FACTORS INFLUENCING PARTICIPATION OF LEARNERS IN

ADULT AND CONTINUING EDUCATION IN KIPKELION DISTRICT

IN RIFT VALLEY PROVINCE

PRESENTED BY

CHIRCHIR SAMWEL CHERUIYOT

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DECLARATION

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

STUDENT'S SIGN: _____

NAME: CHIRCHIR SAMWEL CHERUIYOT

REGISTRATION NUMBER: E56/P/9825/05

DATE: 30TH JULY 2012

The research project has been submitted for Examination with my approval as University Supervisor.

LECTURER SIGNED _____

NAME: PROFESSOR GUNGA

DATE: ___13 8 2012___

DEPARTMENT EDUCATIONAL FOUNDATIONS,

UNIVERSITY OF NAIROBI.

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DEDICATION

This research project is dedicated to millions of adults who in Kenya and all over the world, still need to acquire literacy skills and continued education for their socio-economic, political and spiritual developments.

I also dedicate this work to all my family members, our late father Kailel Kipkemoi Arap Tum whose determination, support and encouragement made me what I am today; the Lord, God Almighty in whom I have my being.

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The undertaking and completion of their research project was made possible by God's help, my tireless determination and the support of many other people.

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CHAPTER ONE

1.0   INTRODUCTION

The introduction gives a background of the study with a definition and the various forms of ACE from the Kenya's perspective. It also looks at the issues and problems surrounding the participation of learners in ACE programmes in the country over the years. There is the statement of the problem, purpose of the study, objectives of the study, the limitations and the delimitations of the study, the basic assumptions and lastly definition of significant terms.

1.1   Background to the study

Adult and Continuing Education (ACE) has been on Kenya's development agenda since independence, in 1963. This is evident in the commitments made by the government in the sessional paper no 10 of 1965(The Republic of Kenya, 1965) which declared, 'a carefully planned attack on poverty, disease and ignorance in order to achieve social justice, human dignity and economic welfare for all'. The Kenya Vision 2030 (The Republic of Kenya, 2007) is a development blue- print for the country, which aims at making Kenya an industrial country by 2030, with education and training, being key strategies for the achievement. According to the development strategy, in which increasing participation in ACE programs will be significant to the attainment of the goals for this vision of attaining 80% adult literacy rate and increasing the net enrolment by 95%.

According to the draft on national policy framework for ACE (The Republic of Kenya, 2008) the definition of Kenya's adult education is adapted from definition by Enesco (1997) to include 'the entire body of learning processes taking place formally or otherwise, in which people are regarded as adults by the society to which they belong to, develop their abilities, enrich their knowledge and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society'. The Koech Report (Republic of Kenya, 1999) found out that adult literacy are adequate enough but still sees a need for an effective adult and continuing education system that creates a motivating environment for self advancement in education and learning throughout life. Further still, adult education broadens the unknown connotation of adult education as mere literacy and includes the entire body of outgoing learning processes that enable individuals to continually develop their abilities, enrich their knowledge as well as improve their technical, professional qualifications and competencies in a sustainable manner (Republic of Kenya, 1999:194).

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Further still, the draft on national policy framework for ACE (Republic of Kenya, 2008) indicates that the ACE sector is heterogeneous in nature because of diversity of the areas of learning, target population that have varied learning interest and a wide range of ACE providers involved. It therefore shows that adult literacy programs aim at providing knowledge and skills to adult and out of school youths to improve their quality of life as well as contribute effectively to national development.

From the foregoing observation, both policy – makers and the people they serve should be assisted to establish a participatory dialogue for planning, implementation and assessment of results.

Since independence Kenya has continued to recognize the role of ACE program in promoting education and the country's development evidenced by the educational commission set up and mandated to address both formal education and Adult continuing education issues. Ominde report (Republic of Kenya, 1964) saw the importance of ACE as an ingredient for social progress and the need to put in place the means of re-educating the older generation in line with the changing requirements and values of the society. The recommendation from the commission led to the creation of a Board of Adult education (BAE) in 1966 by an act of parliament which was charged with the responsibility of co-ordinating, regulating as well as advising on the promotion of ACE in the country.

The Gachathi report (Republic of Kenya1976) resulted in the government recognizing the need to promote, develop the concept and co-ordinate the process of lifelong continuing education on training as a national goal for all citizens. The Mackey report (Republic of Kenya, 1981), recommended establishment of a college for continuing education which would provide continuing educational up to the University level, for those who were out of the formal education system. The Koech report (Republic of Kenya, 1999) noted that adult education programs in Kenya were under –enrolled and unpopular. It therefore recommended establishment of learning and reading centers which should be equipped with adequate learning facilities. The government is responding to the recommendations through establishing learning resource centers as a way of increasing participation for ACE learners.

The national policy framework on ACE (Republic of Kenya, 2008) shows that in 1979, literacy was regarded as critical component of education therefore a massive literacy campaign was launched with a view to eradicating illiteracy among adults and among adults and out of school youths.

This has benefited within five years over 2 million people from the time of the campaign, however during the subsequent years, enrolments in adult literacy programs declined. A survey undertaken in 2006 by the Kenya National Bureau of statistics in the ministry of Planning and National Development (Republic of Kenya, 2007) indicated that the challenges resulted after 1979 still persist in the country.

The survey contained in the Kenya National Adult Literacy. Survey (KNALS) report (Republic of Kenya, 2007) shows that 7.8 million (38.5%) of Kenya's adult population is still illiterate.

According to Koech report (Republic of Kenya, 1999) illiteracy rate stood at 40% in 1999 which means illiteracy rates have only reduced by 1.5% within the seven years. The KNALS (Republic of Kenya, 2007) indicate that the implementation of ACE programs in Kenya is still faced by a lack of awareness. This is in view of the fact that an average of 32% of the male population and 26% of the female population are aware of the existence of adult literacy programs in the country. Even in urban centers, such as Nairobi, Nakuru, Kericho the report shows that only 18% of male and 15.0%of female adults were aware of the existence of adult literacy programs.

Among the urbanite population that is aware of the program, the report states that only 1.1% of male and 0.85 of female of this adult population confirmed having ever participated in any ACE programs. According to the report, lack of awareness is just but one of the factors that might be influential for low participation of adults in ACE programs in Kipkelion district. It does not present other factors which could be responsible for low participation. It is for this reason that this research becomes necessary in order to fill in the knowledge gap.

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1.2 Statement of the problem

In Kenya, low participation of adults in ACE has resulted in slow increase of literacy rates for the country from 40% in 1999 (Republic of Kenya, 1999) to 38.5% in 2006 (Republic of Kenya, 2007). Despite apparently elaborate governmental efforts in eradicating adult literacy, the impact is very minimal. In the period 1999 to 2006 literacy rates improved by 1.5% only. This does match the expectations envisioned by the country's vision 2030 and therefore the need for this study.

1.3 Purpose of the study

The study is to investigate the factors influencing participation of adult learners in ACE programs within Kipkelion District, in Rift Valley Province, of Kenya.

1.4 Objectives of the study

The following are the objectives of the study:

i) To investigate adult learner characteristics that influence the levels of enrolment in ACE programs.

ii) To investigate whether certain characteristics of adult learners enrolling in ACE programs contribute to the level of participation of adults in ACE programs.

iii) To find out how the attitude towards adult education contributes to the level of participation of adults in ACE programs.

iv) To establish to what extent the courses and effectiveness of the delivery mechanisms influence the level of participation of adults in ACE programs.

v) To determine how learning environment in the level of participation of adults in ACE programs could influence the level of participation of adults in ACE programs.

1.5 Research questions of the study

The study aims at answering the following questions:

i) How do certain characteristics of adult learners of ACE programs contribute to their participation in ACE programs?

ii) How do attitudes held by the community towards adult education affect the level of participation in ACE programs?

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iii) How do courses and effectiveness of the delivery methods influence adults' level of participation in ACE programs?

iv) To what extent does the learning environment of the ACE centers influence adults' level of participation in ACE programs?

