates every year in adult basic education. Basic adult education financed by the ministry of education began in 1987 and several literacy programmes were directed to adults with no education. This is contrary to Kenyan situation where adult education has been sifted from one ministry to another. In 1976 it was placed under ministry of housing and social services and later ministry of culture and social services. It is only recently when adult education was placed under Ministry of Education.

According to Legwaila (1993) in Bostwana, learner enrolment in literacy classes was declining and the dropout rate was also increasing. In 1985 the learner enrolment was 36,660 which decreased to 20,667 in 1993. This represents 53 percent drop and within the same period the number of adult literacy teachers had invariably gone down from 1480 to 1090. To solve this decline problem, Bostwana embarked on social mobilization programme which was successful. In the programme people were synthesized and motivated about the value of adult education. This led to an increase in participation of adults learners, teachers and supporters in national literacy programme. Legwaila agrees with Bhola 1984, that to improve people's participation, adults must be made aware of the importance of literacy programme.

Adult literacy education in Kenya is provided by a wide spectrum of organizations which include government departments, Non-Government Organizations (NGOs), Community

Based Organizations (CBOs) and Civil Society Organizations (CSOs). The large number of providers is however not co-ordinated. 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, The Board of Adult Education was mandated to coordinate advise and regulate activities of the adult education providers (BAE draft policy, 1967).

Since independence Kenya has placed adult basic literacy on its development agenda as part of the country's general policy of bringing about accelerated and sustainable socio-economic development (UNESCO 2007). Adult basic education in Kenya has over the years been acknowledged as an important element in the country's development process. The government has acknowledged the necessity of adult education through various educational commissions set up to map out the way forward on matters of education. The Kenya Educational Commission report (Republic of Kenya, 1964) acknowledged that the socio- economic progress of the country depends on a general rising of the standards of education among the masses of population. The report indicated that older people cannot be written off and further asserted that the society should contain within itself at all times the means to educate the older generations inline with the changing requirements and values of the society. The report of the national committee on educational objectives and policies reiterated the importance of programme in Kenya. The report points out that the purpose of adult education in Kenya is to improve communication skills and knowledge making people more functional and highly productive. Most of the recommendations made by Gachathi report (Republic of Kenya, 1976) stressed the need to facilitate the development of rural areas. The proposed development of lifelong education and mass

literacy programme cannot occur unless there is mobilization of teachers, equipment and other physical facilities to create learning conditions in the rural areas. According to the recent national adult literacy survey 7.8 million adults are still illiterate, (republic of Kenya, 2007). It further showed that the country had a national adult literacy rate of 61.5 percent and a numeracy rate of 64.5 percent. Indicating that more people were knowledgeable in computation than reading. The findings further show that an average of 38.5% (7.8 million) of the Kenya adult population is illiterate. The survey also revealed that women performed worse in reading and numeracy than men at 64.5% and 67.9% and 58.9% and 61.4% respectively. Enrollment in adult education programme declined sharply from 415,074 in 1979 to 100,029 in 2005. Enrollment rates for women, however remained above 70 percent of the total enrollment. Women constitute the majority of illiterate adult in Kenya.

Province	2002		2003		2004		2005		2006		2007		2008	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Nairobi	414	771	313	402	715	742	389	358	2486	2388	2627	2165	3930	3229
Central	2894	11029	2191	11311	2310	8209	3349	6624	2782	7154	2921	6816	4370	10166
Coast	4961	9558	3752	10052	3781	2052	4796	13048	4290	11032	4505	10510	6740	15675
Eastern	5788	14469	4383	11152	4411	12250	5642	19403	7490	19261	7865	18351	11766	27370
N/Eastern	3307	5147	2504	5399	2836	5489	3365	6515	1824	4691	1976	4409	2956	6576
Nyanza	8681	10969	6534	11869	5357	24660	6520	13305	5071	13041	5325	12425	7966	18532
Rift valley	9922	14425	7559	15425	8005	15602	9888	17458	9545	24546	10025	23384	14998	34877
Western	5374	7156	4069	11816	4097	9407	4973	10483	3834	9860	4026	9394	6023	14011
Total	41341	73524	31305	77126	31512	78411	38902	87422	37338	91973	39338	87454	58750	130435
Grand total		114865		108431		109923		126324		129311		126724		189005

Table 1.1 Adult Learners' Enrolment by Province and by Gender 2002-2008

The Table 1.1 indicate that there is still regional and gender disparities in adult basic literacy programme in Kenya, more women than men participate in basic literacy programme, this is due to the fact that more women are illiterate than men. For example enrolment of adult learners in central and eastern province show a large difference between female and male learners i.e. Central has 74.65% and Eastern 72.08% of female adult learners respectively.

Table 1.2: Adult education attendance by gender 2005-2009

Year	Male	Percentage	Female	Percentage	Total
2005	65	33.68	128	66.32	193
2006	52	32.50	108	67.50	160
2007	48	32.44	100	67.56	148
2008	46	33.82	90	66.18	136
2009	44	33.34	88	66.66	132

Source: Kiambu adult education office

Table 1.2 shows adult education attendance by gender from 2005 to 2009 which portrays a decrease in attendance. It also indicate that more female than male participate in the adult basic learning. The level of attendance is low bearing in mind the level of illiteracy in Kenya.

According to EFA global monitoring (Report Literacy for life, 2006), almost all adults who have yet to acquire minimal literacy skills live in developing countries in particular those in South and West Asia, Sub-Saharan Africa and the Arab states, where literacy rates are about 60%. East Asia and pacific region has the highest literacy rate among

developing regions (91 percent). Its large population means it remains home to 17 percent of the world's illiterate adults.

However, although Free Primary Education (FPE) which is covered by EFA goal 2 has succeeded in many parts of the country, not much attention has been given to EFA goal 3 and 4. These two goals target the youth and adults by increasing their access to appropriate learning skills and improving levels of adult literacy by 2015 respectively. Adult education in Kenya is provided by a wide spectrum of organization including government department, Non-Government Organization (NGOs), Community Based Organization (CSOs). The large number of providers is however not co-ordinated. The board of basic adult education which is mandated by an Act of Parliament, Cap 22 of 1966 to co-ordinate and regulate ABE programmes held to be strengthened (Republic of Kenya, 2005).

Gupta (1971) states that basic adult education comprises skills of reading, writing, understanding, communication and calculation. These skills help individual to learn from past, understand the present and work to build the future. Hence the objective of adult education curriculum include;

a. To enable people to adjust with the rapidly changing social environmental and learn new ways of increasing production and discharging social responsibilities.

b. To promote productivity and increase agricultural and industrial output to meet the needs of the country without assistance from abroad and thereby development.

1.14   Statement of the Problem

Despite the government's commitment of adult basic education programme and recognition of its importance in national development, the programme is experiencing poor participation in most regions in Kenya. This is further supported by Kenya National Literacy Survey which revealed the literacy programme being inexistence for many years there is still a shortcoming within the adult literacy programme. Most of adult basic literacy centres are experiencing low enrolment and poor participation in Kenya.

Kiambu district is one of the regions experiencing law access and poor participation in adult basic literacy programme e.g. reduction in attendance rate, increase in drop out rate and low completion rate. The problem addressed by this study was the assessment of access and participation of adult education learners in basic literacy programme in Kiambu District. The study established determinants of participation in adult basic education and suggested measures to be taken to improve the participation of adult education learners in adult basic literacy programme in Kiambu District.

1.15   Purpose of the Study

The purpose of the study was to establish the access and participation of adult education learners in adult basic literacy programme in Kiambu District. The study suggested measures that could be taken to improve the access and participation of adult education learners in basic literacy programme.

1.16   Objectives of the Study

The objectives of the study were to;

a. To establish the attendance rate of adult education learners in basic literacy programme.

b. To determine the factor influencing adult learners participation in adult basic literacy programme in Kiambu

c. To determine the enrolment rate of adult education learners in adult basic literacy programme.

d. To determine the completion rate of adult learners in basic literacy programme.

e. To establish the drop out rate of adult basic literacy programme.

f. To suggest measures to improve access and participation of adult basic literacy programme

1.17   Research Questions

The study sought to answer the following research questions.

a. What is the attendance rate of adult education learners in adult literacy programme in Kiambu District?

b. What are the factors influencing adult learner participation in basic literacy programme in Kiambu District?

c. What is the enrolment rate of adult education learners in adult basic literacy programme in Kiambu District?

d. What is the completion rate of adult learners in adult literacy programme in Kiambu District?

e. What is the drop out rate of adults education learners in adult literacy programme in Kiambu District?

f. What are the measures that should be put in place to improve participation in adult basic literacy programme?

1.18 Significance of the Study

Findings of the study may help all the stakeholders involved in education to understand the determinants that hinder participation of adult education learners in basic literacy programme and therefore come up with measures of improving the participation. It will also assist more people to do research elsewhere.

1.19 Assumption of the Study

a. All respondents were co-operative and provided reliable response.

b. All adult education centers keep proper records of recruitment and attendance of adult education learners.

c. All adult education learning centers are adequately equipped with learning and teaching resources.

1.20 Limitations of Study

The study limited itself to Kiambu District therefore other districts were not included due to financial constraint.

1.21   Delimitation

The study focused on access and participation of adult education learners in basic literacy programme in Kiambu district. It established the enrolment, attendance, dropout and completion rate of adults learners in basic literacy programme.

