

DECLARATION
A STUDY OF PREMATURE WITHDRAWAL OF STUDENTS
FROM THE EXTRA-MURAL CONTINUATION CLASSES
OF THE UNIVERSITY OF NAIROBI.

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THESIS ABSTRACT

The purpose of the study was to investigate factors that lead adult students enrolled in the Extra-Mural Division's (EMD) continuation classes to withdraw pre-maturely from the programme. In the light of findings, suggestions have been made on how to minimize this wastage.

A study sample of 122 students, 61 part-time tutors, planners and administrators were randomly sampled for study. Two Extra-Mural centres namely: Nairobi & Environs and Kisumu were selected for the survey.

The study included analysis of responses from students, part-time tutors, planners and administrators.

Subjects ranked what they considered to be the most important reasons leading to withdrawal. Responses were also elicited by administration of questionnaires.

It was found in this investigation that students opted out of continuation classes due to different reasons. However, high withdrawal rates were identified in this study to be due mainly to the following factors:

(1) Ineffective counselling and facilitation of learning by part-time tutors.

(2) Learner-centred factors such as:

(i) Health and socio-economic conditions; and

(ii) Personal goals, study habits and plans, and their educational backgrounds.

- Indicates that dropouts originate from the unsuitability of the curricula and the teaching strategies. Other factors cited include misadministration of the educational programmes; as well as socio-economic factors which influence students' attendance.
- (3) Inadequate identification of students learning needs by planners, administrators and part-time tutors before curriculum design for adult learners.
 - (4) Administrative procedures in Extra-Mural Centres such as time-tabling of class schedules.

This study has proposed various strategies of streamlining dropouts in the programme.

All categories of students were in agreement in regard to the crucial role played by part-time tutors in continuation classes. Teaching responsibilities by part-time tutors were ranked as the most important factor in influencing persistence or withdrawal by students. offered:

Part-time tutors, planners and administrators on the other hand indicated that withdrawal was basically due to student-oriented factors. Learner-centred factors include students' personal goals, study habits and plans; students' health, educational backgrounds and their socio-economic status. Flexibility in class schedules with a

There was high agreement in ranking withdrawal determinant factors between part-time tutors and planners/administrators. The apparent divergence of opinions between students on one hand and on the other hand part-time tutors, planners and administrators have curriculum implications. Such a dichotomy indicates lack of consensus in programme design. Despite income would go along way in stimulating

Learners usually dropout of classes as a function of complex interaction between social, economic, psychological and administrative reasons. Literature reviewed on deployment of personnel in Extra-Mural Division.

indicates that dropouts originate from the unsuitability of the curricula and the teaching strategies. Other factors cited include maladministration of the educational programmes; as well as socio-economic factors which influence learners' attendance behaviour.

This study has proposed various strategies of minimizing dropouts in the programme. Short term improvements and possible research areas have been suggested.

For effective planning and administration of continuation classes, the following suggestions have been offered:

- (1) Strengthening of counselling and guidance services by planners, administrators and part-time tutors.
- (2) Recruitment of part-time tutors who can effectively handle adult learning groups.
- (3) More flexibility in class schedules with a view of catering for the heterogenous adult students that characterize students in **END** continuation classes.
- (4) Students enrolled in continuation classes need financial and moral support from their employers.
- (5) Measures geared to increase the country's per capita income would go along way in stimulating attendance in continuation classes.
- (6) There is a need of revising the existing Extra-Mural Centres' boundaries with a view of maximum deployment of personnel in Extra-mural Division.

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INTRODUCTION

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CHAPTER I

INTRODUCTION

ession it was stated that young people were unable to endure the burden of evening classes. As a result studies were discontinued. In these reports, it was still vague as to the main cause of high dropout rate

Countries all over the world experience educational wastage in adult education programmes. Educational wastage in form of dropouts is an international phenomenon which has negative effects on educational programmes. Educational wastage in adult classes by

noting that In Kenya the Beecher Report¹ whose terms of reference was to enquire into the scope, content and method, administration and financing of African Education found out that dropout rate was as high as fifty per cent. Proportionately high dropout rates in adult continuation classes in Extra-Mural Division of the University of Nairobi were reported in the East African Royal Commission (1953-55) Report² as well as in the Kenya Education Commission (Ominde Report).³ In the latter commission students withdraw from the programme.