1.6   Significance of the study

The findings from the study would help ACE providers improve their implementation of key government policies set for the country's development agenda. One of the policies is contained in the session paper No1 (Republic of Kenya, 2005) on expanding access, equity and improving quality of education for ACE literacy to be a vehicle for both transformation and empowerment of the entire society.

The study would provide knowledge that can be used by policies makers and development planners, in designing ACE programs that contribute to increased level of participation of adults in ACE programs.

1.7   Limitations of the study

The factors influencing participation of adults in ACE programs involve many variables. It is therefore difficult to capture all of these factors in view of the time constrain.

In Kenya, studies in the area of ACE are a few and most of which are not current. There is insufficient literature available for comparative purposes for this study. The extent to which the results can be generalized when applied to a larger population.

The potent effect of non-response, error or the potential of substituting a sampling unit in the field because of the "not at home" call later on" or moves" elements.

In ability to randomly select and assign subjects to experimental and control group.

Administrative polices that may preclude using more than one class in an experiment.

A data gathering instrument that has not been validated.

1.8   Delimitation of the study

The study is confined to Kipkelion District in Rift Valley, which comprises Kipkelion, Fort-Tenant, Londiani and Chepseon Divisions. The study is limited to the ACE programs run by the DACE in the Ministry of education. The respondents comprise of teachers of ACE

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centers and the adult learners in the program. The study also involves the Divisional adult education officers supervising the program in the four Divisions.

It is not possible to carry out such a study across the whole country because of time and financial constraints. It is also necessary because of population sample used given that generalization is not possible to apply to a larger population in view of socio-economic setting depending on the geographical location of the communities covered by the study.

1.9   Basic assumptions

The researcher assumes that the data and the information from the respondents on ACE are accurate that they would give their time and would be willing to provide the information needed for the study as well as sufficiently literate.

1.10   Definition of significant terms

The following were definitions of significant terms used in the study.

Adult refers to a person at the age bracket of 18 years and above.

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

Adult and Continuing Education Providers refer to government department ministries offering education programs, continuing faith based organizations, Community Based Organization, institution of higher learning, Research institutions, Private sector and Individuals.

Continuing education refers to all efforts that enable persons to continue learning outside the formal school system.

Education refers to the learning that goes on in a society both in and out of school institutions that is both planned and systematic.

Literacy refers to being functionally literate after someone has acquired both knowledge and skills in reading and writing to enable the person engage effectively in all those activities in which literacy is normally assumed in the person's culture or a group.

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Post Literacy refers to an integrated learning process that help create a reading culture and assists graduates of basic literacy to retain, improve and apply their basic knowledge, attitudes and skills. It allows them to continue with education through self-directed processes for improvement of the quality of their life and that of their society.

1.11 Organization of the study

The study comprises of five chapters, i.e.

The introduction gives a background of the study with a definition and the various forms of ACE from the Kenya's perspective. It also looks at the issues and problems surrounding the participation of learners in ACE programs in the country over the years.

There is the statement of the problem, purpose of the study, objectives of the study, the limitations and delimitations of the study, the basic assumptions and lastly definition of significant terms.

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LITERATURE REVIEW

2.0 INTRODUTION

This section reviews the potential role of ACE to the individuals, country and economic development. It brings into focus some of the studies carried out, factors that motivate participation in ACE and also the role of individuals' felt needs in motivating learner participation. The section assumes the conceptual frame work and there actual perspectives that show the relationship between various variables of this study.

2.1 History and evolution of ACE in Kenya

The development of adult education was promoted by the recommendation by the Kenya education courses Enquiry (Republic of Kenya, 1964) which sealed than the Adult education program be made the responsibility of the ministry of education hence resulted in the creation of the board of Adult Education (BAE) in 1966.

The board had the responsibility of overseeing the development of adult education in the community. Another boost to the development of Adult and continuing education was in 1967 where the University of Nairobi; Then under the University of East Africa, established a unit that provided ACE through correspondence courses (UNESCO, 2005).

In 1978 the Department of Adult was established hence this becomes a spring board for adult Education Campaigns and increased mobilization of learners and all stakeholders. Various master plans have been drawn up since independence which shows that ACE has been on Kenya's Development agenda. The master plan on education and training (MPET) for 1997 to 2010 (Republic of Kenya 1998) adopted the definition by UNESCO (UNESCO, 1997) and stated the objectives of the ACE.

The objectives which include aimed at eradicating illiteracy by providing basic skills of reading, writing though literacy and continuing education, enhancing greater opportunities for further education and promoting the concepts and practices of lifelong learning education. The other objective is to promote the acquisition of relevant knowledge, attitudes and skills among workers adaptation, to new technologies and productive skills. This will facilitate the development of economic opportunities though improved entrepreneurship and production skills. This also aimed at providing education to disadvantaged groups so as to promote self –

confidence, value and positive behavior towards society and promote awareness among individuals and analysis with regard to their rights and civic duties.

The various UNESCO conferences and forms on education have also influenced Kenya's policies on development of adult education. The fifth international conference on adult education (CONFINTEAV) held in Hamburg in July 1997 provided a new development for ACE (UNESCO 1997) from the draft national policy framework for ACE (Republic of Kenya, 2008) Kenya has since adapted the definition is currently implementing the outcomes of the conference.

2.2 The concept of participation of Adult in ACE

This is critical to understand the concept of participation within the context of ACE, if Kenya is to reverse the current trend in enrollment in ACE program. Gbok (2007) argues that people attach different meanings to the true participation which include control, consultation and information to those involved in the ACE program. To other people, participation refers to 'control' where in this context, control would imply to an individual's rights to be involved in decision making that affect his or her life

Participation also means 'consultation' which in this context would mean those holding economic political or administrative position ask people for advice that may be taken or ignored. To some other people, participation would mean the information whereby people are told about decisions that have already been made.

Participation of adult learners is very important for the successful development implementation and evaluation of ACE program because their views, suggestions and requests need to be integrated in the development of the program in order to raise their level of motivation and confidence with which to participate in the program. The Schedule also be involved in decision making in the program goal, course content refers and logistics of praising. Gboku (2007) argues that the participation of adult learners can be increased by the involvement of all stakeholders, who seemed could the community the learners the prospective learners, the beneficiaries such as the employers and finding agencies in a number of ways. It therefore means developers should involve adults in the identification of educational needs of the learners and setting the educational goals for the ACE program. The program adult should involve them in identifying and solving problems that could act as barriers to increase participations at all stages of development and implementation of the ACE program. More still, all stakeholders should be involved in decision making and in

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creating infrastructures than lead to creating changes besides changes accomplish the set goals and to sustainability of the ACE program.

The community and the learners need to be involved in identifying their needs, if they are to be motivated in participation. It is therefore most crucial than the program developers should seek to understand the motivational needs of the participants of ACE program done in Kisumu municipality, Kenya, Contents, majority learners came from low income areas who use either peasants as traders. To them adult education is important acquisition of skills needed for business and as a factor within which improve her life. The sender also notes than even adults who had not enrolled in the program acknowledge the critical role played by literacy in the same economic development while others considered in stepping stage for fulfilling studies that would enable them get a machine up for educational opportunities lost earlier others regard it a gateway to even greater professionals and highly pay jobs. Another by Mganga(2002) done on the relationship between county attitudes to adult literacy and the number of dropouts in the learning centres, slow their close relationship between the increase encouraging adults literacy and the number of dropouts.

2.3 Attitude towards adult education and participation of adult in ACE

From Pamela (1988) a research carried out in 1986 by the Scotland education department, general population participation and attitudes to adult education and trains slows than lack of participation by our 75% of the total people who are semi- or include manual workers confirmed to the skilled workers. The research found out that a wide spread lack of participation is attributed to a negative perception that ACE is interesting nor enjoying besides being useless in terms of labor and personal fulfillment.

