FACTORS INFLUENCING GENDER DISPARITIES IN ADULT LITERACY PARTICIPATION IN KABETE SUB COUNTY OF KIAMBU COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION IN ADULT EDUCATION OF THE UNIVERSITY OF NAIROBI

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DECLARATION

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

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This research project has been submitted for examination with our approval as the University supervisor.

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DEDICATION

I dedicated this work to my family; my husband John, my children Robert and Shontelle, my mother Nancy Nyambura, my brother Njoroge, Ng’ethe, Raymond and John as well as my sister Salome.
ACKNOWLEDGEMENT

I sincerely acknowledge my able supervisors Madam Anastasia Gakuru and Mr. Caleb Makatiani of the University of Nairobi under whose professional guidance I successfully completed this work. It was indeed an experience and privilege to work with them. Even when the journey became difficult they encouraged me to strive on. For this I don’t take for granted I say thank you. Appreciation goes to the University of Nairobi, Department of Educational Foundation – Adult and Continuing Studies for giving me this platform to further my study on Adult Education. Special thanks go to my entire family, the Gitau’s family for their encouragement, support and understanding during the entire period of my learning. Appreciation goes to my head-teacher, Carolyne Wangui Mwangi and the entire staff of Mahia-ini primary school for the support they accorded me during the times of my study. I also thank the respondents in Kabete Sub-County in Kiambu County who provided primary data for this study. I acknowledge the effort accorded to me by my brother Ng’ethe who helped me type the manuscript of this document and burning the midnight oil to meet my deadlines as we tried to have the work typed and edited. It is with your assistance that this work was a success. I would like to thank the almighty God for granting me strength to carry out this study. May God bless you all.
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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
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<td>ABLP</td>
<td>Adult Basic Literacy Programmes</td>
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<td>ACE</td>
<td>Adult and Continuing Education</td>
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<td>AEACs</td>
<td>Adult education advisory committees</td>
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<td>AIDS</td>
<td>Acquired Immunodeficiency Syndrome</td>
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<td>AL</td>
<td>Adult Literacy</td>
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<tr>
<td>ALP</td>
<td>Adult Literacy Program</td>
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<tr>
<td>BAE</td>
<td>Board of Adult Education</td>
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<td>BAE</td>
<td>Board of Adult Education</td>
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<tr>
<td>CBC</td>
<td>Columbia Basin College</td>
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<td>CBS</td>
<td>Congregation Beth Shalom</td>
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<tr>
<td>DACEO</td>
<td>District Adult and Continuing Education Officer</td>
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<td>DAE</td>
<td>Department of Adult Education</td>
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<td>DAEO</td>
<td>District Adult Education Officer</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>GoK</td>
<td>Government of Kenya</td>
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<tr>
<td>GPI</td>
<td>Gender Parity Index</td>
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<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<tr>
<td>IGA</td>
<td>Income Generating Activities</td>
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<td>ILD</td>
<td>International Literacy Decade</td>
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<td>KNALS</td>
<td>Kenya National Adult Literacy Survey</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>KNBS</td>
<td>Kenya National Bureau of Statistics</td>
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<tr>
<td>MDGs</td>
<td>Millennium Development Goals</td>
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<tr>
<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
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<tr>
<td>NACOSTI</td>
<td>National Commission of Science, Technology and Innovation</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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ABSTRACT

The purpose of the study was to investigate factors influencing gender disparity in Adult Literacy Programmes participation in Kabete Sub-County, Kenya. It was guided by the following research objectives: to determine the extent to which academic level of adult education instructors; adult learners’ social environment; professional training of adult education instructors; and the assessment and certification affect implementation of Adult Basic Learning Programme. The study adopted a descriptive survey design. Questionnaires were used to collect data. The sample population comprised of 56 adult learners, 14 adult instructors and 4 education experts, thus a total of 74 respondents. All the 14 instructors and 4 education experts’ and 54 adult learners’ questionnaires were returned which was 97.3 percent return rate. The key study findings revealed that majority of the adult education instructors were form four leavers with Kenya Certificate for Secondary Education as their highest academic qualification. The research findings showed that adult leaners’ learning was greatly influenced by their learning environment which ranged from the way others in the society perceive their learning and also their economic strength. Professionalism of the adult instructors’ highly influenced gender disparity in adult education participation. The study findings revealed that adult instructors apply various methods to teach adult learners that include lecture and group discussion. The study findings revealed that majority of the instructors use summative assessment to evaluate their students’ performance. These findings imply that individual assessment which would determine personal literacy level is not extensively applied. Thus, collective assessment does not quantify individual literacy level. Although, majority of the instructors indicated that they use oral tests to assess their learners. These findings confirm the summative assessment method applied in adult literacy centres overlooking assessment of individual learner’s capability. Based on the study findings the researcher concluded that poverty, welfare and unemployment statistics may indicate the need for adult literacy programmes. Measures like awarding certification and offering proficiency programmes can be an effective starting point to improve the gender disparity in adult education participation. The study recommended that a literacy project should focus on potential adult learners who fit in the mission of the programme or who are particularly in need of basic skills. Therefore, training should be rich in content, well-organized, thorough, and appropriate to the population that your agency serves. The training should prepare volunteers for their tutoring or teaching role with adult learners. Although further development opportunities may occur throughout the volunteer tutor’s service, initial pre-service training is of primary importance. The instructional programme should be tailored to meet the needs of adult learners. Thus selection of appropriate instructional materials will require a significant time commitment and, like many aspects of the programme, develop over time as adult learners teach the staff and tutors what materials work best. Therefore the study suggested that a study to be carried out to establish the effectiveness of the skills acquired through adult basic literacy programmes on learners’ socio-economic status.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Gender refers to socially constructed roles and relations between men and women (Corter, 2000). These roles and relations are construed to include the different responsibilities given to each in a given culture or society. Gender disparity within the scope of this study simply means inequalities between individuals due to constructed roles and relations. Gender disparities arise from distinctions that are empirically grounded or socially constructed (Pearson, 2007). Gender disparity has been a subject most researched by many scholars and still is an area of concern for many organizations both governmental and non-governmental. From a global perspective, there is an imbalance in the number of males and females pursuing a literacy course in adult education. The global factors have impacted in various regions consequently resulting into gender imbalances.

Gender disparity and/or parity continue to attract concern to most researchers in many fields of study the significance of which cannot be overemphasized. The disparity continues to be exhibited in sectors such as public sector, accounting, banking and finance, and medicine, both in governmental and non-governmental organizations. A county’s education and composition is critical in determining and sustaining developmental agendas and also impact on the regional educational policies. Male and female representation is an issue that is enshrined in the Kenyan constitution and thus remains relevant for this study. Following recent changes in the Kenyan education
policies, there is need to consider holistically issues which impact both young and adult learners.

The relevance of adult learning cannot be overemphasized especially for people who daily have to interact with the ever dynamic city of Nairobi. Nairobi is a hub of world cultures, technological innovations and usage, and home to international world conventions. It is on these bases that continuous adult literacy for the people of Kabete sub-county must be propagated. The provision of education and training is a basic driver for socio-economic and political development of any country. This is true today as it was five decades back. The founding fathers and mothers of our great nation made fighting illiteracy, diseases and poverty the priority for our young nation.

It is in the human nature to transmit knowledge from one generation to the other. The very rudimentary means that were used to promote learning were oral narrative and apprenticeship. The children learnt from the parents and peers while the adults continually learnt from day to day interactions with each other and their environment. The European colonizer in Africa had acknowledged the power of literacy (Mazrui, 1993). This was in the form of introducing reading, writing and arithmetic. According to Mazrui, through literacy it was possible to rule the subjects and train the same on growing of cash crops; coffee, tea and sugarcane.

The concept of adult and continuing education (ACE) is part of the Kenya government agenda now as it was since independence. In early 1963 the Government of Kenya identified ignorance, poverty and diseases as the major obstacles to development. Education was postulated to play the key role in fighting the three mentioned challenges. The biggest challenge was to get the large number of illiterates from different regions of
independent Kenya whose educational trend had been affected by the state of emergency back to class. Mweria (1998) further observes that after independence Kenya was faced with a huge social demand for education from both the young and the old. This situation was compounded by the poor education policy inherited from the colonial Government. The colonial policy segregated people on religious and political basis and lacked infrastructure.

Adult education had taken a slow pace since 1960 (Gok, 2012). In 1966, the Kenya government appointed the first board responsible for adult education known as the Board of Adult Education (BAE) through an Act of parliament. In 1967 the Department of Adult Education (DAE) was created to implement the policies of DAE (Dondo, 1980). In 1975 the Kenya government realized that literacy was becoming a serious obstacle to development. In the year 1979 the government prioritized eradication of illiteracy. This resulted in a huge enrolment rate for the adult learners at 415,074 persons, 11,766 adult literacy centers and 13,204 registered adult teachers (CBS, 1979). In mid 1980s the enrolment rates dropped, only 398,877 were enrolled. In 1990 the rate of enrolment had dropped to 147,939 which was less than half of what it was in 1979. Adult literacy enrolment continued to drop to 93,057 learners in the year 2000 (CBC, 2001). Male enrolment remained low and dropout rate has been very high (UNESCO, 2008). The Gender Parity Index [GPI] of male and female literacy rate in 2008 was at 78.9% and 88.2% respectively.

The analysis of Kabete Sub-county reflects similar trends in other parts of the county. The number of males and females registering for adult literacy education continue to exhibit discrepancy whereby, more females register for the course as compared to the
male counterparts. Out of the eight sample centers, Kamangu has the highest enrollment of adult learners where 15 are females and the 3 males. Wangige center has a total enrollment of 16 adults where 13 are females and 3 males. The least enrollment is exhibited in Mwimuto center with a total of 7 adult learners all being females.