The post literacy programme of adult and continuing education learners were not included in the study due to limited time.

1.22   Theoretical framework

The study adopts its theoretical framework from classical liberal theory of equal opportunity advanced by Horace Mann (1796). Classical liberal theory of equal opportunity asserts that each person is born with a given amount of capacity, which to a large extent is inherited and cannot be substantially changed. Thus education system should be designed so as to remove barriers of any nature; socio-economic, gender, geographical, age and policy that prevent learners from taking advantage of inborn talents. The theory is found relevant for this study because by removing all barriers that hinder participation of adult learners in literacy programme, ideal environment could be created to enhance participation of adult learners, thus reducing absenteeism, dropout rate and increasing completion rate of learners.

1.23   Conceptual framework

Conceptual framework of the study involved interrelationships between adult education centers input process and outputs. The inputs are materials such as adequate learning and teaching resources, adequate physical facilities, socio-economic background. The process is the teaching and the learning that goes in the centers; the output refers to the adult graduates who complete the basic literacy programme.

Center based factors

- Conducive environment
- Adequate physical facilities
- Adequate teachers
- Proper supervision
- Easily accessible
- Adequate learning resources
- Income generating projects

Government policy

- Fully financed programme
- Training of adult education teacher
- Construction of independent adult education centers
- Certification

Reduced drop out

Increased attendance

Adult learner factors

- Commitment
- Socio-economic status
- Identification of need
- Age
- Beliefs
- Attitudes

Increase completion rate

Community based factors

- Positive attitude
- Collective support of literacy programme
- Culture

Increased participation

Source: Researcher

The figure shows that the input such as teaching and learning resources, physical facilities, teacher qualification, learners commitment lead to higher attendance rate,

reduce drop out rate and increase completion rate of adult education learners in adult basic literacy programme.

Community positive attitude and full support of adult basic literacy programme can also lead to higher participation of adult education learners. This study was based on the concept that participation of adult education learners would be improved through providing adequate learning and teaching resources, adult qualified teachers and learner friendly environment.

1.24   Operational definition of terms

Non-formal education: Any organized and systematic form of learning outside the formal school setting which address learning needs of special groups of learners.

Adult education: Provision and utilization of facilities where by these who are no longer participants in the full-time school system may learn at any period in their lives.

Adult educator: One who is involved in teaching of adults or in the organization and administration of education of adults.

Drop out: Learners that withdraw from an education programme before completing.

Continuing education: Refers to that education undertaken beyond earlier acquired education for purposes of improving one's educational status and level of certification.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature related to participation of adult education learners in adult basic literacy programme. It highlights trend in adult basic literacy programme in Kenya, factors influencing participation of adult learners in adult basic literacy programme namely learning and teaching resources, socio-economic factors of the learners, language of instruction and age of the learner.

2.2 Trend of adult basic literacy programme in Kenya

Since independence Kenya has placed adult literacy on its development agenda as part of the country's general policy of bringing about accelerated and sustainable socio-economic development (UNESCO, 2007). The real turning pointing of the development and organization of adult education in Kenya took place in 1961 when UNESCO and economic commission for Africa jointly organized and convened a conference of African countries in Addis-Ababa, to discuss educational needs and priorities with special reference to the role of education in African. In 1964 the Minister for Labour and Social Services drafted a bill for co-ordination of adult education activities to meet the recommendations put forward by the Ominde commission on adult education in 1966. The bill was passed and the board of adult education was created in the Ministry of Labour and Social Services to do the following functions (Ominde Commission Report 1964)

a. To advice the minister in matters relating to adult education.
b. To identify and assess the need for development in adult education.

c. To report annually to the minister on progress and development of adult education.

In Kenya at independence the country was faced with the problem of illiteracy. National literacy campaign was launched in 1967 but did not realize much success. (GoK, 2005). The A.E unit continued to move from ministry to ministry and by 1976, it was taken to the ministry of housing and social services. It's adult education teachers were mainly part time school teachers who were presumed to be knowledgeable on adult education matters. In 1976 it was placed under the Ministry of Culture and Social Services. It was also upgraded to a full fledged department and given its own director (Government of Kenya, 1978).

In 1979 another national literacy campaign was launched. This had initial success but enrolment of learners and teachers begin to drop year after year (GoK, 2005). In 1979 the enrolment was 415,074, at 2001 the enrolment was even lower at 92,052. The reason for decline according to the department of adult education was due to a combination of factors including lack of instructional materials, inadequate training of part time teachers and low motivation of learners (Rodgers 1993, Ekandago, 2002).

According to Chege and Sifuna (2006), much effort was not put in place to eradicate illiteracy in Kenya. They further noted that several Non-Government Organizations (NGOs) were running literacy projects in different part of the country for example National Councils of Churches of Kenya (NCCK) played a leading role in training literacy teachers and writing literacy materials.

The 1979-1993 development plan stated that literacy education of adults in Kenya will be given top priority. By the end of the planned period the majority should have learnt how to read and write. The plan outlined government's plan for literacy programme. The University of Nairobi (UoN) Institute of Adult Studies was to provide the necessary training and the Ministry of Education would make available for the programme, its school facilities and teachers (Republic of Kenya, 1979).

The National Development Plan 2002-2008 says that the target population for adult and continuing education consist of about 4.3 million adults, of whom 1.6 million are men while 2.7 million are women (Republic of Kenya, 2002).

The report of the national conference held on equity and growth 2006 held in Kenya School of Monetary Studies Nairobi recommended that the country's educational curricular should be reviewed to incorporate nationalist and cultural values.

2.3 Learning and teaching resources for Adult Education Learners

Adult education programme are offered by a spectrum of organizations. These include government departments, NGOs and COSs. They offer basic literacy, post literacy non-formal and community training development programmes Republic of Kenya, (2005).

These organizations come up with different teaching and learning resources. Some materials are written others sources of learning and teaching depend on the need of the group Jarvis, (1992). According to Knowles (1978), adult educator should be innovative enough to gauge the needs of the adult groups and prepare teaching and learning resources which are relevant to the needs.

The study materials for use are prepared for the groups depending on the group level of education and needs Mclagan (1978).

According to (Republic of Kenya 1978) the Kenya institute of education (KIE) is mandated to prepare materials for study for adult education in Kenya.

According to Mulina (1978) literacy programmes should be provided with literacy materials such as primers, posters, charts, audio visual and other materials. This make literacy programme interesting and thus enhance participation of adult learners. Kassam (1978) notes that, lack of adequate literacy primers and writing materials discourage learners. Lesile (1992) supports Kassam's argument by noting that policy implementation requires that resources be adequate and that they be provided at the right time. He further argues that insufficient resources will hinder implementation of programme effectively. When teachers have adequate and relevant materials and facilities they become more effective and productive. According to Kamunge report (1988) states that decline learner enrolment was due to lack of appropriate reading materials in some ethnic languages. Mbaabu, (1992) supports this view by saying that instructional resources in mother tongue were not well prepared and also they were not evaluated. This may led to lack of interest by learners hence promoting drop out.

According to Walkin (1990) teachers need to have awareness of the use of instructional materials because they create desire for learners to learn. Olembo et al., (1992) also argue that funds should be made available for instructional materials. Teachers should be allowed to select instructional materials of their learners.

Mwangi (2002) noted that learning centers in primary schools discourage learners. This is because many adult learners confess that they feel ashamed to use the same learning facilities used by children. Gachathi report, (1976) states that need to mobilize teachers, equipments and other physical facilities for a conducive learning environment. This can be achieved through co-ordination and utilization of existing instructional resources. According to this view the available instructional materials can be used so long as they are managed properly. According to Bhola (1984), stated that the Soviet Union had a successful literacy campaign which was rated at 87 percent literacy level of population. This success was attributed to efforts in provision of instructional materials. Bhola also argued that communities need to be involved to provide instructional resources to literacy programmes.

2.4 Socio-Economic effect on participation of adult education learner

Socio-economic factor have a significant effect on the development of adult literacy within a society. Thompson (1987), argues that it is difficult to take adults away from their normal farming and domestic responsibilities. This hinders them from joining the programme. In the research carried out in Mwatate division Taita Taveta District, Mwale (1998), found that the majority of adult learners join the classes because they hoped that their economic status will be improved. When the literacy classes fail to cater for their economic needs they drop-out therefore hindering learner's participation.

According to Mwangi (2001) the department of Adult Education indicated that some learners do not attend classes because they are busy with their income generating projects. Mwangi argues that many adults lack time and resources such as money to

purchase materials to participate in literacy classes. Due to cost sharing policy the government provides teachers and classrooms while learners provide their own materials. Some adults are unable to participate in literacy programme because their economic status is low. They cannot afford to purchase the needed learning materials and hence prefer to take care of other family needs rather than joining the literacy classes.

In China and Cuba the government has allocated more funds to adult education Bishop (1993). Thus due to this good political will, adult literacy has achieved progressive success, this is contrary to Kenya because the government have not allocated more fund to adult education but so in primary and secondary level of education.