¹ KENYA COLONY AND PROTECTORATE, African Education in Kenya (Beecher Report), Nairobi: Government Printer, (1949). p. 39

² KENYA COLONY AND PROTECTORATE, Despatch from the Governor of Kenya commenting on the East African Royal Commission 1953-55 Report, Nairobi: Government Printer, (1955). pp. 57-59

³ REPUBLIC OF KENYA, Kenya Education Commission Part 1 (Ominde Report), Nairobi: Government Printer, (1964). p. 37

ssion it was stated that young people were unable to endure the burden of evening classes. As a result studies were discontinued. In these reports, it was still vague as to the main cause of high dropout rate in adult classes.

In 1976/77 Extra-Mural Division's (EMD) annual report, the head of the Division lamented that there was serious educational wastage in adult classes by noting that:

E.M.D. classes are still characterized by low motivation, high dropout rates, cancellation of meetings by part-time tutors without due notice to students and E.M.D. [permanent] staff, and fast disintegration of learning groups.¹

Continuation classes in Extra-Mural Division of the University of Nairobi cater for adult learners who enrol on their own accord. There is usually great enthusiasm in enrolment, but within a short time students withdraw from the programme.

This study examines in detail the main factors which lead students enrolled in Extra-Mural Division's continuation classes to withdraw prematurely.

Purpose of Study

The purpose of this study was to investigate main factors which lead students enrolled in the Extra-Mural continuation programme to discontinue attending classes prematurely.

1 1976/77 EMD Annual Report (1978). Mimeo. p. 6

The main concern of the study was to investigate whether factors listed below are in any way contributory to dropout in evening classes:

1. Individual students' personal goals, study plans and habits;
2. Health, socio-economic and educational background of adult learners;
3. Part-time tutors' role in facilitation of learning as well as in counselling and guidance of students;
4. Administrative procedures in Extra-Mural Centres.

The main thrust in this research was to analyse various dropout determinant factors and their implications on curriculum design and implementation.

In the light of the findings, recommendations were made on how to improve the adult continuation classes in the Extra-Mural Division of the University of Nairobi.

Basic Assumptions

The general assumption was that adult learners' withdrawal from evening continuation classes has implication on curriculum design and implementation rather than learner-centred factors. As Malcolm S. Knowles argues; without adequate induction in methods and techniques of facilitating adult learning groups,¹ part-time tutors recruited are likely to be less effective.

¹ MALCOLM S. KNOWLES, The Modern Practice of Adult Education: Andragogy versus Pedagogy, New York: Association Press, (1970), p. 37-55

Adults prefer being involved actively in their learning besides expecting to be respected as mature and responsible. The total curriculum has to be learner-centred in its orientation.

To the experience of the researcher, what seems to be lacking in most of the nonformal classes is effective initial assessment of potential students' learning needs during recruitment on one hand; and on the other hand adequate continuous guidance and counselling for continuing students. Need for guidance and counselling cannot be overemphasized particularly 'before students embark on a course of study to assess their current level of education.¹ Responsibility for curriculum design and implementation lies with planners and administrators of the programme and the part-time tutors.

The theoretical framework in this study is that effective curriculum design and implementation has to be learner-centred. Conversely, failure to involve adults in their learning process leads to pre-mature withdrawal.

Tutors charged with the responsibility of helping adults in the learning process are in most cases part-time workers who have other responsibilities. Although such part-time tutors have specialized knowledge in their

1 E.T. COLES, Adult Education in Developing Countries, Oxford: Pergamon Press (1969), p. 30

professional areas, in most cases they lack skills and techniques on adult learning process. T. David Williams' study in Guatemala supports the view that differences in qualifications of teachers are the key determinants of differences in dropout rates.¹ No doubt some EMD part-time tutors have had induction courses in adult learning process.

A further set of factors likely to have an effect on withdrawal of students from the programme, however minimal are learner-centred factors such as the learners' age, sex, occupation, formal educational level, family and social responsibilities and so on. This study assumes that such learner-centred factors are minimal in influencing withdrawal in adult classes.

Background and Significance of Study

Dropout which constitutes educational wastage is an international problem which calls for educational planners, administrators, researchers and others in the field of education to co-operate in the task of identifying causes which lead to this wastage.

Recognition of this phenomenon led the United Nations Educational, Scientific and Cultural Organiza-

1 MILDRED B. LEVY, "Determinants of Primary School Dropouts", Comparative Educational Review, Vol XV, No. 2 Feb. 1971, pp 44-58.