1.2 Statement of the problem

It is evident from the background that the Kenya government is committed to adult literacy since independence. However gender disparities exist in the implementation of adult literacy. Policies and commissions have been put in place to address adult literacy. The Kenya national literacy survey report of March 2007 indicates that national adult illiteracy is at 38.5 percent. The gender relapse in adult literacy on the side of men can be attributed to the following factors among others; the location of the classes that are usually close to the nursery and the lower primary classes making them to shy away from attending the classes, and the fact that the male adult learners are also the bread winners and when opportunity to eke a living is available they abscond classes. It is against this that this study is conducted in an attempt to establish all the factors which influence gender parity and/or disparity in adult literacy program in Kabete Sub-county of Kiambu County.

1.3 Purpose the study

This study sought to establish the factors that cause gender disparities in adult literacy in Kabete Sub-county of Kiambu County.
1.4 Objectives of the study

The study objectives included:

i. To assess the effects of government policies on gender disparities on adult literacy.

ii. To determine the influence of learning environment on adult literacy and teacher capacity in gender disparity in adult literacy.

iii. To determine the effects of cultural factors on gender disparities in adult literacy.

1.5 Research questions

The research sought to answer the following concerns:

i. What are the effects of government policies on gender disparities in adult literacy?

ii. What are the effects of learning environment and teacher capacity in gender disparity in adult literacy?

iii. What are the effects of cultural background that lead to gender disparity in adult literacy?

1.6 Significance of the study

This study may be significant to stakeholders in the provision of adult literacy and propose ways to mitigate challenges facing adults in adult literacy. Furthermore this study may provide information on strategies that improve the implementation of adult literacy. It may also be significant to policy making and formulating policies that promote participation in adult literacy. The findings of the study will add to the body of knowledge for future scholars.
1.7 Assumptions of the study

The study presupposed that:

i. The adult literacy classes within the study area of Kabete sub-county would be representative

ii. That the findings of the research shall capture the clear picture of the objectives and can be referred for comparison with other areas

iii. That the respondents targeted are knowledgeable and would give accurate responses

iv. That all ACE centers in Kabete Sub-county are operational and offer literacy program

1.8 Limitations of the study

The main limitation was that most of the respondents in adult education classes could not read and write, thus consuming a lot of time when explaining and elaborating the research study. The heavy rains experienced during the period of the study kept many respondents out of their classes. These factors are expected to prolong the research period. However the study was representative of the said region.

1.9 Delimitations of the study

The study was delimited to adult education institutions in Kabete Sub-county Kiambu County, where it sought to establish gender discrepancies in adult literacy participation. It was also delimited to government policy implementation as well cultural factors influencing adult literacy.
1.10 Operational definition of significant terms

**Adult** refers to a person aged 18 years and above pursuing lifelong learning

**Gender** refers to socially constructed roles and relations between men and women

**Gender disparity** refers to unequal representation between individuals due to sex

**Gender roles** refer to socially assigned roles and responsibilities based on sex

**Gender bias** refers to any kind of discrimination resulting in the disadvantage to members of one sex

**Gender specific** refers to something for, characteristic of or limited to either male or female human beings

**Illiteracy** refers to the status of being unable to read, write and compute

**Literacy** refers to ability to decode and encode written text and use simple arithmetic

1.10 Organization of the study

The study was organized into three chapters one, two and three. Chapter one consisted of background information on the problem, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions, limitations and delimitations of the study, also, included the organization of the study and definition of significant terms. Chapter two consisted of literature review; introduction, literacy globally, and factors that lead to gender disparities in adult literacy in Kenya, gender-based discriminations and effects of government policies on adult literacy. It also included the effects of the learning environment, socio-cultural factors and the conceptual framework. Lastly chapter three consisted of research design and methodology;
introduction, research design, the target population, sample and sampling procedures and research instruments. This chapter also included piloting, research tools and instruments validity, instrument reliability, data collection procedure and data analysis techniques. Chapter four focused on data analysis, interpretation and presentation of the results of data analyses. Chapter five dealt with the overall summary, conclusions, recommendations and suggestions for further research.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter addresses overall literature review on adult literacy, effects of government policies, effects of learning environment and cultural aspects influencing gender also, the summary of the reviewed literature, the theoretical framework and conceptual framework.

2.2 Overview of Adult Literacy

Literacy cannot find a common definition (Monroe, 2002). However globally, literacy is all about acquisition and use of reading, writing and numeracy skills. There are varied definitions of literacy. Bunyi (2006) states that, literacy is the ability to decode and encode written text and do arithmetic i.e. reading, writing and numeracy. Hutton (1992), the Persepolis 1975 meeting of International Symposium for Literacy considered literacy as not just the process of learning the skills of reading, writing and arithmetic but a contribution to the liberation of man and his full development. Worldwide 3.6 billion adults are literate. This represents 82 percent of the adult population who are able to read and write simple statements. These adult populations include persons aged 15 years and over, (UNESCO 2008). The percentage of literate adults is lower than that of the literate youth in every region of the world. The biggest differences are 17 percent in Northern Africa, 13 percent in Central region and 11 percent in South Eastern Africa. The smallest differences between youth and adults literacy rates are one percent in Japan (Hurst, 2007). The largest populations of literate adults live in China, India and the United States.
of America. India has literacy of 61 percent the other two countries have rates of 91 percent.

Mural (1985) and Lind (1990) state that adult educationists believe that adult education is an important instrument for social-economic change and that it should be accounted for when national development plans are prepared. The general welfare of a country depends to a significant extent, on the level of literacy of its general population. This was acknowledged by the Kenya education commission report of 1964. John Paul Freire (1970) postulates that non-formal education can be a useful tool for the ‘conscientisation’ of the population in a political process and development. He asserts that the formal education is oppressive and creates social-economic stratification of the state.

Sessional paper No.1 of 2005 on a policy framework for education, training and research stated that education is necessary for the development and protection of democratic institutions and human rights. “Literacy is the starting point and the key to education and further learning”, this is according to the Kenya National Bureau of Statistics (KNBS, 2007). Illiteracy is more than violation of human rights; this is because it curtails the effective exercise of other human rights. This is according to Lind (1990). Illiteracy limits ones free choice of work in the modern society.

The value for adult literacy includes but not limited to socio-economic, political, religious, and cultural development. The power of literacy is very potent to influence individual empowerment, self-reliance on individual and national level, bridge the technological advancement gap across the general populace and lastly, accelerate modernization and adoption of varied technology. The correlation between literacy and
development indicate that literacy comes first then development (Hinzen, 1994). This school of thought believes that underdevelopment is caused by illiteracy. This line of thought can however be disapproved by the development of Europe during the industrial revolution. Apart from a small group of philosophers and scientists who were literate the majority of the people were illiterate. Though the present scenario may be different, where technological advancement requires some level of literacy competency.

Literacy and education alone cannot determine development or economic empowerment. This is despite the hype of the modern world insisting on the human capital as the most powerful factor of production. To achieve the desired results as postulated by literacy proponents other structural changes in the wider society are paramount. Therefore adult literacy should not only aim at providing general knowledge but training for work and hence productivity and innovation, a greater participation and embracing civil life and a better comprehension of the global world around us thereby opening the way to basic human culture (Jones, 1988)

Adult education is the practice of teaching and educating adults. In Kenya an adult is a person over 18yrs of age (Moest, 2003). Despite Kenya Government efforts to promote adult literacy, the policy makers grapple with large number of illiterate and semi-literate both young and old (Dondo, 1980) it was estimated that in the year 2004 over 4.2 million adult Kenyans were illiterate (UNESCO, 2004). In the year 2008 the UNESCO figures showed that the percentage of illiterate persons continued to grow worldwide, thus in 2008, 769 million adults aged 15 years or older at 17% lacked basic reading and writing skills, of these numbers 64 percent of them were women in comparison with 24% of all adults illiterate in 1990 (UNESCO, 2008).
The gender parity index (GPI) between 1990 and 2008 indicated that the female literacy level overcoming the male at 78.9 percent men 88.2 percent women. At the global level both the adult literacy rate and the gender parity improved over the past 20 years, the literacy rate grew from 70 percent in 1990 to 83 percent in 2008 GPI findings. By the same time the lowest literacy rates were observed in Southern Asia and sub Saharan Africa with 62 percent and 63 percent respectively in most of MDGs covered regions in world GPI showed female literacy levels being below the men rates (Hurst 2007). In most Islamic covered nations mostly in western Africa male literacy rates were generally at a higher level while in Lesotho in Southern Africa female literacy rates are above male literacy with 90.3 percent of all women aged 15 years and older being literate compared to men at 73 percent. However literacy was one of the key priority areas out of the EFA education for all, an international framework for action in Darkar Senegal.

In 2000 the gender program focused on achieving a 50 percent improvement in levels of adult literacy by 2015 and move specifically targeting women (Ngau, 1997). It attributed the disparities from minor trait factors such as religious beliefs, attitudes and perception, poverty, lack of role models, HIV and AIDS calamities, poor curriculum planning, pedagogy, poor government incentives out of poor policy, learners attitude among others. Another identified factor was lack of gender parity at both primary and secondary schools which creates a transition to adult hood (UNESCO, 2008). The gender gap widened as transition towards higher parity for Africa women made up less than 20 percent of the literate population. Boys’ participation rate in education was more superior to those of girls.
Muller (1990) asserts that more male and especially in less industrialized economies of Africa countries go to school and work up their educational ladder than female while UNESCO states that more than half of humankind constitute of women at 2/3 of the world’s illiterates. Indabawa (2003) asserts that literacy for women is another powerful means to contribute to economy in developing countries. According to the African union (2002) women were the backbone of Africa rural economy accounting to over 70% of food producers but regardless of that, fewer women than men were involved in literacy classes.

2.3 Effects of government policies

Despite a lot of efforts to promote adult literacy classes in Kenya the country still grapple with a considerable problem of literacy and semi literacy. In Kenya there is an estimated 4.2 million adult who are illiterate (UNESCO 2003\2004). However 2\3 of this population consists of women. Enhancement of adult literacy classes in Kenya is in line with various international commitments, the first being the world forum on education for all (EFA) famously referred as the Dakar framework for action which came up with the framework of action and set up 2015 as the headline for EFA. The program targeted achieving a 50 percent improvement in level of adult literacy by 2015 and more specifically targeting women. To underscore the Kenyan government commitment to provision of literacy, Kenya was a signatory to the United Nations set period between 2003 and 2012 known as International Literacy Decade (ILD).