2.5 Language of instruction in adult education centers

According to Jarvis (1995), stated that education is the process of transmission of culture of people, culture is transmitted through language. The use of language in the education of adults takes place through radio, T.V. and interpersonal level of communication Freire (1972c). Freire continues to note that the construction of reality is contained in within language therefore language of instruction should be language that adult learners understand. There is also the change of roles by the teacher and the learner. Freire advocates that the diagnostic function of adult education enables the tutor to learn the language of the leaner so as to identify with them. B.A.E in Kenya is conducted through the local languages. It makes it easier for the locals to participate in development. Berger and Luckman (1967) say that education should be viewed as a lifelong process. New knowledge, new ideas, new values and new practices will have to be confronted.

Mbaabu (1992) noted that the teacher training curriculum of adult education has only Kiswahili as a language to be taught. Other languages like English and mother tongue are not taught, yet the teachers are supposed to teach how to read and write using mother tongue. This shows that teachers are not well prepared because they are not taught how to teach such languages. Mbaabu (1992) also noted that teaching of literacy in Kenya is done only in nineteen mother tongues. This means that many adults are being taught to read and write in other mother tongues which are not their own. This discourages many adults to attend since they do not have learn mother tongues of other communities while they have their own language. Mbaabu's idea indicated that language can be a barrier to recruitment of learners.

2.6 Age factor of adult education learners

According to Aggarwal (2001) the uneducated adults feel that it is too late to join literacy classes, this discourage them from participating. Some of the adult learners feel shy learning in advanced age in life. Findings from the Kenya national literacy survey (KNLS) revealed that some adult gave the reasons of not attending as being too old to attend such view hinder learners from participating.

According to Obura and Rodgers (1993) some teachers are too young in comparison to their learners. Thus some learners may be forced to drop out and other refuse to join the literary classes because of the age of the teacher. Mwangi (2001) noted that learning centers located in primary schools discourage learners. This is because many adult learners confess that they feel ashamed to use the same learning facilities used by children.

2.7 Conclusion

The literature review presented in this chapter gives clear evidence that adult basic literacy programme have been experiencing shortcomings in Kenya since independence. It also reviewed that factor such as learning and teaching resources, socio- economic of adult education learners, age of the adult learners and language of instruction influence access and participation of adult education learners in adult basic literacy programme. In most of the research carried out focused on enrolment of adult learners, training of adult education teachers and effectiveness of the curriculum of basic literacy programme.

The studies failed to focus on access and participation of adult education learners in adult basic literacy programme. The study focused on access and participation of adult education learners in adult basic literacy programme in Kiambu District. The current study has contributed in recommending measures which would help to improve the access and participation in adult basic literacy programme in Kiambu District and other districts in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes research design, target population, sample selection, sampling procedure, research instruments and methods of data collection and analysis. It also specifies the location of study and research approach.

3.2 Research Design

Descriptive survey research design was used in the current study. Orodho (2002) defines research design as the scheme, outline or plan that is used to generate answers to research problem. The purpose of descriptive survey research is to study the relationships that exists, practices that prevail, beliefs and attitudes held, processes that are going on, effect being felt or trends that are developing (Best and Khan, 2001). It was found suitable because it aimed at collecting information from various respondents.

3.3 Study Locale

The study was carried out in Kiambu District of Central province; Kenya. The area of Kiambu is about 220km^2. The current Kiambu District consists of Kiambu Municipality and Kiambaa division. Kiambu is nine kilometers from Nairobi town. Kiambu District is densely populated hence many people own less than one acre piece of land. The many large coffee populations are owned by various companies and prominent people. Many young people are unemployed contributing to the high rate of crime in the district. The coffee plantations provide cheap labour especially to women and youth. Child labour is

common in Kiambu district especially in the poor households , this contributes to some children dropping out of school.

Singleton (1993) noted that the ideal setting for any study should be easily accessible and should be that which permits instant rapport with the informants. Kiambu was chosen because it was easily accessible to the researcher.

3.4 Target population

Mugenda and Mugenda (1999), defines population as a complete set of individuals cases or objects with some common observable characteristics. The study targeted 100 adult education learners, 40 adult education teachers, two division adult education officers.

3.5 Sampling Procedure

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. The researcher used both simple random sampling and purposive sampling technique. Purposive sampling was used to select district adult education officer. Simple random technique was used to sample adult education teachers and adult education learners.

3.6 Sample Size

Mugenda and Mugenda (1999) defines sample as a small group obtained from the accessible population. Each member in a sample is referred to as a subject. The sample consisted of 60 adult education learners out of 100, 12 adult education teachers out of 20, one division adult education officer and one district adult education officer in adult basic literacy programme.

3.7 Research Instruments

The research instruments used in the study were questionnaires, interview schedules, focused group discussion schedules and observation schedules. The items in the questionnaires and interview schedule were guided by the study objective and research questions.

3.7.1 Questionnaire

Questionnaire is a carefully designed instrument for collecting data in accordance with the specification of the research questions. Gall et al. (1996), and Mugenda and Mugenda (1991) point out that questionnaires are appropriate to the studies since they collect information that is not directly observable as they enquire about feelings, motivation, attitudes, accomplishments as well as experiences of the individual. Questionnaires were administered to adult education teachers in order to establish attendance rate, drop out rate and completion rate of adult education learners in adult basic literacy programme in Kiambu District. They were found suitable because the teachers were able to respond to all the item freely.

3.7.2 Interview schedules

Interview were conducted to collect information from division adult education officer. Nsubuga (2000), argues that interview schedules provide more information because respondents are comfortable communicating orally. Through interviews the researcher was able to collect a lot of information about access and participation in adult basic literacy programme in Kiambu.

3.7.3 Focus group discussion schedule

Focus groups discussions were used to collect information from adult education learners in adult basic literacy programme. Group discussion of six adult learners was conducted in all the adult centers visited by the researcher. Learners discussed in detailed the problems they encountered while pursuing adult basic education programme. According to Orodho (2005), focused group discussion (FGD) is a form of qualitative research which is design to obtain information on participant's beliefs and perceptions on a defined area of interest. It is composed of 6-8 individuals who share certain characteristics which are relevant for the topic being studied.

3.7.4 Observation schedule

The study used observation as another method of collecting data, the researcher observed all the facilities in all the centers visited. Kothari (2003) states the use of observation in research enables the researcher witness situation and issues personally without relying on other people. This gives the researcher first hand information. According to Nachmias and Nachmias (2003), observation has an advantage given that one can get data which some people would not have been ready to discuss.

3.8 Piloting of the Instruments

Before conducting the main research, the research instruments were piloted. Piloting involved two adult education teachers, six adult education learners, one division adult education officer. Wiersman (1985) observes that piloting is important for it help to identify misunderstanding, ambiguities and useless or inadequate items. After piloting items that were found to be ambiguous were revised.

3.9 Validity

According to Orodho (2004:186) validity is concern with the degree to which an empirical measure or several measure of a concept accurately represents. The instruments were tested to establish whether the items represent what they were supposed to measure. Maser and Kalton (1997) insists that content validity is a matter of judgment by a surveyor or a researcher. This judgment is even made better by a team of experts. An evaluation was done on the revised questionnaire and interview schedule for clarity

3.10 Reliability

According to Frankel and Watlen (1993) reliability is the consistency of an instrument to yield the same results at different times. According to Orodho (204), reliability of measurement confirms the degree to which a particular measurement procedure gives equivalent results over a number of repeated trials. Test- retest technique was used to test the reliability of the instruments developed. The test was repeated after two weeks and the two results were compared using Spearman's rank order correlation in order to establish the extent to which the contents of the questionnaire are consistent in the eliciting the same response every time the instrument were administered.

3.11 Data Collection

Before administering the questionnaires, a research permit was obtained from the Ministry of Higher Education Science and technology (MoHEST). The district adult education officer (DEO) for Kiambu was contacted before the start of the study. The adult literacy centers were visited, the focus group interviews were conducted and questionnaires were administered to the respondents.

3.12 Data Analysis

Data collected was coded and entered in the computer to permit qualitative and quantitative for analysis using the Statistical Package for Social Science (SPSS). Simple descriptive statistic was used to analyze the data, these included percentages and frequency counts. Bell (1993) maintains that when making the results known to a variety of readers, simple descriptive statistics such as percentage has considerable advantage over more complex statistics, Borg and Gall (1989) also holds that the most widely used standard proportion is the percentage. The result of the study was presented in summary, inform of tables, frequency, bar graphs and pie charts.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

Chapter four presents findings from the study that was attained by use of the methodology described in the previous chapter. The findings were analyzed, presented and interpreted in connection to the access and participation of adult and continuing education learners in adult basic literacy programme in Kiambu District, Kenya.

The findings have been presented in six main sections that mainly answer the Research Questions:

a. To establish the attendance rate of adult education learners in basic literacy programme.

b. To determine the factor influencing adult learners participation in adult basic literacy programme in Kiambu

c. To determine the enrolment rate of adult education learners in adult basic literacy programme.

d. To determine the completion rate of adult learners in basic literacy programme.

e. To establish the drop out rate of adult basic literacy programme.

f. To suggest measures to improve access and participation of adult basic literacy programme

The study sought information from adult education teachers, adult education officer and adult education learners by using questionnaires, interview guides and focus–group discussion respectively. An observation checklist was also utilized.

Finally, the result of the findings was discussed in light of the reviewed literature related to the access and participation of adult and continuing education learners in adult basic literacy programme in Kiambu District, Kenya. Data analysis, presentation of results and interpretation of the findings were guided by the research questions.