Cross(1982) in trying to understand the barrier to adult's participation in culturing education, applied several research methods which he part in various categories are significant of those classified as dispositional barriers which are released to attitudes and self – perception. These include lack of interests or a general feeling than the adults are too old to learn.

Knowles (1980) argues chair adult should be should be enabling to perceive education as a lifelong process. This would be very important where adults did not develop a reading culture after receiving the formal education. The mission of the adult education would be than off help. Individuals to develop the desirable attitudes in order to see than learns is a lifelong process and acquire should of a self directed learning.

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The more individuals can be assisted to identify their aspirations and asses their present levels of conferences, the more they will be able to identify their educational needs hence consequently increase the level of motivation to learn and attain their aspirations from their learning.

2.4 Courses offered in ACE and adults' participation in ACE

According to the UNESCO (1989) on the finding and the effects of Kenya's literacy program found out that it was facing a serious problem in terms of attendance. This problem, was attributed to the failure of the program to meet the learner' needs hence suggested their adults attend literacy classes in order to learner how to master basis reading, writing and calculating skills which they were not able to acquire their childhood. Where a program does not adequate satisfy their aspirations, adults get discouraged, attend classes irregularly and finally drop out. The most important issue welfare is to promote. Active literacy methods easily adapted to adult learner and which could lead to quick research in order to sustain their interest.

Motivation and participation of adult learner can be sustained by involving them in a project work This could be achieved by involving development officers for other ministries and agencies as quest teachers and setting up committees to run the learning centers where adult themselves are also selected for the various positions.

A study of Adult literacy Education carried by Murai (1985) singled out the problem of drop out as one factor that has affected Kenya's literacy programs which he attributed to the failure by government planners and administrators to understand the motivation for learning. It therefore calls for the need for a clear perception of the factors which motivate adults as well as their assumptions made about the functionality of the literacy provided. The study observed that, despite Kenya staging a national literacy campaign, the country's problem on literacy is still associated to lack of motivation leading to high dropout rates. A psychologist called Paul Freire according to Ayot (1999) regarded development as a balanced growth in economic and social fields and emphasized that this concern should focus on quality of life from the individuals, communities and a country's perceptions.

Freire leaving in Brazil one of the poorest countries of the third world made his observation basing on the beliefs that people get interested in learning things that they hold strong feelings about. He was later appointed to head, Adult Education Department in Brazil in (1960), during which time, the scholar made literacy program effectives by integrating them

into development activities. Ayot (1999) observes that this effectiveness resulted in about 20,000 people attending literacy classes by 1964.

2.5 Delivery mechanisms, learning Environment and Adults' participation

A study by Mokah (2005), teaching methodologies and teaching approaches applied by adult teachers was major cause for men becoming disinterested in Adult Literacy classes. Significant of which, was the failure to apply participatory approach and exchange of ideas. From the study, Adult learning is enhanced by participatory learning methods, use of resource persons and teaching skills, since adults require teaching methods suitable to adult learners. Majority adult teachers were not trained hence concluded that this affected enrolment in the literacy program in Mombasa district.

There is also a study on teaching strategies in adult education by Dando (1980) which found out that the teaching methodology and approaches used by teachers lacked activities for participation and exchange of ideas. This is one major cause for men becoming disinterested in literacy classes. Another study by Halvorson (1992) recommended that adults have immense knowledge to share in literacy program. Therefore, it is the ability of the teachers to apply the right teaching action methods that will encourage the skills of such knowledge, skills and experiences among the learners. Reche (1920), from his study on the cause of premature withdrawal of learners from attending Nairobi's extra – mural program ,found out that most teachers used to train to teach students in the formal system , lacked skills for Adult education learners.

Cross 1982 for his study categorized barriers to the participation of adult and learning education. One category comprises barriers related to practices and procedures which included inconvenient schedules and poor choices of the ACE centres hence discourage adult learners' participation. The KNALS (Republic of the Kenya, 2007) report indicated that factors identified by managers of adult literacy centres as adult literacy centres barriers to adult participation in literacy programs included inadequate teaching and learning, lack of multi – media reinforces, mixing of male and females learners and the distance to the learning centres.

Ngau (1997) found out that lack of commitment is associated with the dropout rates in literacy classes. It indicated that 69% of the centres covered by the study, shows that there are no suitable buildings allocated for the literacy use and are conducted in primary school

buildings after the usual formal programs. The adults use other rooms for the primary pupils, which were not suitable to adult learners.

2. 6 Theoretical Perspectives

Theoretical framework is based on the "Human capital theory" by Adam Smith (Beecher, 1964). Borrowed from economic terms, Capital refers to items of extensive value, investing skills and education can also be viewed as a building of human capital that has it's an economic value. The human capital theory is based on the principal that human capital represents skills and knowledge that lead to ability to perform labour that is economic value. Summs (1980) in supporting this theory suggests that an investment Education increases labour Productivity by embodying both skills and knowledge. Bhang (1991) agrees that the cost of an individual's education constitutes an investment in failures of learning capacity. It is therefore no accident that educated people tend to earn more than those who lack education. Bocker (1964) also observed that personal income varies according to the amount of investment inform of the education and training undertaken by the individuals or groups of learners. Therefore, undeserved investment in learning capital creates the labour force needed for earn growth. According to this theory, successful ACE program that result in increased participation of adult population, provided individual and the society with skills and knowledge. These skills and knowledge lead to the individual's increased learning performance, lack force in the society and economic growth so as to achieve development.

2.7 Conceptual framework

Conceptual framework of the study designed to access the relationship between the inputs of independent variables. The learners' ages, genders' level of income, level of education, the learners' and the community's attitudes, course offered, delivery mechanism and learning environment, taken through the process of teaching and learning in the ACE program and the drop outs or dependent variables (the increased level of participation of learners in ACE program).Fundamental to the study, was the effects of age and gender of the adult learners in ACE program. Formerly, the attitudes held by learner and their impact on the current and adult participation programs is fundamental to the study.

Adult find the relationship between the course offered by the ACE program, the delivery mechanism used and the availability of a suitable and supportive, environment and their impact on the participation of the adult population in the program, is fundamental to the study. The understanding and finding of solutions to these factors is paramount to increasing the participation to the adult population in the ACE program, as demonstrated by the conception framework. FK 1 the relationship between factors which influence participation and increased levels of participation of adult learner in ACE program.

THE CONCEPTUAL FRAMEWORK

Figure 1: The relationship between factors which influence participation and increased levels of participation of Adult Learners in ACE programs.

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┌─────────────────┐        ┌─────────────┐        ┌─────────────┐
│     Input       │───────▶│   Process   │───────▶│   Output    │
└─────────────────┘        └─────────────┘        └─────────────┘

┌─────────────────────────┐
│ Characteristics of adult│
│ learners                │
└─────────────────────────┘

┌─────────────────────────┐                  ┌─────────────┐      ┌──────────────────┐
│ Attitudes towards adult │                  │ The         │      │ Increased        │
│ education                │                 │ process     │      │ participation    │
└─────────────────────────┘                  │ of          │      │ of adult         │
                                             │ teaching    │      │ learners in      │
┌─────────────────────────┐                  │ and         │      │ ACE leading      │
│ Types of courses offered│                  │ learning    │      │ to improved      │
└─────────────────────────┘                  └─────────────┘      │ learners' and    │
                                                                  │ society's        │
                                                                  │ socio-           │
┌─────────────────────────┐                                       │ economic         │
│ Delivery mechanisms of  │                                       │ development      │
│ ACE course              │                                       └──────────────────┘
└─────────────────────────┘