However adult literacy programs in Kenya have been in existence since independence. These programs have been ran by both the government and other stakeholders. The two government bodies responsible for adult learning in Kenya are the Board of Adult
Education (BAE) and the Department of Adult Education (DAE). BAE was established in 1966 through an Act of parliament with a mandate of advising and reporting to the mother ministry on developments regarding adult learning, coordinate adult education, and identify and assess the development needs in adult education. Mweria (1989) argues that at its inception, the Board of Adult Education did not have any organizational structure at the grass root levels to implement the specific tasks and functions as per its mandate due to more centralization at the apex. The district adult education officer coordinates the learning, recruitment of part time teachers, and the supervision of both fulltime and part time literacy teachers at the community level. Adult education advisory committees (AEACs) are the managers of literacy programs. Olouch (2002) argues that the decentralization management strategy applied before was not effective due to lack of role clarity between the central government and district levels. Olouch also posits that resources for implementing the program at the district level were inadequate.

The adult literacy survey of 2007 found out that the AEACs are not operational thus there is little community participation in adult literacy classes. The other touchy issue concerning DAE is that the department doesn’t seem to have a specific and constant mother ministry. The department has emigrated from the Ministries of Education, Home Affairs and National Heritage, Culture and Social Services, Education Science and Technology, Youth Affairs, and even Cooperatives. This lack of permanent ministry location for DAE presents an image and identity problems for the program and for DAE officials. DAE location in the ministry either Social Service, Cooperative and Youth affairs which are associated with women and children creates a big identity problem for adult learners who are still carrying the crochets of traditions. Ultimately, this impacts
negatively on the enrolment rate of adult learners. There is clearly a lack of clear policy framework at government level (Kibathi, 2001).

Owing to the widespread illiteracy among women and particularly in the rural areas, adult literacy policy and practice in Kenya seemed to favor women and thus continuity seems to attract more women than men creating disparities in enrolment. Men tend to consider the program as a women activity in which they have no role to play (Kibathi, 2001). This made adult class enrolment rates to remain low and dropout high. Adult education and literacy has been marginalized. The departments continued to be under funded since 1980s and the government appeared to have lost interest and commitment to adult literacy which leads to underfunding. Between 1997 and 2001 for example, no budgetary allocation was made for adult education in the national development plan.

The adult learner participation and retention in literacy classes is the hardest to maintain. Dubois (1960) argues that each individual’s physical and neurological conditions, cognitive and intellectual structures, psychological disposition and characteristics, social roles and attributes all interact to influence his or her capacity for and involvement in learning. The Kenya National Adult Literacy survey report of 2007 asserts that participation in adult literacy program is low. The survey interviewed adults eligible for these literacy classes and 6.2 percent were not interested as some were not confident about the quality of the program offered. Lind (1990) points out poverty as the strongest barrier to motivation since the adult learners need all the time to eke out a living other than attend the literacy program.
2.4 Effects of learning environment and teacher capacity

Different locales and grouping of people tend to have a different approach towards specific issues Courtier (2000). However in a world with shrinking opportunities people tend to continue with education to satisfy their needs. However when people with different viewpoints, reasons and culture clash in an adult literacy classroom, their hybrid environment create imbalances which might impair learning. The strength or weakness of the specific classroom is dependent upon the educator program and overall personal trait. The first identified problem in adult literacy classes in Kenya was the choice of a common language. The choice was dependent on over forty different mother tongues, Kiswahili or English (Monroe 2002). The main problem was what level to introduce another language in formal education to policy and practices. It is to teach in three languages simultaneously. The language policy in adult literacy was to teach in mother language or the language of the catchment area. English was to be taught when demanded. Wafula (2001) argues that many literacy teachers found it difficult to teach in mother tongue which lacked orthography and teaching and learning materials. This factor of language of instruction leads to many adult literacy learners to withdraw (Ngau, 1997). Due to the problem of teachers and learning materials, many adult learners also withdrew from adult learning classes. Muya (1998) posits that adult learners were required to reject their own languages to learn in English and Kiswahili which was difficult to many and on the other hand to reject their cultural knowledge and their ways of knowing things to fit in the new system. The trend was mostly rampant in areas which are fundamentally Islam.
Freire (1998) argues that educating adults is different from educating children in several ways. Adults have accumulated knowledge and experience which can add up to their learning experience. Another difference is that, literacy attendance classes is voluntary therefore absenteeism is not questionable and this contributes a lot towards class disparities. Another notable factor in environment is that adults frequently apply their knowledge in more practical forms. If the application is against the set criteria one will feel humiliated and might ignore the classes for ever.

Monroe (2001) argues that this happens when the adult teachers are not well prepared to handle the adult learners (andrology). Some researchers suggest that situational circumstances constitute an environment that promote or discourage learning. Some factors are created by organizational structures, and positive or negative environments, time constrains or being forced to ‘unlearn’ what they know and learn something new (Hurst, 2007). Although there are teachers who are fully paid by the government in Kenya majority of these teachers are self-help teachers or part time teachers who are given a token for volunteering to teach adults. Morale at work is generally low due to low motivational levels, lack of social recognition, lack of upward mobility and general lack of professional prospects.

The program is operated without a curriculum to guide teachers in most countries of Africa (Monroe, 2002). Teachers single handedly decide on the contents to teach in disregard of the adult classes learners’ needs. The 3Rs and language are the most taught but some teachers teach primary school subjects to adult learners. The methods used usually focus on learning rather than teaching and are geared towards problem solving rather than information giving. Muya (1998) also notes that in adult classes there are no
group or class activities. Therefore learners are not able to share views and experiences as learning is more purely teacher-centered. The income generating activities (IGA) in these classes lacks capacity to generate sufficient funds to keep learners in classes.

There is generally no homework or co-curricular activities although it is recognized that learners open up during sporting activities than in class. The learning centers are also not conducive in most cases and were not purposely built for adults especially in religious conscious areas. This factor affected women Muslim since the sharia laws prohibit women and men sitting together and this affected class attendance in a significant way. In these classes seats are not comfortable enough to ensure concentration, or when they are not enough and adults are forced to share this leads to abstinence. The long distances to the learning centers might lead to disparities in classes especially for baby caring mothers. Also many teachers lack proper formal education to provide quality learning environment to keep learners in class (Jacob, 1996). Adult learners also stay away if the teachers do not treat them as adults as they hate being underrated and become disgusted with the use of desks meant for nursery classes or Sunday school desks.

Ngau (1997) observes that government adult literacy centers run by the government mainly operate in facilities some of which are inappropriate for the adult learners. The desks and chairs meant for the young children is what adult learners use. There is therefore need to avail adequate infrastructure conducive to the adult learners. Njerenga (2001) pointed out that in case the same facilities are needed by the rightful owners, then the adult classes are postponed or cancelled altogether. He further pointed out that there are no learning aids specific for the adult learners apart from the portable chalkboard while the adult learners provide their own writing materials such as exercise books, pens,
pencils and rubbers. In most instances the same exercise book is used for different subjects being offered and the text books are not enough.

2.5 Cultural factors

Jarvis (1987) defines culture as the way in which a society organizes and recognizes itself in order to exist. Culture is made up of such elements as language, historical skills, morals, values, arts, forms, folklore, religion, education, family structure and role in the community. Adult learners identify with the content of the lesson that does not interfere with their belief systems and values. They may not attend learning sessions out of their own cultural moral values. It is important to understand the problems in order to be able to identify them and take appropriate steps to deal with them before they hinder effective adult education classes.

Knowles (1981) argues that the instilled cultural differentiation between male and female adult learners limits adult education in many parts of Asia. In Africa men generally expect women to conform, serve and please them. Women are physically abused and expected to submit to their men. Women spend more time working than men. This brings wider gender gap that need to be filled. Chariana (1998) points out the historical roots against the expansion of women’s education in certain areas that underlie a basic conviction that there is something special about a woman’s nature which would be destroyed by excessive pressure to education.

Jarvis (1987) in his book adult learning in social context also argues that situational socio-economic obstacles are the main causes of classes’ disparities in African continent. These include hunger, poor health, and insecurity. Africa is home to 62% of the world’s population living with HIV/AIDS. About 25 million people have died so far. Indabawa
(2006) states that some learning institutions have been deserted due to HIV/AIDS associated problems. Most people require basic needs but cannot afford because of poverty. Thus poverty in Africa has been a major cause of adult literacy disparity.

Lind (1990) argued that adult literacy disparity is motivated by factors such as poverty, multiple responsibilities, conflicts and all this conflicting with time to attend classes. The program is also affected by the fact that it does not provide any immediate benefit.

2.6 Theoretical framework

The study adopted the theory of andragogy advanced by Malcolm Knowles (1980). The theory attempt to explain ways adults and children learn. Andragogy according to Malcolm, is the art and science of helping adults learn. This theory was chosen due the fact that it attempts to explain in a scientific way based on empirical evidence the nature, ability and the circumstances surrounding adults learning and thus literacy. The proponents of the theory posit that is it systematic, reliable and yields consistent results on adult learning. It also does consider inherent factors impacting on adult learning such as environmental, government policies and social cultural factors.

2.7 Summary of Literature Review

Adult literacy program have been in existence since independence in Kenya being run by government and non-governmental organizations as well as other stakeholders. Scholars and researchers have developed and advanced theories to explain the phenomenon of gender disparities in adult education. Some of the theories are scientifically based and others are empirical. The foregoing section summarizes the literature review discussed in this study. The classification of literature review followed study objectives covering
effects of government policies, effects of learning environment on adult literacy and finally the impact of socio-cultural factors. The Government of Kenya has since independence established several policies which attempt to improve adult literacy. It has been able to establish a boards of adult education at various levels including grass roots with specific task and functions for the boards. Environmental factors such as political stability/instability, accessibility of learning centers and hunger among others have been discussed. Situational socio-cultural factors also have been reviewed. Cultural factors such as language barrier, poor health, hunger, diseases and multiple responsibilities impact on adult literacy gender disparity.