4.2 Demographic Characteristics of Respondents

This section presents a demographic distribution of adult teachers and adult education officer which sought information about gender, age, academic and professional qualifications, number of years for service, mode of teaching and frequency of attending in-service training.

4.2.1 Gender Information of Adult Teachers

The questionnaires utilized with teachers sought information about the gender of adult education teachers. Information about gender of adult teachers is presented in Figure 4.1.

Figure 4.1 Gender Information for Adult Teachers
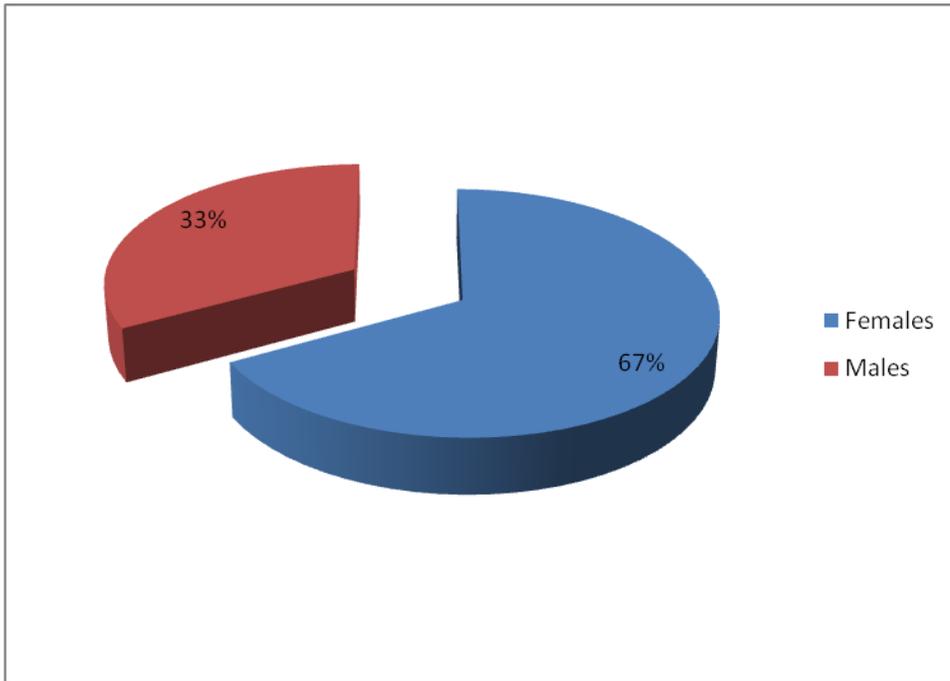
Figure 4.1 shows that from the teachers' sample population, there was unequal representation of both sexes whereby the female formed 67 percent of the sample population of the teachers while the male formed 33 percent.

This disparity as explained by adult education officer during an informal interview could be as a result of the negative attitude held by males concerning adult education which is believed to be a reserve of women.

4.2.2 Age Information of Adult Teachers

Data regarding the age of the respondents was collected from the adult teachers by use of questionnaires. It was analysed and presented in Table 4.2.

Table 4.1 Age Information of Adult Teachers

Responses	N	%
31-40 years	10	84
41-50 years	1	8
Above 50 years	1	8
Total	**12**	**100**

According to Table 4.2, majority of adult teachers (84%) in the sampled population were in the 31-40 years bracket. There was equal representation of adult teachers in the age group 41-50 years and Above 50 years. The presence of youthful adult teachers in adult education may explain the importance attached to this department.

4.2.3 Academic Qualifications

Data regarding the teachers' teaching experience was collected, analysed and presented in Table 4.2.

Table 4.2 Academic Qualifications

Responses	N	%
Primary	11	92
Secondary	1	8
Total	**12**	**100**

Table 4.2 reveals the academic qualifications of adult teachers. Majority of teachers (92%) who deliver the adult education curriculum had attained primary school level of education. Only eight percent had attained secondary school level certificate. This caliber of teachers may not effectively handle the adult education curriculum.

4.2.4 Professional Qualifications

The teachers were asked to indicate their professional qualifications. The findings are

presented in Table 4.2.

Table 4.3 Professional Qualifications

Responses	N	%
Certificate	10	84
Diploma	2	16
Total	**12**	**100**

Data on teachers' professional qualifications indicated that only 16 percent of the

respondents had achieved Diploma level of education. Majority of adult teachers (84%)

had however, achieved a certificate in Adult Education. From this data, it is clear that

majority of the teachers teaching adult education are not qualified professionally except

16% of them who had achieved average levels of training like those with a Diploma.

4.2.6 Number of Years for Service

Questionnaires utilized with adult teachers and interview schedule used to gather

information from the adult education officer sought data concerning number of years of

service.

This information was collated and presented in Figure 4.2

Figure 4.2 Numbers of Years of Service
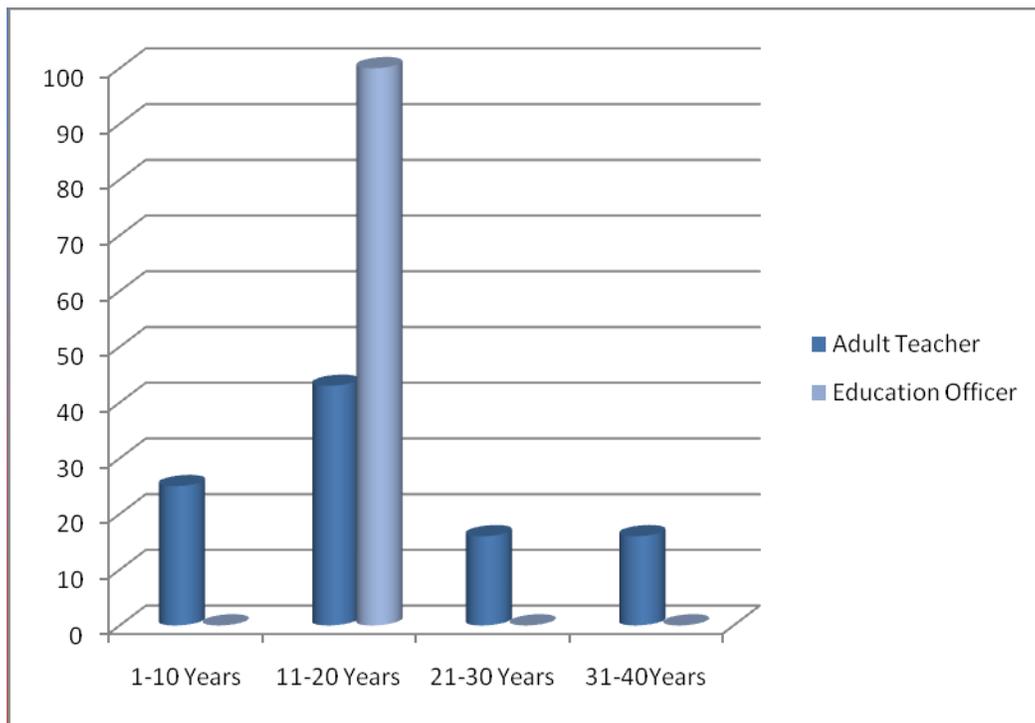
Figure 4.2 shows the trend of working experience in adult education.25 percent of the teachers population had a teaching experience that ranged between 1-10 years, 43 percent had a teaching experience that ranged between 11-20 years, 16 percent had an experience that ranged between 21-30 years and 16 percent of the teachers had an experience that ranged between 31-40years. These findings show that more than half (75 percent) of the sampled population among teachers had a teaching experience of 11 and above years. The Adult Education Officer had a working experience of between 11 and 20 years.

This means that the teachers and the Adult Education Officer are able to provide the required information on adult education.

4.2.7 Mode of Teaching

Twelve teachers were issued with questionnaires and among these, 67 percent were on full time employment while 33 percent were on part-time basis. This information has been presented in Table 4.5

Table 4.4 Mode of Teaching

Responses	N	%
Full time	8	67
Part time	4	33
Total	**12**	**100**

The information presented in Table 4.4 indicates that adult education programme still faces various challenges, one being lack of adequate and qualified teachers. This assertion was supported by Kebathi (2011) who says that only 6000 teachers, half of them on full time basis, have already been sent to 9000 adult education centres across the country (MoE, 2011).

The research instruments also sought to gather from adult teachers the number of times they have attended in-service training in the previous three years. This information is contained in Table 4.5.

Table 4.5 Frequency of Attending In-Service Training

Responses	N	%
One	7	58
Two	5	42
Total	**12**	**100**

Table 4.5 indicates that although teachers have attended in-service training in the last three years, majority (58%) indicated that they have only attended once. Only 42 % of teachers have attended twice in a period of three years.

When asked what they learnt in the in-service training, teachers who attended the training gave various accounts of what they learnt. These are: methodologies in adult learning, curriculum implementation in adult learning, rural health and environment hazards, planning teaching of adult and public relations. The government   provided the training.

4.3 Attendance Rate of Adult Education Learners in Basic Literacy Programmes

The first research question sought for information on the attendance rate of adult education learners in basic literacy programmes.