┌─────────────────────────┐
│ Learning environment in │
│ ACE centres             │
└─────────────────────────┘
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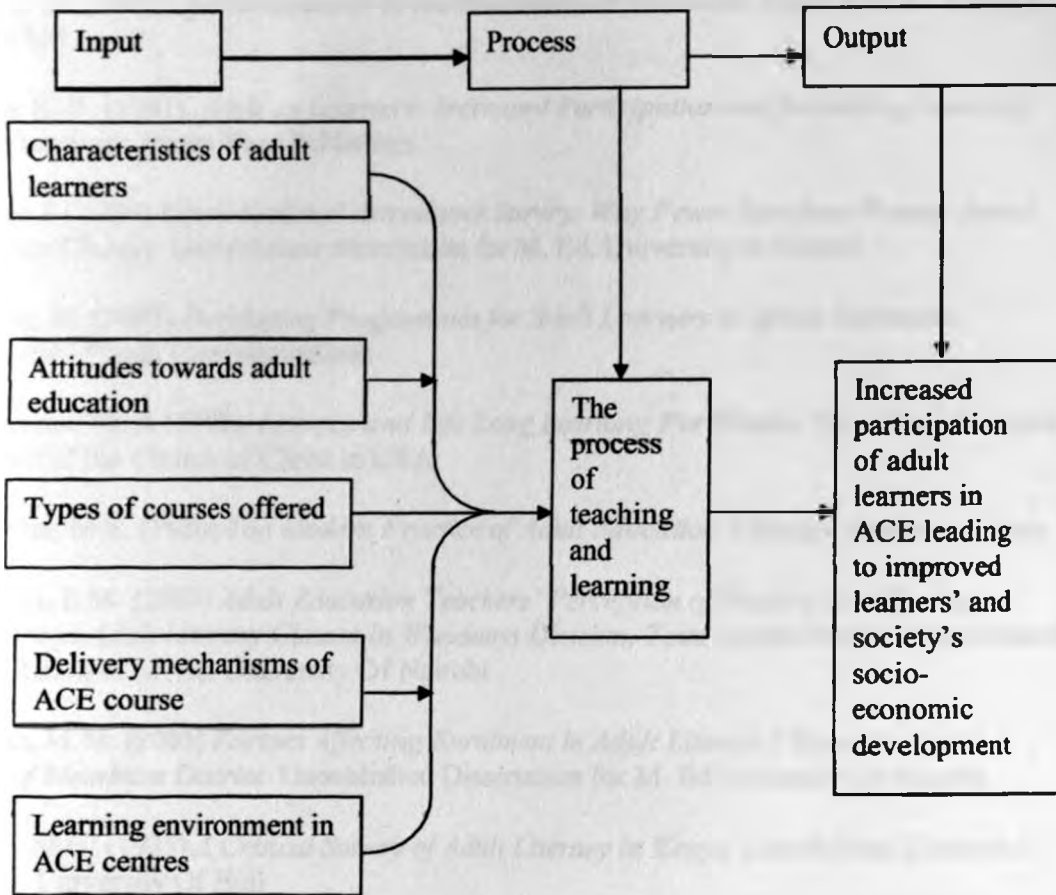
Source: Researcher (2009)

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CHAPTER THREE

3.0 Introduction

This chapter deals with the research methodology applied in the achievement of the research objectives of this study. It will focus on the research design, the target area, the location of the study area, target population samples, sampling procedures and research instruments. The chapter will also discuss the data collection procedures and the methods used for data analysis and presentation.

3.1 Research Design

According to Ogula (1995), descriptive research is the systematic collection and analysis of data in order to answer questions concerning the current status of an educational program, project or activity. It is used where a researcher is interested in determining and reporting the way things are in a program. According to Mugenda and Mugenda (1999), this research attempts to describe such things as possible behaviors, attitudes, values and characteristics. Hence, the descriptive survey research design is suitable to the study in that it enables the researcher to describe the current status of the ACE program.

3.2 Target Population

In Kipkelion district, of Rift Valley Province, a larger population is engaged in small scale peasant farming. The district comprises of three divisions which have over 70 ACE centres, run by 70 adult education teachers and have a total enrolment of 1749 adult leavers (Republic of Kenya, 2008). The study population will be drawn from the adult learners, their teachers and the divisional adult education officers who supervise the ACE program in the three divisions.

3.3 Sample size and Sampling Procedures

The research will apply the simple random sampling methods to select the respondents. The researchers will apply simple random sampling method to select the sample, from representatives of the adult learners, the ACE teachers and all the program divisional adult education officers who supervise the program run by DACE and other ACE providers. In

obtaining a sample size from the teachers, Saunders (2007), suggest a minimum of 30 for statistical analyses, provides a useful rule of thumb for the smallest number of category within your overall sample. Therefore, the researcher will collect data from 30 teachers randomly selected, from ACE centres and from all the three DACE supervisors.

Ogula (1995) provides a table produced by Krencjie and Morgan (1970) that the researcher will use to obtain a sample size from the adult learners. The table recommends suitable sample sizes for different population sizes, whereby for a population of 1500 to 2000, the table recommends a sample size of 322. Therefore, for a population of 1749 adult learners, the researcher will use a sample size of 322, so as to get a confidence level of 95% and a margin error of 5%. Simple random sampling method involves listing down the names of the items and then picking one item at a time at a given interval. In every centre, the learners' names will be listed down and given a number. The numbers will then, be written in pieces of papers which will be placed in a container for every centre. In every container only 11 papers will be picked randomly one at a time without replacing it back into the container. This will then give a sample size of 322 learners who will be given questionnaires to provide data for the research study.

3.4 Research Instruments

According to Ogula (1995), the instruments recommended for data collection in descriptive research studies include use of questionnaire and interview schedules.

(i) Questionnaires

Questionnaires will be chosen because they are suitable for collecting data from the large sample size of adult learners and also the instruments will enable the learners and their teachers to give more honest answers as opposed to if they were being interviewed. Two questionnaires will be used to collect data from adult learners and from the teachers. The questionnaire for adult learners will contain 10 closed -ended questions and a part two, with Six open -ended questions have possible alternatives from which the respondents will select the answers that best describes the situation. The open-ended questions will enable the respondents to give their opinion based on personal experiences.

(ii) Interview Schedules

The interview schedules containing mainly open-ended questions will be chosen to allow probing to get deeper information and clarity. The interview schedules will contain seven questions to be used with the respondents in order to obtain the information.

3.5 Instrument Reliability

According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which a research instrument will yield consistent results or data after repeated trials. The researcher will use internal consistency technique to test reliability. Ogula (1995), suggested that internal consistency of data can be determines from scenes obtained from a single test administered to a sample of subjects. Hence, a pilot test will be carried out with respondents drawn from Kipkelion district. The sample will include divisional adult education officers, teachers and learners from one of the divisions, (Chepseon, Kipkelion and Fort-Ternan) which will give consistent results when a repeated test is carried out to determine the reliability of the study instrument.

3.6 Instrument Validity

According to Mugenda and Mugenda (1999), validity is the accuracy and meaningfulness of inferences, which are based on the research results. Or how accurately the data obtained in the study represents the variables of the study. The researcher will measure content validity which according to Ogula (1995), is commonly measured by making use of professionals or experts. This group of people will help to assess the suitability of the instruments in testing the concept in the area of study.

3.7 Data Collection Procedures

The researcher will obtain a research permit from the ministry of education granting permission for the research. The research will also be granted permission by relevant authorities including the local District Education Offices to proceed with the research study. The researcher will recruit three adult education Officers and the ACE teachers who will assist in administering the questionnaires to the respondents drawn from the adult learners.

3.8 Data analysis procedure

According to Ogula (1995), data analysis is the process of reducing research data to manageable summaries. The analysis will start with the process of organizing categorizing and labeling the data to assign them numerical values. This will then be followed by recording down of the data by coding the answers from the questions to prepare the data for analysis. The researcher will use descriptive survey research design to answer questions related to the current status of the ACE program. The results will be presented by means, percentages, frequency tables and graphs. To facilitate the analysis and the presentation of corresponding graphs basically for clarity, the researcher will use statistical packages for social science (SPSS) software, a computer-based program used in generating large-scale and appropriate numerical data analyses.

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4.0 Introduction

This chapter presents findings of factors that influenced the participation of adult learners in ACE programs in Kipkelion district in Rift Valley province. It presents, also, an analysis and results obtained from data collected. The Responses were summarized, compiled into frequencies, converted into percentages and presented using tables and graphs. The first section of the chapter deals with the response rate of the respondents, while the other section presents the findings the study.