2.8 Conceptual Framework

According to the conceptual framework adopted in this study, there are a number of factors concerning gender that affect adult literacy classes in Kenya. These include; gender discrimination, government policy, environment and socio-cultural factors. According to Orodho (2003) a conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationship between variables in the study and shows the relationship diagrammatically. Gender discrimination are disparities which emanates from created roles based on sex; male versus female. Gender discrimination in literacy classes is as a result of people’s views towards the different sexes. Government support is seen in policies; planning and financing. The policies if not conducive, lead to gender disparities. Learning environmental incorporates the structures, sitting arrangements, latrines among others that contribute to gender disparities. Socio-cultural factors are issues arising from entrenched social norms and religious beliefs as they impact on adult literacy programs.
Figure 2.1 Gender disparity in adult Literacy

The above figure illustrates factors influencing participation in adult literacy programs and their impacts. The factors are government policy, environment and social cultural factors as they influence on economic improvement, political environment, processing systems as well as social cultural impacts.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

In this chapter the methodology that was used is described at length. This chapter includes the following sub headings; location of the study, research design, target population, sample size and sampling techniques, research tools, validity and reliability of the instruments, data collection procedure, analysis techniques and ethical considerations.

3.2 Research design

The study adopted descriptive survey design. Survey is a method of collecting information by interviewing or administering questionnaires to a sample of individuals (Orodho, 2005). Questionnaires and interviews were administered to a sample of individual centers offering adult literacy program in Kabete Sub County. The design study sought to establish the variables that contribute to gender disparity in adult literacy in Kabete sub-county. These variables include age of the learners, their sex, and number of dependents as factors that may contribute to enrolment and retention rate of the adult learners across gender. The choice of this mode of data collection was because the research covered a large population from diverse background in terms of socio-economic and age of the respondents.

3.3 Target population

Target population refers to the population which the researcher would like to generalize his/her results according to Mugenda and Mugenda (2008). In this study the population
targeted 24 adult literacy centers which included all adult learners attending the adult literacy program in Kabete Sub-County of Kiambu County, their facilitators and the officers in charge. The total population of the adults taking literacy course in 24 centers forms the study population of 150 learners and 24 teachers from each learning center.

3.4 Sample size and sampling techniques

Musula (1990), states that one third target population is representative enough to make estimate of the characteristics being investigated. In this study 14 out of the 28 adult literacy centers will be randomly sampled and used. 50% of the learners are expected to participate in this study. A total of 50% adult facilitators are expected to participate in this study. The techniques to be used in collecting sample for this particular study are convenient sampling technique. This technique is chosen due to budget constraints and other responsibilities demanding more time and attention and the fact that the learning centers are far apart from each other. This technique is however reliable and bound to yield consistent results which are empirically founded.

3.5 Research instruments

The study employed structured and closed questionnaires and interview guide as research instruments to collect data. A questionnaire for the adult learners and the Instructors was designed while data from the administrators was obtained with the help of a interview schedule since they were the key informants of the study. The research instruments were administered to the adult learners, their instructors and the administrators. The tools were explained and the purpose of the study well stated by the researcher. The information collected shall be used to draw the quantitative data needed for the final analysis.
3.6.1 Instrument reliability

According to Orodho (2005) reliability is the ability of the research instrument to measure consistently and dependently. Reliability is a measure of the degree that a research instrument yields consistent results of data after repeated trials (Mugenda & Mugenda, 2003). To enhance reliability of the data collected, the questions administered through questionnaires were neutral and verifiable and presented in simple words and precisely.

3.6.2 Instruments validity

Validity has been defined as the degree to which a test measures what is intended to measure. Therefore a questionnaire was said to be valid if the information from the respondent is correct. Borg and Gall (2006) also argue that validity of all instruments may be increased through review and repeated tests. To validate the instrument therefore a pilot study was carried out. Iterative processes carried out such as in the cases of interviews which were designed to give room for asking extra questions related to the subject matter. Constant review of responses from interviews and questionnaires were conducted to identify slightest discrepancies in the information provided.

3.7 Pilot study

A pilot study was undertaken in one center to determine the extent to which the questionnaire was understood to avoid multiple interpretations. In this study, the fundamental purpose for the pilot study was to establish the feasibility of the study approach which was intended to be used in the overall large scale study. The study also intended to use piloting to evaluate feasibility of assessment procedures and new
methods. The center used in piloting was not included in the actual study where two instructors and ten adult learners were used for piloting.

3.8 Data collection procedure

Data was collected through the administration of structured questionnaire after obtaining permission from National Commission of Science, Technology and Innovation (NACOSTI). The questionnaire was administered by the researcher to the adult educators, adult learners and the adult education officer in a timely fashion whereby each question was allocated a time limit of 30 minutes to ensure complete coverage of the sample centers. Support was also offered for learners who may not understand some questions in a bid to enhance total response and reliability of the information collected. To avoid discussion amongst the facilitators and learners the researcher issued the questionnaires were filled after which the questionnaires were collected once duly filled.

3.9 Data Analysis Techniques

Descriptive data analysis technique was used to establish the factors causing gender disparity phenomenon. Essentially, descriptive statistics such as frequency distribution and percentages were used to analyze the data collected. Percentages and proportions were used to establish factors that cause gender disparities in adult literacy in Kabete Sub-county of Kiambu County. To paint a clear picture of the findings; frequency tables and pie charts shall be used to present the findings in systematic and fashionable manner.

3.10 Ethical Considerations

Ethical issues emerge in research projects which are intended to seek out for information touching the lives of people. It is therefore critical that the privacy of the information to
be maintained. The research therefore followed strictly ethical considerations to ensure that the information received in form of responses from questionnaires and interviews are used for the purposes of this study only. The study upheld professionalism and code of ethics in the collection, recording and use of the information so as to safeguard the privacy and security of the respondents.
CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter deals with data analysis and interpretation of the findings based on the research objectives. The study was to investigate factors influencing gender disparity in Adult Literacy Programmes participation in Kabete North Sub-County, Kenya. Collected data were interpreted guided by the following research objectives; determining the extent to which government policies on adult education instructors, learning environment for adult learners, and effects of cultural background on gender disparity in adult literacy participation in Kabete Sub-County Kiambu County, Kenya. The study involved a total target population of 87 learners, and 14 facilitators.

4.2 Instrument Return Rate

The sample population for the study was 87 adult learners and 14 adult instructors thus, a total of 74 questionnaires were issued to the respondents. All the 14 instructors and 54 adult learners’ questionnaires were returned. Also, fourteen administrators and the Sub-County education officer participated in the study. Therefore the study realized an instrument return rate of 71.6 percent, which was deemed satisfactory for the purpose of the study.

4.3 Demographic information of respondents

This study first sought to find out the gender, age, marital status and learners’ category to establish an insight on the study respondents’ characteristics.
4.3.1 Respondents’ gender distribution

To find out respondents characteristics in regard to gender, the study sought to establish instructors’ and learners’ gender and presented the findings as shown in Table 4.1.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Instructors</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Male</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>78.6</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the study findings majority of the instructors (78.6%) and adult learners (66.7%) were female. These findings imply that more female adults embrace the ABLP programme than their male counterparts. These findings disagree with KNBS report of (2012) that stated that data on a longitudinal study conducted in Kenya for seven years shows that there are higher enrolment rates among the women than men into adult education for all the years. The researcher sought to find out the respondents’ age bracket and presented the findings in Table 4.2.
Table 4.2 Learners’ and instructors’ age bracket

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Instructors</th>
<th></th>
<th>Learners</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>19 – 29</td>
<td>2</td>
<td>14.3</td>
<td>3</td>
<td>5.6</td>
</tr>
<tr>
<td>30 – 40</td>
<td>9</td>
<td>64.3</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>41 – 50</td>
<td>2</td>
<td>14.3</td>
<td>11</td>
<td>20.4</td>
</tr>
<tr>
<td>Above 51</td>
<td>1</td>
<td>7.1</td>
<td>38</td>
<td>70.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
<td><strong>54</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.2 showed that majority of the adult instructors (64.3%) were between 30 to 40 years, while majority of the adult learners were over 51 years old. These findings indicate that adult literacy programme enroll more elderly learners than the younger generation while the teaching fraternity is comprised of younger teachers. This is an implication that there are more elderly persons than younger people without basic literacy thus the higher number of younger adult instructors.

The researcher further sought to find out the respondents marital status and presented the findings in Table 4.3.
Table 4.3 Learners’ and instructors’ marital status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Instructors</th>
<th>Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Married</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td>Single</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Windowed</td>
<td>7</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study findings in Table 4.3 showed that majority of the adult learners (88.9%) and adult instructors (64.3%) are not living with spouses due to widowhood, or even never married. These findings revealed an indication that personal characteristic of both leaners and instructors can be a determining factor for involvement in ABLP. The researcher sought to find out the highest level of academic qualification of the instructors. The findings were presented in Table 4.4.

Table 4.4 Instructors’ highest level of academic qualification

<table>
<thead>
<tr>
<th>Academic qualification</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Untrained</td>
<td>8</td>
<td>57.1</td>
</tr>
<tr>
<td>Certificate</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td>University degree</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
From the study findings majority of the adult education instructors (57.1%) indicated that they were untrained for professional teaching since they had attained as their highest academic qualification. These findings imply that many of the adult education instructors are unqualified for the teaching post hindering effective implementation of the ABPL. These findings were in agreement with a UNESCO Report on adult education of 2005 that sums up these in its observation that adult educators are inappropriately trained, hold minimal qualifications, are underpaid and work in educationally unfavourable conditions. The researcher then sought to find out the nature of learners attending classes. Their learning categories are presented in Table 4.5.