The attendance rate for adult learners has been a major concern in the education arena for quite some time. The Kiambu District Adult Education Officer during the interview lamented that attendance rate for adult learners have been very low. In addition, the learners are not subjected to full time schooling because this conflicts with their adult responsibilities (Kebathi, 2011). To compound the problem further, the officer noted that the attendance rates were higher for females than for males. He also identified several factors that influence attendance rates in Kiambu County. Such factors are economic, social, behavioral and psychological factors.

During the focus group discussions, learners were asked if some adults' learners have been attending classes and later dropped out. All the FGDs in their discussions indicated that indeed there were students who had attended classes but dropped out later. This state

of affairs poses a challenge to adult literacy programme since the national development plan 2002-2008 says that the target population for adult and continuing education consist of about 4.3 million adults, of whom 1.6 million are men while 2.7 million are women (Republic of Kenya, 2002).

Unfortunately, this policy initiative cannot be achieved when an estimated 7.5 illiterate adults exist in Kenya. Out of this number, only 350000 adult learners have enrolled to take classes under the new Department of Adult Education (Ongeri, Education Minister, 2011).

The researcher also sought to gather information concerning the trends of those adult learners who have dropped out from classes. Information concerning the trends of adult learners who have dropped out from classes is shown in Table 4.7.

Table 4.6 Adult Learners who have Dropped Out

Responses	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Total
Females	**0**	3	3	5	2	8	7	28
Males	8	4	4	2	3	5	1	27
Total	**8**	**7**	**7**	**7**	**5**	**13**	**8**	**55**

Information gathered by the researcher through document analysis as per Table 4.7 indicates the drop out trends of adult learners over the period under study. It was noted from these results that in all the FGDs, drop out rates were higher among the males than the females.

There were varying reasons established by the researcher during the FGDs discussions on why learners were dropping out. Learners noted that lack of finances to cater for their

education and upkeep contributed greatly for students' drop out. Other reasons emanating from the groups are: tight family chores, stagnation in one level- basic literacy, centre situated at primary schools where their children are schooling, lack of permission from employer, domestic violence, alcoholism, effects of post election violence and centre being far away.

4.4 Factors Influencing Adult Learners Participation in Adult Basic Literacy Programme

Rate of absenteeism is a factor that may influence adult learners' participation in adult literacy programmes. Questionnaires utilized with teachers sought to collect information on the rate of absenteeism among adult learners. This information is presented in Figure 4.3.

Figure 4.3 Rate of Absenteeism
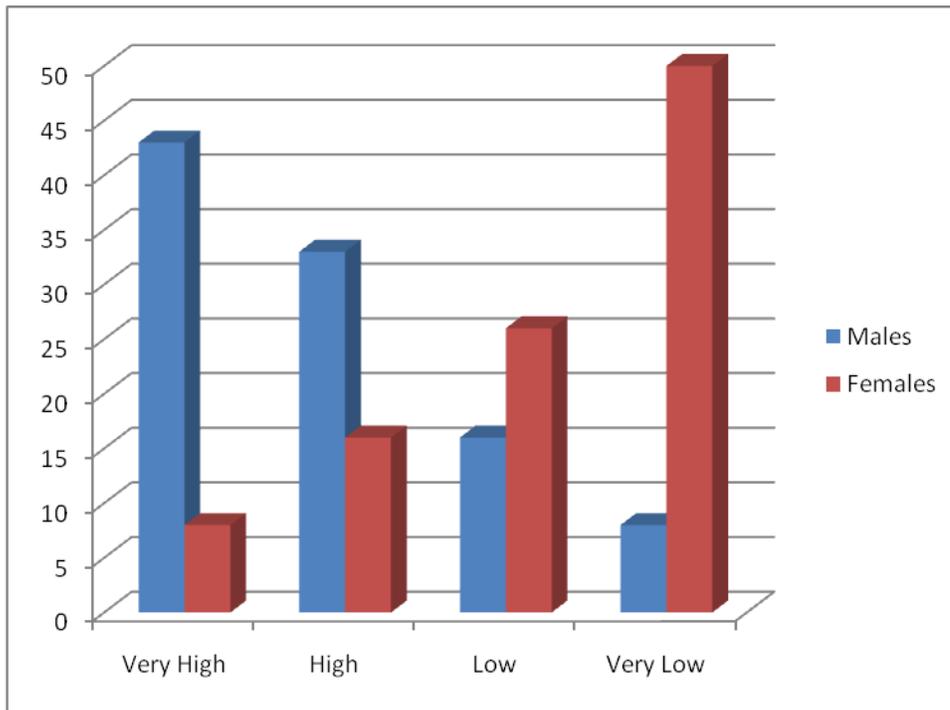
According to Figure 4.3, majority of teachers (76%) felt that the rate of absenteeism among the males is high. In contrast, an equal percentage of adult teachers felt that the absenteeism among the females is low. There was conflicting opinion between the teachers and the learners on rates of absenteeism. Whereas teachers indicated that absenteeism was high among the males, learners indicated that absenteeism was higher among the females.

Among the information the researcher sought from the teachers was how they rate the effect of some selected factors on adult basic education programme. That information was collated and presented in Table 4.7.

Table 4.7 Rate of Effect of Selected Factors on Adult Basic Education Programme

Statement	Attendance								Drop -Out								Completion							
	VH		H		VL		L		VH		H		VL		L		VH		H		VL		L	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
Social economic	5	43	4	33	2	16	1	8	4	33	4	33	2	16	2	16	3	25	5	43	1	8	3	25
Learning/teaching	6	50	3	25	1	8	2	16	5	43	4	33	2	16	1	8	5	43	4	33	2	16	1	8
Age of learner	3	25	2	16	3	25	4	33	4	33	2	16	3	25	3	25	2	16	3	25	4	33	3	25
Language used	1	8	1	8	4	33	6	50	2	16	2	16	4	33	4	33	1	8	1	8	4	33	6	50

Key

VH - Very high

H - High

VL - Very Low

L - Low

Information gathered by the researcher as per Table 4.7 shows that social economic factors have an effect on attendance, drop out and completion of learners. Table 4.7 indicates that 77 percent of the teachers said that the effect of social economic factors on attendance of adult learners was high. Sixty six percent of teachers also felt that the effect of social economic factors on drop out of learners was high. And finally, 68% of teachers also indicated that the effect of social economic factors on completion of adult learners' education was high. This concurs with a research carried out in Mwatate division Taita Taveta District, Mwale (1998) which found that the majority of adult learners join the classes because they hoped that their economic status will be improved. When the

literacy classes fail to cater for their economic needs they drop-out therefore hindering learner's participation.

The same scenario was also reported on the effect of learning and teaching resources on attendance, drop out and completion of adult learners' education. It was interesting to note that age of learners and language used for content delivery had minimal effect on attendance, drop out and completion of learners. This was attested by a majority of teachers, (84%) for attendance, (66%) for drop out and 84% for completion respectively.

Mbaabu (1992) also noted that teaching of literacy in Kenya is done only in nineteen mother tongue. This means that many adults are being taught to read and write in other mother tongues which are not their own. This discourages many adults to attend since they do not have learned mother tongues of other communities while they have their own language. Mbaabu's idea indicated that language can be a barrier to recruitment of learners. However, assertion of Mbaabu's did not concur with that of the study since language for content delivery had minimal effect on attendance, drop out and completion of learners.

There were seven focus group discussions that were constituted to take part in the current research. The researcher sought to gather from the discussions, the effect of social economic factors, language of instruction and learning /teaching resources and age have on their learning.

Although the responses from all the groups differed on text, they resonated around same content and meaning. A summary of the responses has been tabulated in Table 4.8.

Table 4.8 Summaries of Effects of Socio-Economic Factors, Language of Instruction,   Learning /Teaching Resources and Age on Learning

Factors	Effects on Learning
Socio-economic	Causes drop out and absenteeism to tend for economic activities
	Consumes precious time for learning hence absenteeism
	Relocation and migration in search of jobs hence no learning
	Lack of funds to pay tuition fee
	Brings about conflicts due to negligence of family chores
Language of instruction	Drop out of learners who do not understand Kiswahili and English
	Delay of learners in understanding concepts
	Delay in completion of syllabus due to slow learning
	Time wastage in teaching
	Learners stagnate in the basic literacy level
Learning /Teaching Resources	Inadequate learning /teaching materials drag coverage of syllabus
	Absenteeism for search of learning materials such as pens and books
	Poor quality materials causes delay in writing exercises
Age Factor	Drop out since adult learners decline sharing facilities with children
	Males shy off from school since they are less than females
	Others felt that it has no effect

Table 4.8 gives a summary of effects of socio-economic factors, language of instruction, learning /teaching resources and age on learning.

Interview schedule for district education officer also highlighted factors that influence attendance of adult education learners in adult basic literacy programme. Such important factors identified by the officer are socio-economic, adequacy of teaching/learning resources, accessibility of adult literacy centers, age of learners, and language used by instructors when delivering the curriculum.

According to adult education officer, socio-economic factors such as farming, establishment of family businesses and other family chores consume a lot of time that could otherwise be utilized in attending adult literacy classes. This contributes to either drop outs or absenteeism of learners.

It was also noted that adult learners shied off intermingling with young learners in primary schools. This resulted in drop outs. Finally, it was also noted that most centers lacked both physical and human resource. For the few centers with adequate physical facilities, basic sanitary requirements were still lacking or inadequate. According to Knowles (1978), adult educator should be innovative enough to gauge the needs of the adult groups and prepare teaching and learning resources which are relevant to the needs.