2 COLONIAL OFFICE, Annual Report, 1969-70, pp 77-78.

tion (UNESCO) conference to recommend to member states several approaches in elimination of the problem. Studies, researches and experimentation on the problem were suggested as possible approaches. Among other recommendations, the conference recommended that studies need to pay attention to "the nature and incidence of wastage in higher education"¹

Besides concern shown by international organisations like the UNESCO; in Kenya where adult programmes are characterized by irregular attendance of classes, there has been similar concern about dropouts.

The study on Educational Policy and Practice in British Tropical Africa (Binns Report) sponsored by the Nuffield Foundation shows that there were hundreds of responses obtained about the causes of educational wastage, but the report concludes that "nobody knows the fundamental causes of wastage though many people have opinions"²

Recommendation No.14(a) in the same study (Binns Report) emphasized that scientific study into the cause of wastage be carried out in then Makerere University College and elsewhere.

¹ The Standard, Nairobi: The Standard Ltd, May 22nd 1977.

² Daily Nation, Nairobi: Nation Newspaper Ltd,
1 UNESCO, International Conference on Education (IBE). 32nd Geneva, Final Report, Paris UNESCO - 1970.

² COLONIAL OFFICE, African Education: A Study of Educational Policy and Practice in British Tropical Africa (Binns Report) Oxford: University Press, (1953), pp 77-79

Public concern about the dropouts in adult education continuation classes in Kenya is exemplified in local newspaper articles¹ and in official correspondence to the University of Nairobi and the Kenya government to investigate the root cause of high dropout rates.

In the Extra-Mural continuation classes, students embark on various courses/subjects with enthusiasm and high hopes. To the researcher's experience and others involved in planning and organisation of these classes this enthusiasm is short-lived. It is then significant to delve into the causes which lead students to abandon educational programmes which they have enrolled for on their own accord.

A study of premature withdrawal of students from primary schools in Kenya was done by Briggs,² but no comprehensive study on adult dropouts has been carried out in Kenya so far to the knowledge of the researcher. Planners and organisers in Extra-Mural Division have acknowledged the existence of high dropout rate in the

1 The Standard, Nairobi: The Standard Ltd,
May 23rd 1977.

Daily Nation, Nairobi: Nation Newspaper Ltd,
April 15th 1979.

Daily Nation, Nairobi: Nation Newspaper Ltd,
October 24th 1979.

2 HARRY BRIGGS, A Study of premature withdrawal of students from Primary Schools in Kenya. Unpublished (M.A.) Thesis, University of Nairobi, 1972.

continuation classes.¹ Hence the significance of a systematic study of the root cause of premature withdrawal of adult students. Besides investigating the causes for withdrawal, there is need to estimate the dropout rates. The research will hopefully add to the dearth literature on dropouts in adult education programmes.

Definition of Terms

There are various definitions given to the term dropout. In this research, general definitions are discussed besides the operational definition in which the term dropout will be used. Dropout or premature withdrawal of students has been defined by UNESCO as:

leaving school before the completion of a given stage of education or leaving at some intermediate or non-terminal point in a cycle of schooling²

Other definitions, which have tended to be evaluative, tend to focus on successful attendance of lessons in a course of study particularly taking into consideration whether the learner ultimately succeeds or fails in the terminal examination. Those who fail in the final examination which apparently evaluates the course attended are in the final analysis categorised as dropouts even if their attendance of the programme of study has been 100%.

1 1976/77 EMD Annual Report (1978 Mimeo. p.6

2 UNESCO: International Conference on Education, Paris: Office of Statistics, (1970) p.8

Dropout is wasteful, even though those who attend a given course of study in parts do gain basic knowledge which raises their educational level. For the purpose of this study it was important to be specific and clear in what sense the term dropout was used.

Specific operational definition in this study identifies dropouts as those students whose attendance is less than 80 per cent of the prescribed term sessions. The Institute of Adult Studies policy stipulates that only those students whose attendance exceeds 80 per cent are eligible for official attendance certificate. E.M.D. continuation classes are not examination-oriented and therefore the criterion in identifying dropouts from other learners registered in the programme is not based on their performance level in examination, but rather on adequate attendance. If total attendance of a student is less than 80 per cent in the learning sessions within the University academic term this is regarded as dropout for the purpose of this study.