**Table 4.5 Learners’ category**

<table>
<thead>
<tr>
<th>Learners’ category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part time (1 – 3 hrs per day)</td>
<td>41</td>
<td>75.9</td>
</tr>
<tr>
<td>Fulltime (7 – 10 hrs per day)</td>
<td>13</td>
<td>24.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.5 showed that majority of the adult learners attended classes as part-timers. It was an indication that learning was scheduled for a very short time. These findings imply that the learners uphold the programmes alongside other daily activities in their lives. The researcher sought to establish the length of service in adult education and tabulated the findings in Table 4.6.
Table 4.6 Instructors teaching experience in years

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 5 years</td>
<td>7</td>
<td>50.0</td>
</tr>
<tr>
<td>6 – 10 years</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td>11 – 15 years</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>16 – 20 years</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Above 21 years</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the study findings, half of the instructors had taught for less than five years. These findings are an indication that majority of the instructors had not in the profession for a long time since majority of them had taught for less than ten years. This concurs with Dighe (2005), who stated that adult literacy teaching is not like formal primary teaching, it is subject to short-term fluctuations of interest and neglect. The researcher further sought to find out adult instructors employment terms and presented the findings in Table 4.7.

Table 4.7 Instructors’ employment terms

<table>
<thead>
<tr>
<th>Employment terms</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part time</td>
<td>13</td>
<td>92.9</td>
</tr>
<tr>
<td>Fulltime</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table 4.7 showed that majority of adult trainers (78.6%) taught on part time employment bases. These findings imply that the instructors are do not have enough time for full implementation of the programme since they only take up the responsibility along other jobs. These findings concur with KNALS (2007), Full time teachers stabilize any education programme and contribute heavily in the mobilization and participation of learners. However, findings from the revealed a 40 percent decline in adult teacher recruitment as well as a high turnover of teachers thus hindering access to the ABLP.

4.4 Government policies and gender disparity in Adult education Programmes participation

Enhancement of adult literacy classes in Kenya the government through the ministry of education stipulates regulation policies to ensure effective teaching and learning process during the andragogy process in adult literacy programmes. The first research objective sought to establish whether government policies had gender disparity in Adult education Programmes participation, the researcher sought to find out whether any formal training is conducted before employment of adult education trainers in the establishment on whether they adhered to the training policy for all educators in Kenya. The findings were presented in Table 4.8.

<table>
<thead>
<tr>
<th>Table 4.8 Instructors’ training before appointment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses</td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Trained</td>
</tr>
<tr>
<td>Not trained</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

34
The results in Table 4.8 showed that majority of the adult instructors (71.4%) indicated that they receive formal training on adult education upon employment. This shows that a majority of the instructors followed the government policy on educators’ pre-training to enhance quality of education thus they were prepared to teach and they are in apposition to implement ABPL effectively due to many of them receiving this prior training. These findings concur with Kebath (2006), who observes that adult education is sometimes delivered by unpaid volunteers such as students and activists who may or may not have the professional training required for the job causing the government to regulate educators to ensure that they received pre-training to ensure they were up to the task before them. To establish whether adult education programs follow the government policy on life-long learning the study sought to find out whether and how the instructors receive academic development and presented the findings in Table 4.9.

**Table 4.9 Instructors’ responses on the kinds of academic development they receive**

<table>
<thead>
<tr>
<th>Training</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>College training</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>In service training</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td>Refresher courses</td>
<td>7</td>
<td>50.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study findings revealed that half of the instructors had attended refresher courses, while 28.6 were in in-service training and only 21.4 had attained college training. These findings imply that a majority of the instructors adhere to government policy recommendation of life-long learning to ensure that they remain relevant to offer
learning needs for the adult learners, Failure to adhere to policy recommendation for in-service professional development of the educators could be hindering effective gender disparity in adult education participation. This concurs with Aderinoye and Rogers (2005), who stated that, special provision is made for recruiting and training the literacy educators in programmes, for their engagement both in training and in working with the literacy learners tends to be much more intensive than the traditional ABLPs. The researcher further sought to find out whether the appropriateness of their teaching methods. Their responses were as shown in Table 4.10.

<table>
<thead>
<tr>
<th>Appropriateness</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairly appropriate</td>
<td>11</td>
<td>78.6</td>
</tr>
<tr>
<td>Very appropriate</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Not appropriate</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The results in Table 4.10 revealed that a majority of the instructors indicated that the government policies governing participation in adult basic education literacy programs and their use in the centres are appropriate. These findings show that majority of the government policies are appropriate, implementation of ABPL promoted by instructors appropriateness. Further the researcher then sought to find out the source of funds to facilitate adult learning as a policy on government regulation on the provision of the
teaching and learning resources in adult education institutions in the promotion of basic literacy for all and presented the instructors responses in Table 4.11.

Table 4.11 Adult instructors’ response on the sources of funds to facilitate adult learning

<table>
<thead>
<tr>
<th>Source</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of adult education through the ministry of education</td>
<td>10</td>
<td>71.4</td>
</tr>
<tr>
<td>NGOs</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td>Community purchases</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Learners</td>
<td>1</td>
<td>7.1</td>
</tr>
</tbody>
</table>

n = 14

From the findings in Table 4.11 a majority of the adult centres funds are provided by the government through the department of adult education and also by Non-governmental instructors indicated that in their Organization. These findings are an indication that implementation of ABPL is mainly supported by the government more that the individual learners thus showing that the government was committed in fulfilling its policy requirements in promotion of basic literacy through the utilization of adult literacy programmes as one of the literacy promotion policies. These findings agree with Mulama, (2011), who stated that high levels of poverty in developing countries have had an adverse effect on the Adult Education Programmes as learners give priority to looking for food and other basic requirements hence, basic requirement of the learners, far much outweigh their intellectual needs. Then the researcher sought to find out whether the programmes offered in adult education centres to provide learners with relevant skills to
benefit them equally with others in the society were adequate and presented the findings in Table 4.12.

**Table 4.12 Adequacy of proficiency programmes offered in adult education centers**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate</td>
<td>13</td>
<td>24.1</td>
</tr>
<tr>
<td>Inadequate</td>
<td>37</td>
<td>68.5</td>
</tr>
<tr>
<td>Not available</td>
<td>4</td>
<td>7.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.17 showed that majority (68.5%) of the centres that offered proficiency programmes, the programmes were inadequate to equip the learners with relevant skills to benefit them like other people in the society. This was an implication that majority of the centres did not offer skills that were enough for their graduates to be assimilated into the job markets hindering effective success of ABPL policies in the promotion of literate nation with adequate proficiency skills for be assimilated in the labour market.

Professionalism and regulation of adult education is an important determinant of the success of educational outcomes, therefore, to establish whether the level of adult instructors’ professional training influence gender disparity in adult education participation. The researcher sought to find out on the methods employed by adult instructors to teach in adult education centres. The instructors’ responses were presented in Table 4.13.
Table 4.13 Instructors’ responses on methods they normally employ to teaching adult learners

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role play</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Group discussion</td>
<td>14</td>
<td>100.0</td>
</tr>
<tr>
<td>Field trips</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Lecture method</td>
<td>14</td>
<td>100.0</td>
</tr>
</tbody>
</table>

n = 14

The study findings showed that adult instructors apply various methods to teach adult learners that include lecture and group discussion that were common to all the instructors, while role playing and field trips were rarely used. These findings indicate that instructors facilitated their teaching role in a collective method where they addressed all the learners. This could imply that when learner enrolment was high individual attention was not given to learners lowering the implementation of government policies on andragogy process to cater for individualized learners needs because of the diversity of adult learners.

4.5 Influence Adult learners’ learning environment and teacher capacity on gender disparity in adult basic literacy programmes

To establish whether learning environment for adult learners influence effective gender disparity in adult education participation. The researcher then, sought to establish whether instructors involve learners in the choice of teaching methods. The findings were presented in Table 4.14.
Table 4.14 Instructors’ responses on whether they involve learners in choice of teaching methods

<table>
<thead>
<tr>
<th>Responses</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
</tr>
<tr>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>No</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
</tr>
</tbody>
</table>

From the study findings majority (71.4%) of the adult instructors indicated that they do not involve learners in choice of teaching methods. These findings imply that learners are left out in decision making of important issues in the adult education centres, thus the learning environment was not learner centred. The researcher then sought to find out the capacity of the instructors through the professionalism applied addressed gender disparity of adult learners. Their responses were as shown in Table 4.15.

Table 4.15 Measures adult instructors adopt to ensure high enrolment of adult learners

<table>
<thead>
<tr>
<th>Measures</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community-based awareness</td>
<td>7</td>
<td>50.0</td>
</tr>
<tr>
<td>Remission of willing needy adults learners</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Improvement of learning environment</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Setting up adjustable learning timetable</td>
<td>13</td>
<td>92.9</td>
</tr>
</tbody>
</table>

n = 14
From the study findings adult trainers come up with various measures so as to maximize enrolment of adult learners in their education centers. These measures vary though adjusting of learning timetable scored the highest response (92.9%) followed by creating awareness to members of the society so as to embrace gender disparity in adult education participation. These findings imply that with effective adoption of these measures gender disparity in adult education participation would be very effective to increase literacy levels in the society. To establish the instructors professional preparedness the researcher requested them to rate their effectiveness in preparation of professional documents and presented the findings in Table 4.16.

Table 4.16 Instructors rating of their effectiveness in the preparation of professional documents in delivering learning needs for adult learners

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Good</td>
<td>9</td>
<td>64.3</td>
</tr>
<tr>
<td>Average</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td>Below average</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.16 showed that majority of the adult instructors (64.3%) rated themselves to be good on their effectiveness in preparation of schemes of work, lesson plans and record of work during their teaching process. These findings imply that instructors are usually prepared before an instruction process and also keep track of works covered. To confirm
the findings from the instructors adult learners were requested to rate their instructors’ content delivery. Their responses were presented as shown in table 4.17.

Table 4.17 Adult learners’ rating of their instructors’ content delivery

<table>
<thead>
<tr>
<th>Rate</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>8</td>
<td>14.8</td>
</tr>
<tr>
<td>Good</td>
<td>14</td>
<td>75.9</td>
</tr>
<tr>
<td>Fair</td>
<td>5</td>
<td>9.3</td>
</tr>
<tr>
<td>Poor</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Data in Table 4.17 showed that majority of the adult learners (75.9%) were in agreement with the instructors’ self-rating that their instructors were good in content delivery. These findings imply that learners were content with what they were taught during literacy classes. The researcher requested the learners to rate their instructors’ competence in improvisation of teaching/learning resources and presented the findings in Table 4.18.