4.5 Enrollment Rate of Adult Education Learners in Adult Basic Literacy Programme

The researcher sought information concerning the enrollment rate of adult education learners in adult basic literacy programme so as to have a clear picture of enrolment by the various teachers from different centres in Kiambu District. Information on enrolment in Kiambu District was gathered from the questions in the adult teachers' questionnaire and tabulated in Figure 4.4.

Figure 4.4 Enrollments of Adult Education Learners in Adult Basic Literacy

Programme

By Gender in Years 2007-2010
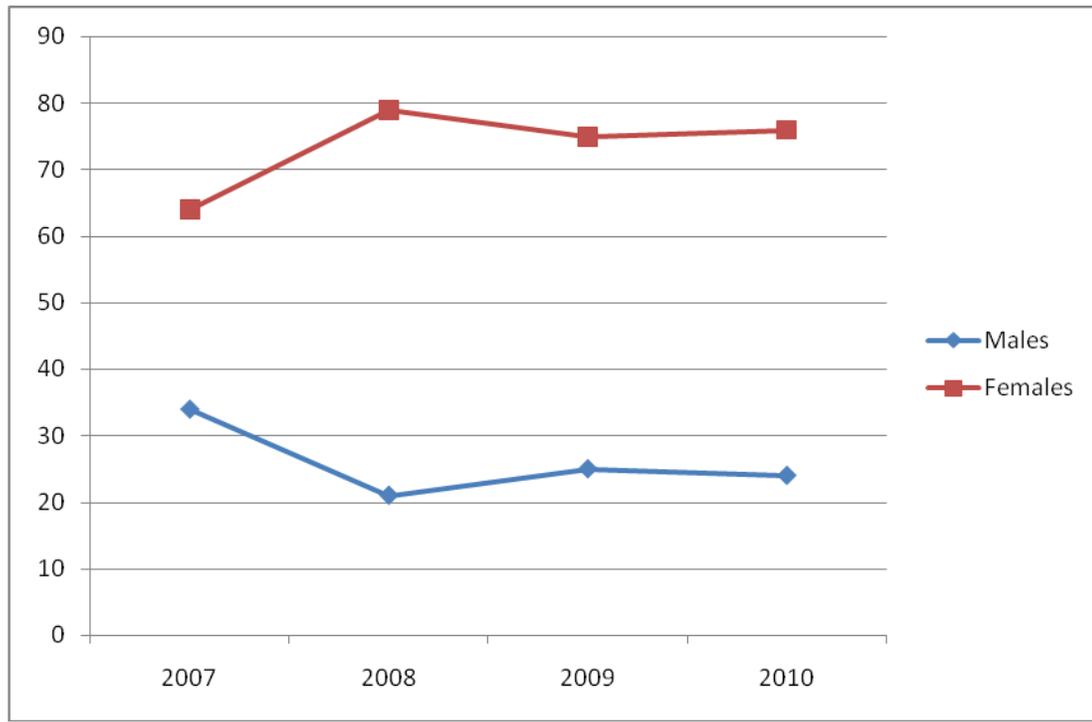
Information gathered by the researcher through document analysis as per Figure 4.4 shows that between 2007 and 2010, there were a total of 412 females comprising of 74 % of total enrollment who had enrolled to take classes under the adult literacy programme. Only 144 males had enrolled for adult education programme. When enrollment was considered in subsequent years, it was discovered that there was a declining trend in enrollment. Consequently, in all the years under consideration, females enrolled more than the males. One of the reasons given by the education officer for that discrepancy in enrollment is that males had a negative attitude towards adult learning and especially learning under the same institution together with young learners.

During the focus group discussions, learners were asked to discuss the reasons why they enrolled in adult literacy programmes. Learners discussed and identified various reasons why they enrolled in adult literacy programmes. First, some learners said they enroll in adult education to be able to read the bible, water and electricity bills and to be empowered to overcome challenges in their organizations. One learner in group one felt that she enrolled in adult classes to be able to transact family businesses and in particular signing business documents such as cheques and payment vouchers. Whereas some learners went to school to gain basic numerical literacy, others wanted to gain knowledge that can be utilized for modern farming techniques. Other reasons given were: for prestige, and to assist their children in homework.

When asked if some adults who are enrolled in adult classes, later fail to attend classes, all the groups selected to take part in the current study were quick to note that this regularly happens in all the centers sampled for the study.

The researcher sought to gather information on trends of adults who are enrolled in adult education classes and later failed to attend classes. The information gathered revealed the total number of learners who failed to attend classes after enrolling. Information on the total number of learners who failed to attend classes after enrolling is presented in the Table 4.9.

Table 4.9 Number of Learners Failing to Attend Classes among Various FGDs

Responses	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Totals
Females	**0**	3	3	7	8	3	5	**29**
Males	8	4	4	1	5	2	2	**28**
Total	**8**	**7**	**7**	**8**	**13**	**5**	**7**	**57**

Referring to Table 4.9, the current data available from the FGDs show the number of learners' absentees per FGD. The information in Table 4.9 shows that although the number of males failing to attend classes is higher than the number of females, the difference was minimal. However, there were 57 learners who had failed to attend classes. Consequently, there were varying reasons why adult learners fail to attend classes. These are: the proximity of adult education centers from learners' homes, lack of time due to engagement in economic activities, varied home chores, disappointment from the peers, lack of finances to purchase learning materials, disappointments for being in one level for along time and lack of permission from the employers.

4.6 Completion Rate of Adult Learners in Adult Basic Literacy Programme

The fourth research question sought information on the completion rate of adult learners in adult basic literacy programme. It was viewed important by the researcher to find out from the teachers completion rates of adult learners since this would provide information about efficiency in adult education. First, the questionnaires utilized with adult teachers sought to find out the number of learners who have dropped out from adult education centers from the years 2007-2010. This information is presented in Table 4.10.

Table 4.10 Adult Education Learners who Drop out in Adult Centres from Years 2007-2010

Year	Males		Females		Total	
	Drop out	**%**	**Drop out**	**%**	**Drop out**	**%**
2007	27	40	41	60	**68**	24
2008	17	35	31	65	**48**	17
2009	23	38	37	62	**60**	22
2010	36	35	67	65	103	37
Total	**103**	**37**	**176**	**63**	**279**	**100**

Information from the document analysis guide and the questionnaires for the adult teachers showed the trend in the number of drop out for the years 2007-2010 as per Table 4.10. It is evident from Table 4.10 that the number of females who had had dropped out of classes from 2007-2010 were more than the number of males who had dropped out in the same period. The research was quick to note that although females' ennoblements more than for the males, their rate of drop out was higher than that of the males. It was also noted that for both sexes, the drop out rates reached the highest peak in 2010 with 176 females dropping out against 103 for males.

The Division Adult Education Officer concurred with the adult education teachers that the drop out rate for adult education learners' has been on the rise. He singled out the year 2010 which had the highest number of drop outs for both males and females. He attributed this high rate of drop outs to socio-economic factors, inadequacy of teaching/learning resources and strict family programmes. The proximity of adult schools to their homes also played a role. Some employers were reluctant to offer any off-duty

days for learners to attend classes which may have led to drop outs. This high rate of drop out was a challenge to the learners to complete adult basic literacy classes.

The Focus Group Discussions gathered data concerning the number of adult education learners who completed adult basic literacy programme in 2010. The number of learners who completed adult literacy programme in 2010 is shown in Table 4.11.

Table 4.11 Learners Who Completed Adult Literacy Programme In 2010

Responses	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Total
Females	1	7	7	6	2	12	2	37
Males	7	0	0	3	0	0	5	15
Total	**8**	**7**	**7**	**9**	**2**	**12**	**7**	**52**

Table 4.11 gives a summary of learners who completed basic literacy in 2010. It can be seen from Table 4.11 that there were more females who completed adult basic literacy than males in 2010. It was interesting to note that although more females dropped out of school than males in the subsequent years, the rate of completion was higher amongst the females than males.

When being asked what they intended to do after the completion of adult basic literacy, learners involved in FGDs had varying opinions on their intention to complete adult education. After the completion of adult basic literacy, learners were eager to be promoted to the next level of adult education. Others felt that they had acquired the necessary skills to establish businesses while still others were eager to help their children in their education as tutors. Learners said they would start modern methods of farming.

Similarly, teachers were required to indicate the number of adult education learners who completed adult education programme in the years 2007-2010. The findings are shown in Table 4.12.

Table 4.12 Adult Education Learners Who Completed Adult Education Programme in Years 2007-2010

Year	Males		Females		Total	
	Completion	**%**	**Completion**	**%**	**Completion**	**%**
2007	26	43	35	57	61	34
2008	13	28	33	72	46	25
2009	10	24	31	76	41	23
2010	7	21	26	79	33	18
Total	**56**	**31**	**125**	**69**	**181**	**100**

Just as what the FGDs had found out, Table 4.12 shows that in successive years, the number of females completing basic literacy education were more than the number of males. However, the year 2010 had the least rate of completion as compared to other years under the focus. Only 18% completed the basic adult literacy.