4.2 Response Rate

The researcher was assisted by three officers from the ACE program and the adult education teachers. They assisted adult learners in their reading and understanding of the items in the questionnaires. The officers therefore helped in administering the questionnaires to the required number of 322 learners, achieving a 100% return rate. The researcher intended to administer questionnaires to 30 teachers. The ACE supervisors assisting with the administration of the questionnaires finally administered the questionnaires to 28 teachers, leading to a 93.3% return rate. The researcher also administered interview schedules to 3 supervisors of the ACE program.

4.3 Characteristics of adult learners of an ACE program

The study research sought to establish whether certain characteristics of adult learners had any influence on their participation on ACE program.

4.3.1: Gender and level of participation of Adult Learners in ACE

The analysis in table 1 below shows a higher enrolment of female adult learners at 51.2% compared to that for the male adult learners which accounted for 48.8% of the learners who were interviewed. With only a difference of 1.8%, it was clear that gender had little or no influence on the levels of participation of adult in ACE Programs.

Table 1: Percentage of Male and Female Adult Learners

Gender	Frequency	Percentage
Male	157	48.8
Female	165	51.2
Total	322	100.0

4.3.2: Age and level of participation of Adult learners

The analyses in table 2 and figure 2 below indicate that ACE centres had high volume of adult learners in the age bracket between 18-25years (54.0%). Those at age bracket of 26 -35 were 24.2% and those over 46 years were fewer (8.4%).

Table 2: Age brackets for learners enrolled in ACE Centres

Learners Age Bracket	Frequency	Percentage
18 -25years	174	54.0
26 - 35years	78	24.2
36 -45 years	43	13.4
Over 46years	27	8.4
Total	322	100.0

Figure 2: Age Brackets for adult learners enrolled in ACE centre
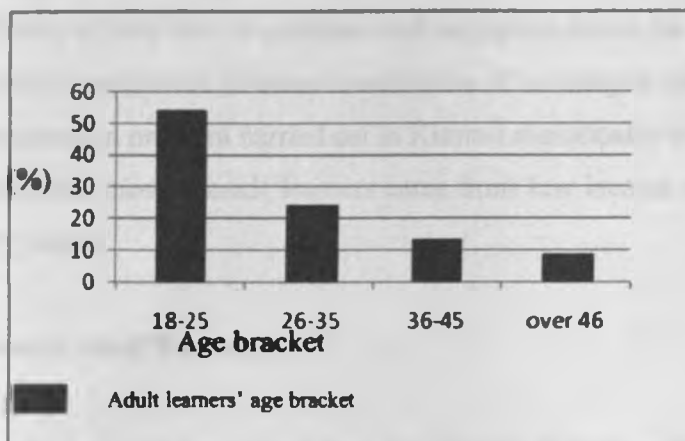
4.3.3 Income Levels and Participation of Adult Learners in ACE Programs

Analysis of levels of income for adult learners in table 3 below showed that most adult learners comprised of people earning not more than 10,000 shillings a month. The highest percentages had a monthly income not exceeding 5000 shillings, with a possibility of those with no employment, hence had no regular income

Table 3: Adult learners' Monthly income in Kenya Shillings

Learners' Income Levels	Frequency	Percentage
5000 and below	266	82.6
6000 - 1000	39	0.0
1100 - 20000	10	1
21000 -30,000	1	0.3
Over 30,000	6	1.9
Total	322	100.0

Analysis showed that 17.9% of the teachers indicated that most learners were young and not working. Further 10.7% of the teachers indicated that adults who were low income earners could not afford to attend classes and chose to use their time to look for means of raising

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income to feed the family. Findings from the study showed that income levels affected the levels of participation of adults in ACE programs. Given that low income earners were not able to commit much of their time to continue with education due to the pressing needs, they used every available time to work in order to earn more. This analysis corroborated well with a study on adult education program carried out in Kisumu municipality by Oluoch (2005) and which also showed that most of adult learners come from low income areas and are mainly farmers and petty traders.

4.4 Attitude towards Adult Education

The study research sought to investigate how the altitude held by adult learners and their community towards adult education contributes to the level of participation of adults in ACE programs. According to the analysis in table 4 below, 74.8% of the adult learners indicated that the community had a positive attitude towards adult education and only 25.2% thought that the community had a negative attitude, a trend that had resulted in the current increased enrolment of adults in parallel degree and diploma programs.

Table 4: The Community's attitude towards adult Education

Responses from adult learners	frequency	Percentage
Positive attitude	241	74.8
Negative attitude	81	25.2
Total	322	100.0

According to analysis in table 5 below, 82.1% of the adult education teachers also confirmed that the community had a positive attitude towards the Adult learning program. Further, 42.9% of the adult education teachers think that adult learners' positive attitude had encouraged more learners to enroll in the ACE program while 7.1% of the teachers also indicated that sensitization that was going on in the community was helping in creating awareness about the adult education hence changing adult attitudes on how they perceive adult education in the society.

Table 5: Teacher's perception on attitude towards adult education

Teachers' perception	Frequency	Percentage
Positive attitude	23.0	82.1
Negative attitude	6.0	17.9
Total	28.0	100.0

4.5 Courses Offered by the ACE Program.

The study research sought to establish the extent to which courses offered had an influence on the level of participation of adult in ACE programs.

4.5.1 Percentage of adult learners Enrolled in the various courses

Analysis in tables 6 below shows that ACE centres was offer basic literacy courses for beginners, courses for the primary school education, secondary education and there were courses for trade and entrepreneurship. Table 6 below, shows that 50.6% of adult learners are pursuing basic literacy courses at the beginners' level followed by 33.2% who were pursuing courses for the primary school education level and that only 1.6% were pursuing courses for acquisition of entrepreneurship skills.

Table 6: Percentage of Learners taking different Courses

Percentage of Learners in each Level	Frequency	Percentage
Beginners Pursuing basic literacy courses	163	50.6
Pursuing Primary School Education Courses	107	33.2
Pursuing secondary School Education Courses	47	14.6
Undertaking courses of entrepreneurship	5	1.6
Total	322	100.0

The analysis in table 6 above was also confirmed by the responses from the supervisors in table 7 below, who indicated that 64.3% of adult learners in ACE programs were at the beginners' level (basic literacy) which indicated that the courses are not meeting their needs very well and hence need to be improved.

Table 7: Percentage of learners enrolled in the ACE programme

Learners enrolled at various Levels	Frequency	Percentage
Beginners (basic) level	1282.0	64.3
Pursuing primary education	419.0	21.0
Pursuing secondary education	294.0	14.7
Total	1995.0	100.0

Table 8: Perception of the extent courses meets learner's needs

Extent to which courses are meeting learners' needs	Frequency	Percentage
Very well	132	41.0
Just well, but can be improved	114	35.4
Not very well, need improvement	76	23.6
Total	322	100.0

The findings from the study indicated that while some of the learners were satisfied that the courses offered were meeting their needs very well, majority of them did not agree that the courses are meeting their needs very well and would want to see the courses offered improved. The perception held by the majority could influence their level of participation in the ACE program since some had even considered dropping out of the programs if their needs were not met very well. Besides which, this perception to me cannot be an encouragement to other adults

in the community needing to enroll. Hence this could have influenced their participation in the ACE program. The analyses were in line with the findings from a study by Unesco (1989) undertaken in 1984 on the functioning and the effects of Kenya's literacy program which attributed the serious problems facing the program to the failure by the program to meet the learner's needs.

4.6 Delivery Mechanism for ACE courses

The study sought to establish whether delivery mechanism used by the ACE program influenced the level of participation of adult learners in ACE programs.