Table 4.18 Adult learners’ rating of their instructors’ competence in improvisation of teaching/learning resources

<table>
<thead>
<tr>
<th>Rate</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>13</td>
<td>24.1</td>
</tr>
<tr>
<td>Good</td>
<td>39</td>
<td>72.2</td>
</tr>
<tr>
<td>Average</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>Below average</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

42
Table 4.18 showed that majority of the learners felt that their instructors were good in improvisation of teaching/learning resources. This was an indication that instruction process was easily understood since the use of applicable resources brings about clarity during an instruction process. Further the researcher sought to find out instructors capacity and requested the learners to give their rating. Their responses were presented in Table 4.19.

### Table 4.19 Adult learners’ rating of their instructors’ capacity

<table>
<thead>
<tr>
<th>Rate</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very good</td>
<td>4</td>
<td>7.4</td>
</tr>
<tr>
<td>Good</td>
<td>15</td>
<td>27.8</td>
</tr>
<tr>
<td>Average</td>
<td>26</td>
<td>48.1</td>
</tr>
<tr>
<td>Below average</td>
<td>9</td>
<td>16.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the study findings, most of the adult learners rated their instructors to be averagely effective on capacity. This was an indication that many instructors were in the capacity to attend to the teaching/learning session in time giving them enough time to adequately interact with their learners thus having enough time to implement ABLP effectively. To establish the instructors’ capacity in evaluating their teaching and learning methodologies in adult education programmes the study sought to establish whether the assessment method influence gender disparity the researcher then sought to find out the kinds of assessment employed in adult education centres. The findings were presented in Table 4.20.
Table 4.20 Adult instructors’ considerations on selection of assessment methods

<table>
<thead>
<tr>
<th>Consideration</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>6</td>
<td>42.9</td>
</tr>
<tr>
<td>Lesson objectives</td>
<td>12</td>
<td>85.7</td>
</tr>
<tr>
<td>Syllabus ability of learning</td>
<td>4</td>
<td>28.6</td>
</tr>
</tbody>
</table>

\( n = 14 \)

From the study findings majority of the adult instructors consider the lesson objective to select the assessment method to use during the learning process. These findings indicate that the instructors are able to assess learners on the lessons that are easily understood therefore, implementation of adult literacy programmes is eased. Again, the study findings in Table 4.20 show that majority of the instructors use summative assessment to evaluate their students’ performance. These findings imply that individual assessment which would determine personal literacy level is not extensively applied. Thus, collective assessment does not quantify individual literacy level. Then the researcher sought to find out how the assessment methods were administered to learners. The instructors’ responses were as shown in Table 4.21.

Table 4.21 Adult instructors’ responses on assessment method administered in centres

<table>
<thead>
<tr>
<th>Method</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral test</td>
<td>13</td>
<td>92.9</td>
</tr>
<tr>
<td>Written test</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td>Practical</td>
<td>2</td>
<td>14.3</td>
</tr>
</tbody>
</table>

\( n = 14 \)
From the study findings, majority of the instructors indicated that they use oral tests to assess their learners. These findings confirm the summative assessment method applied in adult literacy centres, thus implying that individual capability is overlooked with a presumption that what was responded by an individual is known to the whole group. The researcher asked the instructors whether they involve learners in the choice of assessment method. Their responses were as shown in Table 4.22.

**Table 4.22 Adult instructors’ response on whether they involve learners in choice of assessment**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No involved</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Involved</td>
<td>11</td>
<td>78.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Information in Table 4.22 showed that majority of the instructors involve learners in the selection of assessment method to be used in the adult literacy centres. This is to imply that adult learners will advocate for the method more appropriate to them that might be a radiance of their individual assessment. The researcher requested the instructors to indicate the method they use to instill discipline on learners and presented the findings in table 4.23.
Table 4.23 Instructors’ responses on how they instill discipline in their adult learners

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding and counseling sessions</td>
<td>12</td>
<td>85.7</td>
</tr>
<tr>
<td>Rewarding</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Expelling</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>None</td>
<td>2</td>
<td>14.3</td>
</tr>
</tbody>
</table>

n = 14

For the study findings adult learners apply different methods to instill discipline in their learners where majority (85.7%) indicated that they use guiding and counseling sessions while 14.3 percent do nothing in cases of discipline in the centres. These findings imply that majority of adult instructors come up with effective ways to instill discipline so as to facilitate effective gender disparity in adult education participation in classes where law and order are maintained.

To establish whether the learning centres promote the livelihood of the learners the researcher sought to find out whether there were other programmes offered to learners so as to acquire income generating skills. The learners’ responses were presented in Table 4.24.
Table 4.24 Other programmes offered to enable learners to acquire income generating skills

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology studies</td>
<td>12</td>
<td>22.2</td>
</tr>
<tr>
<td>Health studies</td>
<td>45</td>
<td>83.3</td>
</tr>
<tr>
<td>Agricultural studies</td>
<td>54</td>
<td>100.0</td>
</tr>
<tr>
<td>Business studies</td>
<td>52</td>
<td>96.3</td>
</tr>
<tr>
<td>None</td>
<td>4</td>
<td>7.4</td>
</tr>
</tbody>
</table>

n = 54

The results from Table 4.24 shows that all the adult education centres offer agricultural studies while 96.3 percent have business studies and 83.3 percent health studies. This is an indication that just a minority few (7.4%) do not offer income generating skills thus majority of the centres implement ABPL effectively since learner gain more than just literacy skills. The research further sought to find out whether learners are awarded certification after completion of income generating courses. The findings were tabulation as shown in Table 4.25.
Table 4.25 Learners’ responses on whether proficiency certificates acquired skills

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired proficiency skills</td>
<td>29</td>
<td>53.7</td>
</tr>
<tr>
<td>Did not acquire proficiency skills</td>
<td>25</td>
<td>46.3</td>
</tr>
<tr>
<td>Total</td>
<td>54</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the study findings there is a slight difference between institutions that award learners proficiency certificates with majority of them indicating that they do not offer the certificates. This was a clear indication that the objective of teaching these income generating courses has not been fully adhered to so as learners can be assimilated into employment in public and private sectors. The researcher then sought to find out the language on instruction used by instructors during the teaching/learning process. The instructors’ responses were tabulated as shown in Table 4.26.

Table 4.26 Adult instructors’ response on language of instruction in adult education centres

<table>
<thead>
<tr>
<th>Language</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>14</td>
<td>100.0</td>
</tr>
<tr>
<td>Mother tongue</td>
<td>11</td>
<td>78.6</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>8</td>
<td>57.1</td>
</tr>
</tbody>
</table>

n = 14
The study findings showed that instructors indicated that their main instruction language is English, though they elaborate content in both Kiswahili and mother tongue. This was an indication that literacy levels are likely to be improved when what is taught is elaborated in known languages.

4.6 Influence of cultural factors on gender disparity in adult education literacy programmes

Cultural elements and perception contribute to adult learners of different genders to perceive ABLP differently causing them to participate at different levels. The third research objective sought to establish whether cultural factors influenced gender disparity in adult education literacy programs in Kabete constitution. The researcher asked the instructors whether adult learners gender disparity in participation trends is associated with cultural factors of the community. Their responses were as shown in Table 4.27.

Table 4.27 Adult instructors’ rate on whether adult learners are influenced by their communities cultural factors

<table>
<thead>
<tr>
<th>Rate</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal extent</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Moderate extent</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>High extent</td>
<td>11</td>
<td>78.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The research findings showed that majority of the adult learners are influenced to associated with literacy classes at a high extent by their cultural factors. This was a clear indication that majority of the adult learners had cultural responsibilities that hindered their participation in literacy classes thus the gender disparity was contributed by cultural factors to be associated with the programmes. To confirm these findings the researcher also asked the adult learners whether cultural factors influenced their level of participation in adult learning. Their responses were presented in Table 4.28.

Table 4.28 Adult learners’ responses on whether cultural factors influenced gender disparity in adult literacy programmes

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influenced</td>
<td>13</td>
<td>24.1</td>
</tr>
<tr>
<td>Not influenced</td>
<td>41</td>
<td>75.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The adult learners’ responses confirmed their instructors’ responses since majority of them indicated that they were not influenced by cultural factors to participate in ABLP. This was a clear indication that adult learners fail to associate themselves with adult education since they feel that other people in their community will belittle them making them not proud to be associated with adult literacy programmes. Then the researcher sought to find out how adult learners’ neighbours perceive them and presented the findings on Table 4.29.
Table 4.29 Adult learners’ responses on how their neighbors view them as an adult learner

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laugh at you</td>
<td>8</td>
<td>14.8</td>
</tr>
<tr>
<td>Lazy</td>
<td>2</td>
<td>3.7</td>
</tr>
<tr>
<td>Illiterate</td>
<td>39</td>
<td>72.2</td>
</tr>
<tr>
<td>Poor person</td>
<td>5</td>
<td>9.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study findings showed that majority of the adult learners indicated that their neighbours viewed them as illiterate while 14.8 percent laughed at them. These findings imply that the community had not embraced the ABLLP programmes thus their negative perception on the learners. The researcher sought to find out whether adult learners were comfortable to be taught by young instructors and presented the findings as shown in Table 4.30.
Table 4.30 Adult learners’ responses on whether they are comfortable when taught by young instructors

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not comfortable</td>
<td>31</td>
<td>57.4</td>
</tr>
<tr>
<td>Comfortable</td>
<td>17</td>
<td>31.5</td>
</tr>
<tr>
<td>Very comfortable</td>
<td>6</td>
<td>11.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.30 showed that majority of the adult learners were not comfortable to be taught by young instructors. These findings were an indication that the age difference between the learners and the instructors was one of the challenges that hindered gender disparity in adult education participation programmes due to the learners’ discomfort. The researcher sought to find out learners occupation and presented the findings in Table 4.31.