The researcher sought to know from the teachers whether the number of learners who completed the basic adult literacy was transited to the next level. This information was gathered by asking the teachers to state whether the transition was high or low. The data collated was presented in Table 4.13

Table 4.13 Transition Rate of Learners

Responses	F	%
Very High	1	8
High	2	16
Low	9	76
Total	**12**	**100**

Since the completion rate of learners was low, 79 % of teachers felt that the transition of learners to the next level was also low. However, 24 % of learners indicated that the transition rate of learners was high.

Information gathered by the researcher through document analysis and report from the Division Adult Education Office show that on average, there were 20-30% adult learners who transit from basic adult level to the post basic level. According to Division Adult Education Officer, lack of clear policy on transition and lack of promotion to the next level were some of the factors that influence completion of adult education learners in adult basic literacy programme.

4.6.1: Observation Report on Availability and Adequacy of Learning /Teaching Resources

The observation schedule sought to establish the availability and adequacy of learning resources. The findings are shown in Table 4.14.

Table 4.14: Observation Report on Availability and Adequacy of Learning

Resources

Type of Resources	Available		Not Available		Adequate		Not Adequate	
	F	%	F	%	F	%	F	%
Library	-	-	12	100	-	-	12	100
Learning Resources	10	84	2	16	1	8	11	92
Physical Resources	12	100	-	-	1	8	11	92
Furniture	3	26	9	75	2	16	10	84
Lighting Systems	1	8	11	92	1	8	11	92

The data in Table 4.14 reveal that in all the sampled schools, the learning resources were available (84%) but inadequate (100%). All schools sampled never had a library. According to Division Adult Education Officer, physical, teaching and learning resources are crucial in assisting learners to complete their studies.

According to Mulina (1978) literacy programmes should be provided with literacy materials such as primers, posters, charts, audio visual and other materials. This makes literacy programme interesting and thus enhance participation of adult learners. Kassam (1978) notes that, lack of adequate literacy primers and writing materials discourage learners.

4.7 Suggested Measures to Improve Access and Participation of Adult Basic Literacy Programme

The researcher sought for information on strategies of improving access and participation of adult basic literacy programme from teachers, learners and the District Education Officer.

Teachers, learners and the District Education Officer gave suggestions that would ensure an increase in attendance rate, reduction in drop out rate and increase completion rate.

Teachers felt that to improve attendance rate of adult learners, the government should employ more teachers in adult centers. The District Education Officer concurred with teachers that lack of adequate and trained teachers was a hindrance in the access and participation of learners in adult literacy programme. He in particular noted that an estimated 7.5 illiterate adults exist in Kenya. Out of this number, only 350000 adult learners have enrolled to take classes under the new Department of Adult Education (Ongeri, Education Minister, 2011). And to compound the problem further, only 6000 teachers, half of them on full time basis, have already been sent to 9000 adult education centers across the country (MoE, 2011).

Learners through FGDs were of the opinion that adequate provision of teaching and learning materials would reduce absenteeism. They suggested that multiple centers should be established in the District so as to bring services closer to the learners. This would improve the accessibility of centers to learners. It was noted during theses discussions that the waiver of tuition in primary education in 2003 raised enrollments from 5.9 million pupils to 7.2 million pupils in 2004. A summary of suggestions from the respondents to improve access and participation is presented in Table 4.15

Table 4.15 Suggestions to Improve Access and Participation of Adult Education

Factors	Suggestions to Improve Access and Participation
Attendance	Provide adequate learning materials
	Shift programme to be initiated -morning ,afternoon ,evening
Drop Out	Independent Institutions of learning to be established
	Improve economic activities of learners
	Employ adequate and qualified teachers
	Initiate guidance and counseling programmes
Completion	Promoted learners to next the level automatically
	Centers to be established in accessible locations
	More post-literacy centers to be established

Table 4.15 gives a summary of suggestion aimed at improving access and participation in

adult literacy programmes.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter gives a summary of the findings, conclusion and recommendations drawn from the findings in connection to the access and participation of adult education learners in adult basic literacy programme in Kiambu District.

5.2 Summary of the Research Findings

The study findings from analyzed data are presented below under themes derived from the demography and objectives of the study. To this end, the collected data was analyzed and then results interpreted as well as discussed whose major findings include: -

5.2.1 Demographic Characteristics of Respondents

The study revealed that there were some gender disparities in representation. Majority of teachers (67%) included in the study were females. It was also noted that majority of adult teachers (84%) in the sampled population were in the 31-40 years bracket. The study revealed that all teachers included in the sample were not academically and professionally trained. Majority of teachers (92%) who deliver the adult education curriculum had attained a primary school level of education. Only eight percent had attained a secondary school level certificate.

Data on teachers' professional qualifications indicated that only 16 percent of the respondents had achieved Diploma level of education. Majority of adult teachers (84%) had however, achieved a certificate in Adult in Education.

Most teachers had working experience in adult education. These findings show that more than half (75 percent) of the sampled population among teachers had a teaching

experience of 11 and above years. The Adult Education Officer had a working experience of between 11 and 20 years.

The study revealed that majority of teachers (67%) was on full time employment. Only 33% were on part time employment.

Most teachers attended in-service courses that are important for practicing teachers. However, the study showed that many of the sampled teachers had only attended one in-service training.

5.2.2 The Attendance Rate of Adult Education Learners in Basic Literacy Programmes

The research showed that attendance rate for adult learners have been very low. In addition, the learners are not subjected to full time schooling. The attendance rates were higher for females than for males. Factors that influence attendance rates in Kiambu County are economic, social, behavioral and psychological factors. As noted by learners, there were a total of 55 learners who had dropped out. Reasons responsible for this drop out are lack of finances ,tight family chores, stagnation in one level- basic literacy, centre situated at primary schools where their children are schooling, lack of permission from employer, domestic violence, alcoholism, effects of post election violence and centre being far away.

5.2.3 Factors Influencing Adult Learners Participation in Adult Basic Literacy Programme

The study showed that the rate of absenteeism is a factor that may influence adult learners' participation in adult literacy programmes. Majority of teachers (76%) felt that

the rate of absenteeism among the males is high. Absenteeism was high among the males than the females.

The study shows that social economic and learning / teaching resources factors have a strong effect on attendance, drop out and completion of learners.

However, the study noted that age of learners and language used for content delivery had minimal effect on attendance, drop out and completion of learners. This was attested by a majority of teachers, (84%) for attendance, (66%) for drop out and 84% for completion respectively.

5.2.4 Enrollment Rate of Adult Education Learners in Adult Basic Literacy Programme

The study shows that between 2007 and 2010, there were a total of 412 females comprising of 74 % of total enrollment who had enrolled to take classes under the adult literacy programme. Only 144 males had enrolled for adult education programme. It was discovered that there was a declining trend in enrollment. In all the years females enrolled more than the males. One of the reasons given for that discrepancy in enrollment is that males felt had a negative attitude towards adult learning and especially learning under the same institution together with young learners.

Learners said they enroll in adult education to be able to read the bible, water and electricity bills and to be empowered to overcome challenges in their organizations, be able to transact family businesses and in particular signing business documents such as cheques and payment vouchers. others wanted to gain knowledge that can be utilized for

modern farming techniques. Other reasons given were: for prestige, and to assist their children in homework.

Adults, who are enrolled in adult classes, later fail to attend classes.

There were 57 learners who had failed to attend classes. Reasons why adult learners fail to attend classes are: the proximity of adult education centres from learners' homes, lack of time due to engagement in economic activities, varied home chores, disappointment from the peers, lack of finances to purchase learning materials, disappointments for being in one level for along time and lack of permission from the employers.

5.2.5 Availability and Adequacy of Learning /Teaching Resources

The data reveal that the teaching/learning resources such as primer, charts, posters, story books and teachers' reference books were available (84%) but inadequate (100%). All schools never had a library.

5.2.6 Suggested Measures to Improve Access and Participation of Adult Basic Literacy Programme

1) The government should employ more teachers in adult centers.

2) Adequate provision of teaching and learning materials would reduce absenteeism.

3) Multiple centers should be established in the District so as to bring services closer to the learners.