Scope and Limitation of the Study

The investigation in this study was primarily on causes of dropout in Extra-Mural evening classes. Two Extra-Mural centres (E.M.C.) namely: Nairobi and Environs, and Kisumu Extra-Mural Centre were selected in this

1 NAIROBI & ENVIRONS EXTRA-MURAL CENTRE includes the City of Nairobi, Kiambu, Machakos, Kitui and Najiado districts. KISUMU EXTRA-MURAL CENTER includes the following districts: Kisii, Kericho, South Nyanza, Kisumu and Siaya.

study.¹ Nairobi and Environs Centre was selected because of its urban catchment of students whereas Kisumu Extra-Mural Centre had the rural sample of students.

This study examined factors which lead to withdrawal of students in an effort to evaluate which categories of factors have significant influence on high dropout rates.

A detailed analysis of the various causes was necessary in order to prioritize area of wastage which needed immediate action. Research findings and investigations from other countries were compared and contrasted with conclusions arrived at in this investigation. In an attempt to make comprehensive investigation of various causes which led to wastage in EMD evening classes, several difficulties were encountered.

In the first place, although this study was concerned with factors which lead to dropout in the University's evening continuation classes, it was practically impossible - considering the financial implications and time at the researcher's disposal - to cover all the six Extra-Mural Centres. It was therefore necessary to confine the study to two Extra-Mural Centres mentioned above.

1 NAIROBI & ENVIRONS EXTRA-MURAL CENTRE includes the City of Nairobi, Kiambu, Machakos, Kitui and Kajiado districts. KISUMU EXTRA-MURAL CENTRE includes the following districts: Kisii, Kericho, South Nyanza, Kisumu and Siaya.

There were other constraints in the actual research such as inability to contact respondents in the field as explained in details in Chapter IV.

Methodology

The initial research proposal was discussed in the staff conference at the Institute of Adult Studies, University of Nairobi. Ideas and views generated in the discussion helped the researcher in re-drafting of research questionnaires.

Briefly, the study employed the following methodology:

- (i) Study of existing records pertaining to Extra-Mural classes namely: (a) class registers (b) EMD annual reports and (c) library literature related to student withdrawal. This study was confined to Nairobi and Kisumu Extra-Mural Centres.
- (ii) Discussion of the research proposal and pilot study.
- (iii) Administration of questionnaires to successful and dropout students, part-time tutors, planners and administrators in the two Extra-Mural Centres.
- (iv) Casual observation and informal interview of students, part-time tutors and EMD permanent staff.

Detailed description of the design of the study is in Chapter IV, under the heading Research Design and Findings.

Organisation of the Remainder of Study

It is necessary to give a brief outline on how the remainder of this study is organised.

Chapter II of this study describes the provision of non-formal adult education in Kenya focusing on the role of the Board of Adult Studies and the Institute of Adult Studies (IAS). Structural organisation and functions of the Institute of Adult Studies of the University of Nairobi are discussed before description of the current adult education programmes organised by the Extra-Mural Division of I.A.S.

Chapter III is literature review.

Chapter IV outlines the research design in details besides the summary of the research findings.

Chapter V discusses the research findings as well as making recommendations. Detailed analysis of the main factors leading to dropouts in Extra-Mural continuation classes forms the main thrust of the chapter. In this final chapter, the researcher has made recommendations in the light of problems highlighted by the study. Possible areas for further research have been suggested in the last sections of the chapter.

CHAPTER II

PROVISION OF ADULT EDUCATION IN KENYA

Introduction

This chapter is divided into three main sections; the first section highlights the major arguments in support of the role of the adult education in national development; the second section is a brief description of the role of Board of Adult Education (B.A.E.); and the third section describes the role and functions of the Extra-Mural Division of the Institute of Adult Studies (IAS) of the University of Nairobi with particular focus on its adult continuation classes.

Provision of adult education in Kenya has to be viewed in light of available natural and human resources of the country as well as in the context of the country's political system. Education programmes do not operate in vacuum.

Adult Education and National Development

This section examines the role of continuing adult education in accelerating national development. An attempt has been made to highlight major arguments in support of provision of adequate and relevant adult education for national development.

Kenya African National Union, (1963), p. 2

REPUBLIC OF KENYA, Economic Survey 1971, Nairobi Government Printer, (1971), p. 122

Realizing the importance of education in national development, the political party in power - KANU stressed in its manifestos of 1963 and 1969¹ the government's declared intention of providing a minimum of seven years free education. From 1974 'free' education was introduced in the first four classes from Std. 1 to Std. IV. In 1979 free primary education was extended to Std. VI², and eventually to Std. VII in 1980. While appreciating this gesture, time is ripe that primary education level opportunities for both adults and children were made free and compulsory to all adults and to all primary school age population to ensure that educational opportunities were utilized to the full.