Table 4.31 Learners’ occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td>5</td>
<td>9.2</td>
</tr>
<tr>
<td>Unemployed</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Business self employed</td>
<td>28</td>
<td>51.9</td>
</tr>
<tr>
<td>Small scale farmer</td>
<td>20</td>
<td>37.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>54</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The study findings in Table 4.31 showed that majority of the adult learners were in informal jobs with only 9.2 percent of them were employed in the formal sectors. These
findings were an indication that learners did not have stable income sources. The researcher sought to find out how the instructors perceived adult literacy classes. The findings were presented in Table 4.32.

**Table 4.32 Instructors’ responses on how adult learners perceive on literacy classes**

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>For the aged</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td>For illiterates</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>For source of knowledge</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>For disadvantaged</td>
<td>6</td>
<td>42.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the study findings most of the instructors indicated that they felt that adult learners perceive literacy classes to be meant for the disadvantaged. These findings are a clear indication that the community perceives that the ABLP programmes are for people with financial issues rather than embracing the programmes as a source of knowledge. The researcher sought to find out the influence of age on adult learners and presented the findings on Table 4.33.
Table 4.33 Respondents’ responses on influence of age on adult learners

<table>
<thead>
<tr>
<th>Responses</th>
<th>Instructors n = 14</th>
<th>Learners n = 54</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Poor concentration</td>
<td>11</td>
<td>78.6</td>
</tr>
<tr>
<td>Poor eye sight</td>
<td>5</td>
<td>35.7</td>
</tr>
<tr>
<td>Poor memory</td>
<td>13</td>
<td>92.9</td>
</tr>
<tr>
<td>Unsteady comprehension</td>
<td>8</td>
<td>57.1</td>
</tr>
</tbody>
</table>

The research findings showed that adult leaners’ learning is greatly influenced by age related factors with poor memory scoring the highest followed by poor concentration. These findings imply that adult learning is faced by challenges that are not found in young learners. The findings concur with Timarong et al (2003), who observes that some of the adult learners may have been out of school for a long time or may never have attended school in the first place. Their thinking process may also be slow with age hence need more time to grasp new concepts or demonstrate the knowledge learnt.

4.7 Implementation of adult basic literacy programme in Kabete Sub-County

The researcher sought to establish the effectiveness on the gender disparity in adult education participation in the Sub-County and requested the instructors to indicate the extent to which members of the community in Kabete have embraces the programme. Their responses were presented in Table 4.34.
Table 4.34 Instructors’ responses on the extent to which community in Kabete embrace ABLP

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very high extent</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>High extent</td>
<td>2</td>
<td>14.3</td>
</tr>
<tr>
<td>Small extent</td>
<td>8</td>
<td>57.2</td>
</tr>
<tr>
<td>Very small extent</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the study findings majority (57.2%) of the instructors indicated that the community in Kabete Sub-County has embraced the adult education programme at a small extent. This is an indication that many of the members of the community do not participate or involve themselves in the programme. This could be one of the major reasons as to why implementation of the programme has not been a success. The researcher also sought to find out whether the instructors felt that the implementation of the program has been effective and presented their agreement in Table 4.35.
Table 4.35 Instructors’ responses on the effectiveness of implementing ABLP in the Sub-County

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>1</td>
<td>7.1</td>
</tr>
<tr>
<td>Agree</td>
<td>3</td>
<td>21.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>6</td>
<td>42.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.35 showed that majority (71.5%) of the instructors disagreed that adult basic literacy programme have been effectively implemented in Kabete Sub-County. This was an implication that adult instructors felt that more needs to be done in the region to ensure that the programme has effectively been implemented.

4.8 Summary of the findings

From the findings of the study, it is clear that ABLP is facing many hurdles in its implementation. Among the hurdles faced, include adult trainers are not trained on teaching of adult learners since majority of them are form four leavers. On the contrary, adult learners are faced by various social hindrances that prevent them from attending literacy lessons thus hindering the gender disparity in adult education participation. Majority of them perceive that the society have a low opinion on the programme. However majority of the adult trainers professionalism is upheld when they are offered with in service training since to prior training is offered on appointment to upgrade their
instructional process. Though certification and mode of assessment are not properly put in place for effectiveness of the programme proficiency skills are taught to adult learners.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the findings of the study, conclusions and recommendations arrived at. It also gives suggestions for further studies. They are presented in line with the objectives of the study.

5.2 Summary of the study
The purpose of the study was to investigate factors influencing gender disparity in Adult Literacy Programmes participation in Kabete North Sub-County, Kenya. It was guided by the following research objectives; to determine the extent to which academic level of adult education instructors, adult learners’ social environment, professional training of adult education instructors and the language of instruction affect implementation of Adult Basic Learning Programme. The study adopted the theory of andragogy advanced by Malcolm Knowles. The study adopted a descriptive survey design. Questionnaires were adopted to collect the data from. Test- retest method was used to test the reliability of the tools. The study involved all the 7 adult education institutions in Kabete district and sampled a population of 87 adult learners, 14 adult instructors and thus, a total of 101 respondents. All the 14 instructors and 54 adult learners’ questionnaires were returned. Therefore the study realized an instrument return rate of 71.6 percent, which was deemed satisfactory for the purpose of the study. The data collected was analyzed both qualitatively and quantitatively.
5.3 Major findings of the study
5.3.1 Effect of government policies on gender disparity in adult literacy

To establish whether government policies has gender disparity in Adult education Programmes participation (Objective I), the study findings showed that majority of the adult education instructors (57.1%) were form four leavers with Kenya Certificate for Secondary Education as their highest academic qualification. Majority of the adult instructors (71.4%) had received formal training on adult education upon employment. However, half of the instructors had taught for less than five years showing that many of the instructors had not in the profession for a long time. Majority of the instructors had started teaching without any training since half of the instructors had attended refresher courses, while 28.6 were in in-service training and only 21.4 had attained college training, which could be hindering effective gender disparity in adult education participation.

5.3.2 Effects of learning environment and teacher capacity on gender disparity in adult literacy

To establish whether adult learners’ learning environment influence effective gender disparity in adult education participation (Objective II), the study findings revealed that majority of the adult learners were in informal jobs with only 9.2 percent of them were employed in the formal sectors thus they did not have stable income sources to finance their education. Most of the instructors indicated that they felt that adult learners perceive literacy classes to be meant for the disadvantaged. Adult learning is faced by challenges that are not found in young learners since majority of adult leaners’ faced by age related factors with poor memory scoring the highest followed by poor concentration. Majority
of the adult learners do not take pride in attending literacy classes thus they are ashamed to be associated with the programmes, while 14.8 percent laughed at them.

Implementation of ABPL is mainly supported by NGOs more that the individual learners thus showing that majority of the learners were from poor backgrounds, majority of the adult instructors indicated that in their centres funds are provided by Non-governmental Organization and also by the government through the department of adult education. However, majority of the centres did not offer skills that were enough for their graduates to be assimilated into the job markets. This is because 68.5 percent of the centres offered proficiency programmes, that were inadequate to equip the learners with relevant skills to benefits them like other people in the society.

Teacher professionalism is an important determinant of the success of educational outcomes, therefore to establish whether the level of adult instructors’ professional training influence gender disparity in adult education participation (Objective III). The study findings reveal that adult instructors apply various methods to teach adult learners that include lecture and group discussion that were common to all the instructors, while role playing and field trips were rarely used. These findings indicate that instructors facilitated their teaching role in a collective method where they addressed all the learners. Majority of the adult learners were not comfortable to be taught by young instructors, hindered gender disparity in adult education participation programmes due to the learners discomfort on the age difference between the learners and the instructors. Moreover, 70.4 percent of the adult instructors indicated that they do not involve learners in choice of teaching methods.
Majority of the instructors indicated that the teaching methods they use in the centres are appropriate thus, implementation of ABPL promoted by instructors appropriateness. Adult trainers come up with various measures so as to maximize enrolment of adult learners in their education centers. These measures vary though adjusting of learning timetable scored the highest response (92.9%) followed by creating awareness to members of the society so as to embrace gender disparity in adult education participation. Subsequently since majority of the adult instructors (64.3%) rated themselves to be good on their effectiveness in preparation of schemes of work, lesson plans and record of work during their teaching process. Majority of the adult learners (75.9%) were in agreement with the instructors’ self-rating that their instructors were good in content delivery.

5.3.3 Effects of cultural background on gender disparity in adult literacy

To establish whether assessment and certification of adult learners influence gender disparity in adult education participation (Objective IV), the study findings revealed that majority of the adult instructors consider the lesson objective to select the assessment method to use during the learning process. Majority of the instructors use summative assessment to evaluate their students’ performance and they also use oral tests to assess their learners. Majority of the instructors involve learners in the selection of assessment method to be used in the adult literacy centres.

Adult instructors apply different methods to instill discipline in their learners where majority (85.7%) indicated that they use guiding and counseling sessions while 14.3 percent do nothing in cases of discipline in the centres. All the adult education centres offer agricultural studies while 96.3 percent have business studies and 83.3 percent health
studies. Thus just a minority few (7.4%) do not offer income generating skills thus majority of the centres implement ABPL effectively since learner gain more than just literacy skills. There is a slight difference between institutions that award learners proficiency certificates with majority of them indicating that they do not offer the certificates. The researcher sought to establish the effectiveness on the gender disparity in adult education participation in the Sub-County where majority (57.2%) of the instructors indicated that the community in the Sub-County has embraced the adult education programme at a small extent. They also disagreed that adult basic literacy programme have been effectively implemented in Sub-County.

5.4 Conclusions based on the study
Based on the study findings the study came up with the following conclusions: Although poverty, welfare and unemployment statistics may indicate the need for adult literacy programmes, these conditions alone do not necessarily determine the need for a literacy programme in the community. Similarly, the lack of a high school diploma does not always indicate a lack of reading skills, as a high school diploma does not guarantee that reading, math and other basic skills have been mastered.