4) Shift programme to be initiated -morning ,afternoon ,evening

5) Promote learners to the next level automatically

6) Independent Institutions of learning to be established

7) Improve economic activities of learners

8) Initiate guidance and counseling programmes

5.3 Conclusion

Based on the results of the findings, the following conclusions have been made:

i) Teachers in the study area were not academically and professionally trained. Majority of teachers who deliver the adult education curriculum had attained a primary school level of education. On professional qualifications only 16 percent of teachers had achieved a Diploma level of education.

ii) The study revealed that majority of teachers was on full time employment. A few were on part time employment.

iii) Teachers attended in-service training frequently.

iv) Attendance rate for adult learners have been very low. In addition, the learners are not subjected to full time schooling. The attendance rates were higher for females than for males.

v) Factors that influence attendance drop out and completion rates in Kiambu County are economic, social, behavioral and psychological factors.

vi) Reasons responsible for drop out are lack of finances ,tight family chores, stagnation in one level- basic literacy, centre situated at primary schools where their children are schooling, lack of permission from employer, domestic violence, alcoholism, effects of post election violence and centre being far away.

vii) Absenteeism was high among the males than the females.

viii) Age of learners and language used for content delivery had minimal effect on attendance, drop out and completion of learners.

ix) Between 2007 and 2010, there was a declining trend in enrollment. In all the years, females enrolled more than the males.

x) Learners in adult education gain knowledge that can be utilized for modern farming, prestige, and to assist their children in homework to be able to read the bible, water and electricity bills and to be empowered to overcome challenges in their organizations, be able to transact family businesses and in particular signing business documents such as cheques and payment vouchers.

xi) Reasons why adult learners fail to attend classes are: the proximity of adult education centers from learners' homes, lack of time due to engagement in economic activities, vario home chores, disappointment from the peers, lack of finances to purchase learning materials, disappointments for being in one level for along time and lack of permission from the employers.

xii) The number of females who had had dropped out of classes from 2007-2010 were more than the number of males who had dropped out in the same period. The research

noted that although females' enrolments were more than for the males, their rate of drop out was higher than that of the males

xiii)   High rate of dropouts was due to socio-economic factors, inadequacy of teaching/learning resources and strict family programmes. The proximity of adult schools to their homes also played a role. Some employers were reluctant to offer any off-duty days for learners to attend classes. In year 2010, there were more females who completed adult basic literacy than males. Although more females dropped out of school than males in the subsequent years, the rate of completion was higher amongst the females than males.

xiv)   After the completion of adult basic literacy, not all learners were to be promoted to the next level of adult education.

xv) The number of females completing basic literacy education was more than the number of males. Year 2010 had the least rate of completion as compared to other years under the focus. Only 18% completed the basic adult literacy.

xvi)   The teaching/learning resources were available but inadequate. All centers never had a library.

5.4 Recommendations

The current research made the following recommendations depending on the findings from the study.

i) Teachers in the study area are not academically and professionally trained. For teachers to be able to deliver the adult education curriculum effectively, the research recommends that the government recruit teachers who are academically and professionally and posted to adult centres. In addition, teachers should be recruited on full time employment. Teachers attended in-service training infrequently.

ii) Attendance rate for adult learners have been very low. In addition, the learners are not subjected to full time schooling. The attendance rates were higher for females than for males. To raise the attendance rates for both genders, the study recommends adequate learning and teaching resources to be provided in all centers.

iii) Factors that influence attendance and drop out and completion rates in Kiambu County are economic and social. To reduce drop out rates and raise completion rates, the study recommends that a rotational fund with reduced interest rates be established to finance projects initiated by adult education learners.

iv) Between 2007 and 2010, there was a declining trend in enrollment. In all the years, females enrolled more than the males. The research recommends that the trend be reversed through enhancement of civic education and campaigns on the importance of investing in education.

v) One of the reasons why adult learners fail to attend classes are the proximity of adult education centres from learners' homes. The study recommends that more centres be established in to cater for more adult learners.

vi) High rate of drop outs was due to socio-economic factors, inadequacy of teaching/learning resources and strict family programmes. The study recommends that for adult education programme not to interfere with learners' financial programmes, the government should introduce multi-shift learning programmes where some learners can study in the morning, others in the afternoon and still others in the evening. This programme ensures minimal drop outs.

vii) After the completion of adult basic literacy, not all learners were to be promoted to the next level of adult education. The study recommends that all learners be promoted automatically for post-literacy level.

5.5 Suggestion for Further Research

Based on the findings and recommendations of the study, the researcher suggests that there was more room to carry out investigations in the following areas.

i.   A study to mainstream adult education programme with both primary and secondary education.

ii. A study on the cost of financing adult education programme and its impact on access and participation in adult literacy programme.

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APPENDICES

APPENDIX A: INTERVIEW SCHEDULE FOR DISTRICT ADULT EDUCATION

OFFICER

1. How would you rate the attendance of adult education learner in adult basic literacy programme in the District?
2. What factors influence attendance of male/female adult education learners in adult basic literacy programme?
3. How would you rate the adult education learners' drop-out rate in adult basic literacy programme in this district?
4. What factors influence the drop-out rate of adult education learners in the district?
5. How is the rate of absentism of adult education learners in adult education centers?
6. Which factors influence adult education learners' absentism in adult education centers?
7. Are there community learning resource centers in this district?
    a. How many are they?
    b. How adequately are they equipped?
8. On average how many adult education learners transit from adult basic level I to the basic Level 2 by gender?
9. What factors do you think influence completion of adult education learners in adult basic literacy programmes?
10. What effect do the following factors have on the following aspect of adult education learners in adult basic literacy programme?

Factors	Attendance	Completion	Drop-out
Social economic			
Age of the learners			
Language of instruction			

11. How many years of experience do you have as an adult education officer?

12. How long have you been in the current station?

13. What in your opinion do you think should be done to improve the following aspect in adult

   basic education programme?

   a) Transition.

   b) Dropout

   c) Completion

   d) Transition

APPENDIX B: INTERVIEW SCHEDULE FOR DIVISION ADULT EDUCATION OFFICER

1. How many years of experience do you have as an adult education officer?
2. For how long have you been in your current station?
3. How many adult education teachers are there in this division?
4. How would you rate the attendance of adult education learners in the division?
5. Which attendance rate is high for female or male adult education learners?
6. Which factors influence the attendance of adult education learners in adult basic literacy programme in this division?
7. How would you rate the drop-out rate of adult education learners by gender in adult basic literacy programme in this division?
8. On average who experience high drop-out rate female or male adult education learner in this division?
9. If male or female which factors influence the high drop-out rate?
10. Generally how would you rate the completion rate of adult education learners in adult basic literacy programme in this division?
11. What effects do the following factors have on the aspect of adult education learners in adult basic literacy programme?
    a. Socio-economic
    b. Learning and teaching resources
    c. Age
    d. Language
12. What in your opinion do you think should be done to improve aspect of adult education learners in adult basic literacy programme?
    a. Attendance,
    b. Drop out.
    c. Completion.

APPENDIX C: QUESTIONNAIRE FOR ADULT EDUCATION TEACHER

1. Name of the division where the center is located

2. Gender;   Female   [   ]   Male   [   ]

3. What is your age bracket?
       25-30 years   [   ]
       35-40 years   [   ]

       45-50 years   [   ]
       Above 50 indicate   [   ]

4. Indicate your highest academic level_____

       Primary   [   ]
       Secondary   [   ]

Other specify _____

5. What is your professional qualification?
       Certificate   [   ]
       Diploma   [   ]
       Higher diploma   [   ]

6. For how long have you served as an adult education teacher indicate

7. Are you a full time or part time teacher?   _____

8. (a) How many times have you attended adult education in-service course in last 3 years?
       One time   [   ]
       Two times   [   ]
       Three times   [   ]

(b) Indicate the training received_____

(c) Who provided the training?

       Government   [   ]

       NGO   [   ]

       Others, specify_____

9. Indicate the enrollment of adult education learners in your center by gender from 2007

2010

Year	Male	Female	Total
2007			
2008			
2009			
2010			

10. Indicate the number of adult education learners who dropped out in your center from 2007 to 2010

Year	Male	Female	Total
2007			
2008			
2009			
2010			

11. Indicate the number of adult education learners who completed adult education programme in your center from 2007 to 2010

Year	Male	Female	Total
2007			
2008			
2009			
2010			

12. How would you rate the transition rate of adult education learners from basic level 1 to basic level 2?
Very high   [   ]
High   [   ]
Low None   [   ]

13. Which is the main language of instruction in your center?

14. Indicate the rate of absentism of adult education learners in this center.

Rate of absentism	Male	Female
Very high		
High		
Low		
Very low		

15. How would do you rate the effect of the following factors on adult basic education programme in your center. Indicate by ticking (√)

	Aspects											
Factors	Attendance				Drop out				Completion			
	V.H	H	L	V.L	V.H	H	L	V.L	V.H	H	L	V.L
Social economic												
Learning and teaching resources												
Age of the learner												
Language of instruction												

Key

V.H   Very high

H   High

V.L   Very low

L   Low

16. As a stakeholder in education what corrective measures would you recommend, should be taken to improve the following aspects of adult education programme

    i.   Attendance

a._____

b._____

 c._____

   ii.   Drop out

a. _____

b. _____

 c. _____

   iii.   completion

a._____

b._____

c._____

APPENDIX D: FOCUSED- GROUP DISCUSSION SCHEDULE FOR ADULT EDUCATION

LEARNERS

1.   Why did you enroll in adult basic literacy programme?

2.   Are there some adult learners who enrolled but do not attend classes regularly?

   a. How many female/male are they?

   b. Which reasons do they give for being absent?

3. Are there some adult education learners who have been attending classes but dropped out?

   a. How many dropped-out? b.   How many female/male dropped out? c.   What reasons did they give for dropping out?

4. How many adult education learners completed adult basic literacy programme last year?

   a.   How many female/male adult education learner completed.

5. What effect do the following factors have on your learning?

   a. Socio economic factors

   b. Language of instruction

   c. Learning and teaching resources

   d. Age factor

6. What are you intending to do after completing adult basic literacy programme?

7.   What would you propose to improve the following aspect of adult basic education in your area?

   a. Absentism
   b. Completion
   c. Drop out

APPENDIX E: OBSERVATION CHECKLIST

Type of Resources	Available	Not Available	Adequate	Inadequate
Library Learning materials				
Physical facilities ▪ Chairs ▪ Tables				
Lighting				
Income generating project				