However, formal education on its own is not the sole answer towards national development. Formal education seems in practice to be concerned with preparation and selection of the "academically" able students for the next phase in the educational ladder. This does not necessarily mean that those who are not selected for further studies are not academically able. This calls for an alternative educational delivery

1 KANU MANIFESTO (One Kenya, One Nation, Forward Ever!). Nairobi: Kenya African National Union, (1969), p. 2

2 REPUBLIC OF KENYA, Economic Survey 1977, Nairobi: Government Printer, (1977), p. 156

system which would provide a larger section of the total population with basic education for life.

Perhaps it is worthwhile to clarify in what context the term 'development' is used in this discussion on the role of continuing adult education in national development.

In his attempt to define development in the context of adult education in development planning process, Green (1971) stresses man's welfare as central in consideration of all development designs. In elaboration of what development entails Green emphasizes thus:

We talk a good deal about economic development - about expanding the number of goods and services and the capacity to produce them. But the goods are needed to serve man, services are required to make the lives of man more fruitful. Political, social and economic organisation is needed to enlarge the freedom and dignity of man. Always we come back to man - liberated man - as the purpose of activity, the purpose of development.¹

Green warns that development could be meaningless if it were not geared towards liberation of man so that he develops all potentials to the full so as to live and contribute effectively to the overall society.

1 REGINALD HERBOLD GREEN, Adult Education in National Development Planning: Notes towards an integrated approach, German Adult Education Association, Konstantinstrasse 100, 5300 Bonn 2, Federal Republic of Germany. (1977), p. 13

Green's contention is similar to President Julius K. Nyerere of Tanzania's notion of development. President Nyerere perceives development in terms of making individuals in society aware of their basic human needs and rights,¹ thus making people active participants in matters affecting their welfare at both personal and community levels. Green and Nyerere are in agreement that production and distribution of goods and services for effective national development (in which case economic growth is subsumed in economic development) should in all cases consider material and spiritual welfare of man.

No single concept of development claims international acceptance in all its shades of meanings. Economic, social, cultural and political strategies of development differ. However, acceptance or rejection of one mode of development strategy in its theoretical and/or its practical framework depends largely on the country's ideology and political orientation which largely influences its national development structure. In the main, meaningful development of nations need not be structured solely towards achievement of material welfare. This is far from asserting that physical growth or material development is unimportant.

J. K. PROSSER, Adult Education for Developing Countries
(1966), p. 28

1 *ibid.* p. 15

Satisfaction of physical human needs is a pre-requisite in acceleration of social-political transformation. Serious scrutiny of what national development means would perhaps be necessary in determining balance in development which lays emphasis on physical material fulfilment and pays less regard for social-political participation in formulation and design of various national institutions and organisations meant to improve man's life-style in all dimensions.

National development depends largely on the ability to win support for change within the adult society. Prosser asserts:

Basically, the argument is that in developing countries one of the fundamental problems is how to get maximum change with stability, efficiency and minimum dislocation to achieve steady all round growth.¹

Inability to accommodate change leads to instability. Two options are then open. Either slowing down change in the society, or creating a system whereby change is easily accommodated. Adult education would by and large be the best strategy of helping adult to assimilate change when it occurs. Attitude change for effective development would ultimately be feasible in

¹ R.C. PROSSER, Adult Education for Developing Countries, Nairobi: E.A.P.H., (1966), p. 88

instances where adults are aware of their own abilities and potentialities to transform their situations in life. Along this trend of thought Lowe singles out the role of adult education in nation-building when he argues:

Expenditure on adult education yields quicker and more **Most of the problems facing developing countries must be solved before the next generation grows up; such development skills have to be taught to the existing adult population.**¹

Accordingly, comprehensive adult education programmes have to be mounted to satisfy the felt needs of adults who determine the destiny of various countries. Adults who are essentially the productive agents in the national population, play crucial role in directing development projects.

Writing about development and the organisation of adult education Kenya with special reference to African rural development, Prosser supports Lowe's contention about the adults' centrality in national development by arguing that in the short run it is the adult who will determine the nature and the extent to which modernisation can be achieved and not the

1 A.C. PROSSER, The Development and Organisation of Adult Education in Kenya, with special reference to African Rural Development, (Nairobi: Wh. O. Thomas, 1971), p. 413

2 UNESCO, Conference of Ministers of African States on the Development of Education in Africa, Addis Ababa, Ethiopia, Paris UNESCO/UNRCA, May, (1963), pp. 245

children.¹ This view of the role of adults in national development reiterates UNESCO's recommendation that adult education programmes have to be accorded their rightful recognition and adequate funding.