4.6.1 Effectiveness of Teachers

The analysis in table below showed that 21.4% of adult education teachers at the various ACE centres were working as volunteers, while 64.3% were working on part time basis. Only 14.3% of teachers were working on a full time basis. The findings showed that the ACE program was run by volunteer and part time teachers. This might have had an effect on their job satisfaction and hence affected their level of commitment to the program and therefore their ineffectiveness. Lack of teachers which forces the program to rely on volunteer and part time teachers influenced the levels of participation of adult learners in the ACE program.

Table 9: On employment status of adult education teacher

TEACHERS' EMPLOYMENT STATUS	FREQUENCY	PERCENTAGE
Full time teacher	4	14.3
Part time teacher	18	64.3
Volunteer	6	21.4
Total	28	100.0

The analysis in table 10 below showed that 46.6 % of the adult teachers, interviewed had no formal training and an equal percentage of 46.4% had only a basic level of training having only a certificate course. The supervisors interviewed indicated that training is important in equipping the teachers with the necessary skills to handle adult learners, identify their

specific learning needs and were more competent in delivering the courses well.

Table 10: The level of Training attained by adult education teachers

Teachers' Level of Training	Frequency	Percentage
I have no final adult teachers being	13	46.4
I have a certificate level of adult teacher being	13	46.4
I have a degree level of adult teacher being	1	3.6
Total	**28**	**100.0**

Analysis on table 11 below showed that 67.9% of the teachers interviewed taught adult learners in levels that they had not been trained to teach.

Table 11: Levels of adult learners taught by teachers

Level taught by teachers	Frequency	Percentage
I teach the level I am trained to teach	9	32.1
I even teach the levels I am not trained to teach	19	67.9
Total	28	100.0

The lack of training for teachers and their being forced to teach levels of adult learners they are not trained to teach, could make them less effective and therefore influenced the participating of adult learners in the ACE program. The analysis supported line findings of the research schemes by Ngau (1997) on the situation of the adults in Kenya which established that lack of contributing factors led to the drop out race in literacy classes.

4.6.2 Suitability of Learning Materials.

Analysis in table 12 below shows that 41.6% of the adult learners interviewed indicated that their centres had books for their levels. But another 45.7% of the learners indicated that books for their levels were either not available or were not enough, while 12% indicated that their books were old and outdated. Finally, according to the analysis on table13 below 60.7% of the teachers interviewed confirmed that the learning materials were old and outdated. Hence, the indication by a majority of learners and teachers that books for various levels were old and outdated thus influencing the level of participation of adult learners in the ACE program.

Table 12: Learners' responses on learning materials

Learners' response on Learning materials	Frequency	Percentage
They have books for levels taught	134	41.6
Books are either not available or not enough	147	45.7
Books are either old or not in good conditions	41	12.7
Total	322	100.0

Table 13: Teacher's response on learning materials

Learning materials are old and outdated	Frequency	%age
Yes	17	60.7
No	11	39.3
Total	28	100.0

The analysis supported the findings in the KNALS (Republic of Kenya, 2007) report which indicated that the factors identified by managers of adult literacy program indicated that factors identified by managers of adult, literacy centers were barriers to adults' participation

in literacy program which included inadequate teaching and learning materials.

4.6.3 Suitability of Class schedules

Analysis on table 14 below showed that 86.0% of adult learners indicated that the days' classes were held were suitable for them to attend. Similarly, 82.3% of the learners indicated that the time when classes were held was convenient for them. Therefore, the analysis showed that adult learners enrolled in the ACE program because they felt that the days and time the classes were held were convenient for them.

Consequently, this influenced their level of participation in the ACE program in away. The analysis supported the findings by cross (1982) that barriers related to practices and procedures which included inconvenient schedules discourage or excluded adults from participation in the ACE program.

Table 14: Learners' response on class schedules

Suitability of class schedule	Frequency	Percentage
Yes	277.0	86.0
No	44.0	13.7
No answer	1.0	0.3
Total	322.0	100.0

4.7.3 Learning environment in the ACE Centres

The study sought to investigate how the learning environment in the ACE centres could influence the level of participation of adults in the ACE program. According to analysis in table 15 below, 10.7% of the teachers interviewed indicated that their classrooms used were purposely built for adult learning.

It also showed that 28.6% of the teachers indicated that their classrooms had been built for other purposes and were then converted to be used for adult learners purposes. Another

25.0% of the teachers indicated that they were being accused of using community's multipurpose halls for adult classrooms. Another 35.7% of the teachers were using classrooms in nursery schools and primary schools for adult learning.

The analysis showed that the ACE program lacked learning facilities that were suitable for use by adult learners and hence this influenced the level of participation of adults in the ACE program.

Table 15: Teachers' response on learning facilities

Type of learning facility	Frequency	Percentage
Classroom built purposely for adult learning	3	10.7
Classroom used for other purposes, constructed for adult learning	8	28.6
A multipurpose building used with permission for adult learning	7	25.0
A Nursery or primary school classroom is being used for adult learning	10	35.7
Total	28	100.0

The supervisors interviewed confirmed that the use of such facilities as community multipurpose halls and classrooms in nursery schools posed a number of challenges to the learners including discomfort from using furniture that was not meant for adult learners, while others were not willing to share facilities with their children of learning facilities posed a challenge to the teachers who lacked facilities to start teaching and learning materials or provided and maintained the learning environment that was conducive for adult learners due to destructions by other members of public in community multipurpose halls and noise from pupils in nursery and primary classrooms. The analysis confirmed the findings of the research study by Ngau (1997) on the situation of adult literacy in Kenya which established that 69% of the centres involved in the research study had no suitable buildings since literacy classes

were conducted in primary schools buildings, after school, whose facilities were not suitable for use by adult learners.

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CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings of the study in relation to the objectives and questions set out in the study, the conclusion that the research has drawn from the findings, recommendations and suggestions for further research. The Key variables in the study included characteristics of adult learners, attitudes towards adult education courses offered by the ACE program, the delivery mechanisms for the ACE courses and the learning environment in the ACE centers.

5.1 Summary of Findings

The main objective of the study was to determine the factors which influence participation of learners in ACE program in Kipkelion District Rift Valley Province of Kenya. The following are the findings for each of the study varieties:

5.1.1 Characteristics of Adult learners

While finding for the research study did not show that gender is a characteristic that has mainly influenced the level of participation of adult learners in ACE program , the findings clearly showed that other characteristics such as age of adult learners and their level of income has an influence in the participation in the ACE program. Thus the study showed that young adults enroll in the ACE program for basic literacy course and others for primary school education. This is an indication that they are interested in using the opportunity to be literate or to further their education for those who dropped out of school in their early years, as they get to realize the need for education in their life. This therefore influences their levels of participation in the ACE program. The study also established that most of adult learners in the ACE program are those within the low income brackets earning below 10,000 shillings per month. But, it established that group of adults tend to be under pressure to look for more loans to increase their earnings. Hence, many will not have time to commit to continuing their education since they need much effort to find time. This influences the levels of their participation in the ACE program in a way.

5.1.2 Attitude towards adult education

Findings from the study were able to show that both the adult learners and their teachers are in a agreement that holds a positive attitude towards adult education. It also showed that, the positive attitude held by adult learners themselves of the ACE program has contributed positively to the levels of participation of adult learners in the ACE program. Positive attitude towards adult education influences the level of their participation in the ACE program.

5.1.3 Courses Offered by the ACE Program

The study revealed that income of half of the adult learners are enrolled for basic literacy courses, while more than half of the rest of the adult learners are pursuing Primary School education. The study also showed that close to half of the adult learners think that the courses offered are meeting their learning needs very well, while the rest think that improvement is needed. It is therefore clear that the ACE program is meeting the learning needs for adult learners pursuing basic literacy courses and not very well for those needing to continue with their education to higher levels. The perception by the majority is that, the courses still need improvement which indicated that this could be a negative influence, as their level of participation in the ACE program since some may even consider dropping out of the program if their needs are not met well. If this happens, it will discourage others needing to continue to higher levels of education, thus leaving the program to the illiterate adults to pursue basic adult literacy.