However, for a literacy project to be successful, a lively flow of adult learner applicants is necessary. Although it may seem like potential adult learners are not in short supply, recruiting those that your need study targeted will take vigilance and effort. For each of these sources, provide brochures or flyers about your programme that staff can hand out for referrals. Word the materials carefully to reflect your respect for and sensitivity to persons who have difficulty reading. Using negative terms such as “illiterate” or “illiteracy” is not appropriate.
For direct recruitment of potential adult learners, a simple card with an announcement of free classes or free tutoring with the phone number can be effective. Be sure that the phone number listed is attended most of the time because callers will usually not make several attempts. Once a person works up the courage to make the call, they need to get through to a person.

5.5 Recommendations of the study
Based on the findings and conclusions of the study, the researcher made the following recommendations;

i. The training should be rich in content, well-organized, thorough, and appropriate to the population that your agency serves. The training should prepare volunteers for their tutoring or teaching role with adult learners. Although further development opportunities may occur throughout the volunteer tutor’s service, initial pre-service training is of primary importance.

ii. The instructional programme should be tailored to meet the needs of adult learners. It is particularly important that the instruction and materials be geared to the targeted adult population and be practical in application. Thus selection of appropriate instructional materials will require a significant time commitment and, like many aspects of the programme, develop over time as adult learners teach the staff and tutors what materials work best.

iii. The instructional programme should be tailored to meet the needs of adult learners. It is particularly important that the instruction and materials be geared to the targeted adult population and be practical in application.
iv. Selection of appropriate instructional materials will require a significant time commitment and, like many aspects of the programme, develop over time as adult learners teach the staff and tutors what materials work best.

5.6 Suggestions for further research
The researcher suggests that;

i. A similar study needs to be replicated in other regions in the country to compare the findings.

ii. A study to be carried out to establish the effectiveness of the skills acquired through Adult Basic Literacy Programmes on learners socio-economic status.

iii. A study to be carried out to find out the influence of government input on effective gender disparity in Adult education Programmes participation.
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Appendix I: Introductory letter

University of Nairobi,
P.O Box 30197-00100,
Nairobi
2018
Dear Respondent,
RE: Request to collect survey data

I am a Masters of Education student at the University of Nairobi, currently undertaking a research survey as a partial requirement for the fulfillment of the award of master’s degree. My Research topic is “Factors Influencing Gender Disparities in Adult Literacy Participation in Kabete Sub County of Kiambu County, Kenya”

Your center has been selected to form part of this study. To this end therefore I kindly request that you assist me collect the data required for this project by filling in the attached questionnaire. The information provided will be absolutely used academic purposes and shall be held strictly for this course. Additionally, strict confidence shall be maintained.

Yours faithfully,

Anne Gitau.
Appendix II: Questionnaire for the facilitators (teachers)

This questionnaire is meant for collecting and collating data for purposes of studying the factors leading to gender disparities in adult literacy in Kabete sub-county of Kiambu County. All information provided shall be treated in utmost confidentiality. DO NOT WRITE YOUR NAME OR THAT OF YOUR INSTITUTION.

Background

1) What is your gender?

   Male [ ]

   Female [ ]

2) What is your age?

   Below 20 [ ]

   20 -30 [ ]

   30 -35 [ ]

   Above 35 [ ]

3) What is your marital status?

   Single [ ]

   Married [ ]

   Divorced [ ]

   Separated [ ]

   Widow[ed [ ]
4) What is your highest level of education?

Kape [ ]

Cpe [ ]

Kjse [ ]

Eace /kce/kcse [ ]

Diploma [ ]

Bachelors degree [ ]

Masters degree [ ]

Others specify [ ]…………………………..

5) What is your employment status?

Permanent and pensionable [ ]

Part time [ ]

6) Who is your employer?

Government [ ] NGO [ ] others [please specify] [ ]among the following groups of workers, where do you belong?

Full time [ ] Self–help [ ]

Part time worker [ ] Volunteer [ ]

7) Do you have any training as an adult educator?

Yes [ ]

No [ ]

If yes indicate the category

Induction [ ] certificate [ ] diploma [ ] degree [ ]
8) Have you attended any in-service course, seminar or workshop in the recent past?

Yes [ ]  No [ ]

If yes, for how long?

Less than six months [ ] 1 year ago [ ] 2 years ago [ ]

Section B

9) How long have you been an adult educator?

Below 5 yrs [ ]
6-10 yrs [ ]
11-15 yrs [ ]
Over 16 yrs [ ]

10) What factors contribute to gender disparities for the adult learners? Tick alternatives below according to priority.

Inadequate teachers [ ]
Inadequate teaching/learning facilities [ ]
Inadequate trained personnel [ ]
Lack of community support [ ]
Lack of motivation [ ]
Others specify [please state] …………………………………

11) What is the completion rate of your male adult learners in your institution?

Below 20 % [ ] 40% [ ] 60% [ ] 80% [ ] 100% [ ]
12) What is the completion rate of your female adult learners in your institution?

Below 20% [ ] 40% [ ] 60% [ ] 80% [ ] 100% [ ]

13) What motivates the male adult learners to join this program?

To learn how to read and write [ ]
For prestige and social status [ ]
To acquire a certificate [ ]
For job promotion [ ]
To get jobs [ ]

14) What motivates the female adult learners to join this program?

To learn how to read and write [ ]
For prestige and social status [ ]
To acquire a certificate [ ]
For job promotion [ ]
To get jobs [ ]

15) What are some of the challenges you face as an adult educator?

Poor remuneration [ ]
Poor learners enrolment [ ]
Learners absenteeism [ ]
Poor learners retention [ ]
Others specify [ ]

17) What should be done in order to improve gender equity in adult literacy?
Appendix III: Questionnaire for the adult learners

This questionnaire intends to gather relevant information from the adult learners on factors contributing to gender disparity in adult literacy in Kabete Sub-County of Kiambu County. All information shall be treated in confidence and it is for purpose of this study. Respond to all the questions. **DO NOT WRITE YOUR NAME OR THAT OF YOUR INSTITUTION.**

**Section 1**

1. What is your gender?  Male [ ]  Female [ ]

2. What is your age?
   - Below 20 yrs [ ] 20-30 [ ] 30-35 [ ] above 35 [ ]

3. What is your marital status?
   - Single [ ]
   - Married [ ]
   - Divorced [ ]
   - Separated [ ]
   - Widowed [ ]

4. Number of children  boys [ ] girls [ ]

5. What is your religion?  Christian [ ] Islam [ ] others specify [ ]

6. Have you ever been to a formal school? Yes [ ] no [ ]
   - If yes at what level did you drop out?
   - Below std class 2 [ ] std 5 [ ] std [ ]
   - Any other specify [ ]
7. Who provides for your education needs?

Self [ ]
Sponsor [ ]
Employer [ ]
Any other [specify] …………………

8. How long have been in this program?

6 month [ ]
1 year [ ]
Over 1 year [ ]

9. What factors motivated you to join adult literacy program?

To get a certificate [ ]
To know how to read and write [ ]
To get a job [ ]
For prestige [ ]
To enable you keep account for your business [ ]
To be able to help my child with homework [ ]
To enable me further my education [ ]

10. What challenges do you face as an adult learner?

Inadequate time [ ]
Long distance [ ]
Inadequate learning material [ ]
Lack of learning facilities [ ]
Lack of finances [ ]
Lack of community support [ ]
Modes of delivery by the teacher
Teacher very fast [ ]
Too wide content covered [ ]
Poor methods of instructions [ ] Others [please specify] ……………

11. How does the program affect your life? Both positively and negatively. Consider alternatives below
Friction with spouse or family [ ]
Employment [ ]
Improved social status [ ]
Better families in terms of nutrition, health & finances [ ]
Opportunities for further education [ ]
Others [please specify] …………………

12. Give suggestions on what should be improved in ALP
Employment of more teachers [ ]
Putting up of more centers [ ]
Better equipped existing centers [ ]
Any other [specify] ……………………………..

Thank you for participating in the study.
Appendix IV: Interview schedule for the district adult and continuing education officer (DACEO)

This questionnaire guide is for purposes of collecting information on factors affecting gender disparities in adult literacy in Gathiga location of Kiambu County. All responses shall be held in strict confidence.

1. What is adult literacy? Explain

....................................................................................................................................................
....................................................................................................................................................
Are there intra and extra school factors that affect gender distribution in adult literacy? Please explain.

....................................................................................................................................................
....................................................................................................................................................
Are there adult literacy policies that promote gender equity for the adult learners? [ if yes ,please explain]

....................................................................................................................................................
....................................................................................................................................................
.................................................................................................................................................... Do you have factual data on gender distribution on learners’ enrolment and completion rates in your district?

....................................................................................................................................................
....................................................................................................................................................
2. What are the challenges you encounter in promoting gender equity in adult literacy in your district?

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

3. Are there success stories on promoting gender equity?

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

4. Give suggestions on how best to improve gender disparity.

........................................................................................................................................
........................................................................................................................................
Appendix V: Authorization Letter

National Commission for Science, Technology and Innovation

Ref: No NACOSTI/P/17/66195/19966

Date: 4th December, 2018

Anne Wanjiku Gitau
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following on "Factors Influencing Gender Disparity in Adult Literacy Participation In Kabete Sub-County Of Kiambu County, Kenya"

I am pleased to notify you that you have been authorized to undertake research in Kiambu County for the period ending 4th December, 2019.

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

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

Godfrey P. Kalerwa
MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County
Appendix VI: Research Permit

CONDITIONS

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

RESEARCH CLEARANCE PERMIT

Serial No.A 16767

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. ANN Wanjiru Gitau of UNIVERSITY OF NAIROBI, 65-208 KABETE has been permitted to conduct research in KIAMBU COUNTY

on the topic: FACTORS INFLUENCING GENDER DISPARITY IN ADULT LITERACY SUB COUNTY KIAMBU COUNTY, KENYA.

for the period ending:
4th December, 2018

...Applicant's Signature...

Permit No.: NACOSTI/P/17/66195/19981
Date Of Issue: 4th December, 2018
Fee Received: Ksh 1000

...Director General...

Director General
National Commission for Science, Technology & Innovation
Appendix VII: Map of Kabete Sub-County