5.1.4 Delivery Mechanisms for ACE Courses.

The study which sought to determine the suitability of delivery mechanism for the ACE courses showed that most of the adult education teachers were not able to deliver the courses effectively mainly due to their lack of or inadequate training to handle adult learners. This could clearly explain why more than a half of the adult learners enrolled in the ACE program felt that the courses offered were not meeting their learning needs, may be because of the teachers lack of skills to teach the courses as some reported to be teaching adult learners in levels the teachers have received no training to teach. Another research affecting the effectiveness of adult education teachers is their empowerment status with majority working as volunteers and part time employees' status could be contributing to the lack of commitment to teach or share little or no time for adequate preparation of teaching, as they need to do other jobs to meet their pressing needs. Hence, their ineffectiveness is reflected in the falling of the levels of participation of adults in ACE program as they too get

frustrated by their teacher's lack of commitment. The study also revealed that the teaching and learning materials used by the ACE centres were either not available as well as not enough and worse still, some were old and outdated. The study also revealed that most adult learners are low income earners with no income to commit to buying of learning materials. Hence, this is a clear indication that the ACE program is unable to deliver the courses offered to adult learners effectively, thus this affects their level of participation in the Ace program.

5.1.5 Learning Environment in the ACE Centers

The study sought to investigate how well the ACE program provided learning environment which is conducive to adult learners.

The study revealed that the ACE program has not been used to provide a conducive learning environment because most learning facilities used for adult learning are also used for other public utilities such as community halls, religions, buildings, primary nursery school classes which do not meet the requirements for conducive environment for adult learning.

The study established that learning the ACE program has not invested in constructing facilities that suitable for adult learning in the communities. Since the learning environment is not conducive for adult learning, these has negative influence on the level of participation of adults in ACE program as they get discouraged and determine their education, while those needing to control, chose to keep away.

5.2 Conclusions

The study showed that the following factors are responsible for influencing the participation of other learners in the ACE program:

The age and the income level of adult learner has influenced the participation of a adults in ACE program because the study showed that 54.0 % of the learners are young adults below the age of 25 years, who also tend to be among the low income earners. Hence it is the view that of the researcher that, though this group tends to see the need for education they tend to be under pressure to spend more time seeing ways of meeting their income need and are left with no option time to continue with their education.

The learners' and communities positive attitude towards adult education has positively influenced the participation of adult in the ACE program. But, the enrolling of some old illiterate adults, like the old learner, the late Kimani Murage who recently enrolled in a Primary School rather than in the ACE program, could indicate a negative attitude towards the ACE program by those close to his age in the community. Hence, it is the view of the researcher that the ACE program is still not quit popular among the older adults.

The courses offered by the ACE programs are not meeting the leanings needs of all the adult learners because only 41.0 % of the learners indicated that the courses are meeting their needs very well. Hence, it is the view of the researchers that, the courses offered have influenced the participation of adults, in the ACE program because it is only meeting the learner's needs of those enrolled for courses offering basic literacy and not those needing to continue with their education.

The delivery mechanism of courses is not effective given that 46.4 % of teachers lack formal teacher training. Further, 64.3 % of the teachers work on part time basis and 21.4 % as volunteers. Hence their lack commitment or are forced to engage in other jobs to meet their financial obligation. The delivery mechanism of ACE program has influenced the participation of adults in the program because 45.7 % of the teachers indicated that the teaching and learning materials are inadequate, old or outdated.

The learning environment provided by the ACE program has influences the participation of adults in ACE program because 35.7 % of the teachers indicated that the facilities are not conducive for adult learning. Most of ACE Centers use Primary School or other public facilities that are also used for other purposes and do not meet the requirement for adults learning use.

5.3 Recommendations

From the findings and conclusions drawn from the study, the researchers have found has recommendations that could increase the levels of participations of adults learning in the ACE program.

5.3.1 Age and Income Levels of Adults Learners

The ACE program should improve the levels of participation of learners of all ages and income levels by:

Diversifying the ACE program to include the provision of adult literacy through distant learning for those who are not able to participate due to age, financial or other constraints.

Seeking to have employers start adult learning Centers at the work place and to set aside time learning for learning during breaks, before work or after work.

5.3.2 Attitude towards Adults Education

The ACE program should take advantage of positive attitude held by learners and the community with the view to making program more effective in meeting the needs of both old and young adults.

5.3.3 Courses Offered by the ACE Program

The ACE program should improve the courses offered by the ACE programs to meet the learning needs of all adults learners enrolled for basic literacy courses and for continue education.

5.3.4 Delivery Mechanism of Courses Offered by the ACE Program

The ACE program should improve the delivery mechanism of the ACE by:

Striving to have all the adult education teachers employed on either permanent or on short contract terms, since volunteering and part time basis do not make them effective.

Ensuring that adults' education teachers are trained to teach the various course; and levels of adult learners they are trained to teach.

5.3.5 Learning Environment in the ACE Centers

The ACE program should improve the adult learners' learning environment in the ACE centers by:

Setting the required standards that all ACE centers need to meet. Have a means of ensuring that all ACE providers comply with the standards through adequate supervision.

Facilitate the acquisition of land by ACE centers to construct their own learning facilities identified with adult learning, just like in the case of formal education system.

Seek community support for the ACE program to commit some of the funds provided by the government through Constituency Development Funds (CDF) to construction of ACE centers.

Seek the support of other education development partners, NGO's and Community Based Organizations (CBOs) to assist in the construction of ACE centers.

5.4 Suggestions for Further Research

The research study was under taken in Kipkelion district which is in rural setting.

There is need for further studies to establish whether the findings would apply to all other districts. In Kenya given the differences in their social - economic context and diversities of adults learning needs in both contexts.

There is need to find out the extent to which generalizations can apply to other districts in view of this fact that this is a study done in a small locality not even a province.

The ACE program is meeting the learning needs of all the needs of all the adults' learners. Hence, there is need for further studies to establish why and specifically which level levels of adult learners' needs are not being met well so as to be specific on the courses needing to be improved.

The study showed that both the community learners have a positive attitude towards adult education, but, there is need for further study to establish why there are many more young adults in the ACE programs than the older adults' who in some cases have enrolled in Primary Schools rather that in ACE programs, like was the case for the oldest adult learner, Kimani Murage.

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APPENDIX I

QUESTIONNAIRE FOR ADULT LEARNERS

This questionnaire is designed purely for the purpose of academic research to determine factors which influence participation of adult population in Adult and Continuing Education (ACE) within Kipkelion District of Nairobi province. Hence, information from respondents will remain confidential.

Instructions

Please tick your answer in the box [√]

1.   Indicate your gender: Male [ ]   Female [ ]

2. Indicate your age bracket:

      i) 18 - 25 years   [ ]   ii) 26 - 35 years [ ]

      iii) 36-45 years   [ ]   iv) Over 46 years [ ]

3. Which of the following indicates your estimated monthly income in Kenya shillings?

    i) Below 5000   [ ]   ii) 6,000 to 10,000   [ ]

    iii) 11,000 to 20,000 [ ]   iv) 21,000 to 30,000   [ ]

    v) Over 30,000   [ ]

4. Indicate the kind of attitudes held in your community about adult education

    i)   Positive attitude   [ ]

    ii)   Negative attitude   [ ]

    b) Are there people in your community you know that will not want to come and participate in adult learning because of negative attitudes? i) Yes [ ]   ii) No [ ]

5. Which of the following indicates level you are currently enrolled for?

    i) Beginners or basic level   [ ]

    ii) Pursuing primary education   [ ]

    ii) Pursuing secondary education   [ ]

    iv) Undertaking courses for entrepreneurships   [ ]

6. To what extent are the courses offered by the centre meeting your learning needs?

    i.   Very well   [ ]

ii.   Just well, but it can be made better   [ ]

iii. Not very well, improvement is needed   [ ]

7. Which of the following is true of the learning materials provided by the centre?

    i) The Centre has books for my level   [ ]

    ii) Books are either not available or they are not enough   [ ]

    iii) Books available ^re either old or not in good condition   [ ]

8. Which of the following is true of the classroom and other learning facilities used by the centre?

    i)   I find them suitable for my adult learning   [ ]

    ii) I do not mind using the classroom the way it is   [ ]

    iii) I do not find the classroom suitable, but have no alternative   [ ]

9. To what extent do yon agree with the following statements concerning the day and the time the classes are held by the centre?

    i)   The day classes are held is suitable for me. Yes [ ]   No [ ]

    ii) The time of the day suits my daily work schedule. Yes [ ] No [ ]

10. List any challenges you think are affecting the participation of adult learners in your ACE centre.

    a) ....

    b) ....

    c) ....

THANK YOU FOR YOUR COOPERATION.

APPENDIX II

QUESTIONAIRES FOR TEACHERS

This questionnaire is designed purely for the purpose of academic research to determine factors which influence participation of adult population in Adult and Continuing Education (ACE) within Kipkelion District of Rift Valley Province in Kenya. Hence, information from respondents will remain confidential.

PART ONE

Instructions - Put a tick where Appropriate in the box [√]

1. How many adult learners' in the ACE centre are?

    i) Male   (   )   ii) Female   (   )

2. How many adult learners are in the following age bracket in your ACE centre?

    i) 18 -25 years   [ ]   ii) 26 -35 years   [ ]
    iii) 36 - 45 years   [ ]   iv) Over 45 years   [ ]

3. How many learners are in each of the following levels in your ACE centre?

    i)   Beginners (Basic) Level ....

    ii)   Pursuing primary education ....

    iii) Pursuing secondary education ....

4. Indicate the kind of attitudes held in your community about adult education

    i)   Positive attitude   [ ]

    ii)   Negative attitude   [ ]

5. What kinds of courses are currently being provided by your ACE centre?

    i) Basic adult literacy for illiterate adult learners   [ ]

    i.   Primary school level for adults wishing to continue with education   [ ]

    ii.   Secondary school level for adults wishing to continue with education   [ ]

    iii. Courses that offer learners special entrepreneurship skills   [ ]

6. Indicate your status as a teacher in the ACE programme

    i) Full time teacher   [ ]

    ii) Part time teacher   [ ]

    iii Volunteer   [ ]

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7. What level of training have you attained to qualify to teach adult learners?

    i) I have no formal adult teacher training

    ....

    ii) I have a certificate level of adult teacher training

    ....

    iii) I have a diploma level of adult teacher training

    ....

    iv) I have a degree level of adult teacher training

    ....

8. Which of the following is true of the level you teach in your centre?

    i) I teacher the level of adult learners I am trained to teach   [ ]

    ii) I teach even other levels that I am not trained to teach   [ ]

9. Which of the following is true of the teaching and learning materials you have in your ACE centre?

    i)   Are available for levels enrolled in the centre?   Yes [ ]   No [ ]

    ii) Are adequate and in good conditions.   Yes [ ]   No [ ]

    iii) Are old and outdated?   Yes [ ]   No [ ]

10. Which of the following is true of the centre learning facilities used by your ACE centre?

i) Classrooms build purposely for adult learning [ ]

ii) Classrooms used for other purposes converted for adult learning [ ]

iii) A multipurpose building used with permission for adult learning [ ]

iv) A nursery or primary school classroom are used for adult learning [ ]

v) Some learners do not find the classrooms and other facilities suitable [ ]

11. Which of the following is true of the class schedules per day in your ACE centre?

i) There are several classes per day to suit the learners' convenient time [ ]

ii) Have one class per day which is not convenient to some learners [ ]

PART TWO (Give answers on the spaces provided)

In which ways do you think the following has affected the level of participation by adult learners in the ACE programmes?

i) The gender of the adult...

ii) The age of the adult learners ....

iii) The level of income of adults..

iv) The level of education attained by an adult...

2. How has the attitudes held by the adults in your community influenced the level of participation of adults in your ACE programme?

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

3. How does the ability or inability for your centre to provide the courses that meet needs of adult learners influence their participation in ACE programme?

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

4. In training the adult education teachers to use suitable delivery mechanism for the ACE curriculum:

i. How does your training or lack of adequate training influences level of participation of adult learners in your centre?

....
....

ii.   How does your status as a teacher (full time, Part time or volunteer) influenced the
level of participation of adult in the centre?

....

....

5. In your opinion, are there learners or a group of learners who fail to participate in adult
learning because they do not find the classroom and other learning facilities used by the
centre,   suitable   for   adult   learning?   Explain   why.

....

....

6. a) Describe any other challenges and explain how these could be affecting the level of
participation of adult learners in your ACE centre?

....

....

b) What do you recommend as a solution to these challenges?

....

....

THANK YOU FOR YOUR COOPERATION

APPENDIX III

INTERVIEW SCHEDULE FOR ACE SUPERVISORS

This questionnaire is designed purely for the purpose of academic research to determine factors which influence participation of adult population in Adult and Continuing Education (ACE) with province. Hence, information from respondents will remain confidential.

1. a) What have been the trends for the following in your ACE programme

    i)   The enrollment for male and female adult learners? ....

    ii) The age of adult learners? ....

    iii) Levels of education? ....

    iv) Levels of income? ....

    b) How have the above trends influenced the participation of adult learners in the ACE programmes?

    _____

    ....

2. a) Can you describe any attitudes held by adults in your community on adult education that are:

    i) Negative ....

    ii) Positive ....

    b) What influence do you think these have on the level of participation of adults in your ACE programme?

    ....

3. a) How many learners in your programme are enrolled in the following levels?

    i)   Basic adult literacy for illiterate adult? ....

    ii) Primary school level for adults? ....

    iii) Secondary school level for adults? ....

    iv) Courses offering entrepreneurship skills? ....

    b) Are there courses that your programme is not able to offer adult learners? ....

    ....

c) If yes, how does this influence the participation of adult in your ACE programme?

....

....

4. a) In your programme, how many teachers have attained:

   i) No training at all

   ....

   ii) Certificate level of training?

   ....

   iii) Diploma level of training?

   ....

   iv) Degree level of training?

   ....

b) In your opinion are there sufficient and well trained teachers for all the ACE levels run by your programme? ....

....

c) If not, how does the lack of sufficient and well trained teachers influence the levels of participation of adults in the various levels of your ACE programme?

....

....

5. a) Explain how well your programmes is able to supply suitable and adequate teaching and learning materials for:

   i) Basic level ....

   ii) Primary education level ....

   iii) Secondary education level..

b) How does the lack of sufficient and up to date edition of teaching materials affected the participation of adults in the various levels of your ACE programme? ....

....

6. a) Indicate how many centres in your programme use learning facilities:

   i) Owned and built by your programme for adult learning?

   ....

   ii) Owned by your programme converted from other uses?

   ....

iii) Used as community multipurpose hall?

....

iv) Of nursery or primary schools?

....

b) How does the use by your centres of any of the above learning facilities influenced the participation of adult learners in your ACE programme?

....

....

7. a) List any other challenges faced by your programme which you would consider as influencing the level of participation by adults in your ACE programme. ....

....

b) Explain how each of these challenges could be influencing the participation of adults in your ACE

programme..

....

c) What recommendations do you have for solutions to overcome these challenges?

....

d) What other recommendations do you have for improving levels of participation of adults in your ACE programme? ....

....

THANK YOU FOR YOUR COOPERATION

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APPENDIX IV

LIST OF ABBREVIATIONS AND ACRONYMS

ACE	Adult and Continuing Education
BAE	Board of Adult Education
CBO	Community Based Organizations
DAE	Department of Adult Education
DACE	Directorate of Adult and Continuing Education
EFA	Education For All
FBO	Faith Based Organizations
KNALS	Kenya National Adult Literacy Survey
NACEPF	National Adult and Continuing Education Policy Framework
NGO	Non Governmental Organizations
UNESCO	United Nations Educational, Scientific and Cultural Organizations
TIQUET	Total Integrated Education and Training