Expenditure on adult education yields quicker and more certain dividends in the short run than expenditure on primary and secondary education for children. Adults utilize skills and knowledge gained immediately. On the other hand children use much of the skills and knowledge gained in the education process in later life. All the same it would be naive to expect national governments to shift emphasis on educational expenditure from child education to adult education. Lowe suggests that a proportion of funds allocated to national education budget should be earmarked for adult education where he quotes deliberations of the conference on the development of education in Africa held in Addis Ababa in 1967. Delegates recommended that 5 per cent of nation expenditure on education should be allocated wholly to adult education.²

1 R.C. PROSSER, The Development and Organisation of Adult Education in Kenya, with special reference to African Rural Development 1945-70. Unpublished Ph.D Thesis, University of Edinburgh (1971), p. 413

2 UNESCO, Conference of Ministers of African Member States on the Development of Education in Africa. Addis Ababa, Ethiopia, Paris: UNESCO/UNECA, May, (1967), pp.7-15

Financial constraints are not the sole setbacks in national development strategies. With adequate funds, planners have to assess at what levels adult education programmes need to be pitched to yield maximum returns.

Considering the role of education in national development, the National Committee on Educational Objective and Policies (NCEOP) report noted that:

The development of the skills and knowledge of the people of a nation constitutes one of the highest social factors in relation to national development. It is the human resources of a nation which determines the character and pace of its social and economic development.¹

With this realization of the importance of adult education in national development process, the NCEOP report emphasized the need to lay a firm infrastructure by first dealing with the apparent attitude within society in which education seems to be limited to 'schooling' period. Such erroneous belief presupposes that schooling prepares the learners with all the knowledge, techniques and skills required in their future needs and demands exerted to them in their occupations and in their other expectations in life in general. The report further urges the adoption of the principle of life-long in its entirety in the

¹ REPUBLIC OF KENYA, Report of the National Committee on Educational Objectives and Policies (NCEOP). Nairobi: Government Printer, (1976), p. 13

national education system. Mandatory in-service training programmes for all senior public servants as recommended in the NCEOP would be a pre requisite in laying a firm foundation in promotion of life-long education for adults particularly so because senior public servants play key role in planning and in administration of development programmes.¹ Such a country-wide strategy in provision of continuing adult education should be seen as an integral part and in fact an inescapable and essential part of the national development process itself. This view of life-long education in national development seems to be gaining momentum in public and private sectors in Kenya.

The importance of life-long education has been realized partly as a result of awareness by national governments that development is not exclusively money or capital resources; but that the crucial bottleneck in developing countries continues to be the people. Development of human resources as the major pre requisite in development of nations has consequently been advocated by national and international agencies.

During the UNESCO Conference of Ministers of African member states held in Addis Ababa in which thirty-nine African countries were represented and delegates from European nations (France, Portugal,

1 *ibid* p. 159

Spain, Belgium and Britain) there were extensive discussions on development of education in the continent. This conference set the criterion on which many educational plans had to measure up to in the post-independent Africa besides setting long term objectives for educational development in Africa from 1960s to 1980s. Delegates in the conference emphasized the importance of adult education in national development by stating:

..... the development of human resources is as urgent as the development of natural resources
..... that special attention should be given to adult education and on the job training.¹

As the UNESCO Conference quoted above stressed; rigorous on-job training programmes are essential especially today where knowledge, techniques and skills acquired some years ago are rendered obsolete by modern scientific discoveries.

Hence the importance for life-long training for all cadres of adult workers for improved productivity. In Kenya the National Industrial Training Council (NITC)² was established by an Act of Parliament as the

1 UNESCO, Conference of Ministers of African Member States on the Development of Education in Africa, Addis Ababa, Ethiopia, Paris: UNESCO/UNECA, May (1961), pp. 7 - 15

2 REPUBLIC OF KENYA, Laws of Kenya, Industrial Training Act CAP 237, Section 4.

national co-ordinating body for the on-job training programmes for all workers in the industrial sectors of the economy.

One strategy of stimulating rapid national development would be by developing an infrastructure within national development plans in which continuing adult education programmes would be incorporated in all aspects of national plans. Among other apparent problems inherent in national development plans that adult educators and planners have to take cognizance of are of two types. First, the need for attitude change about the concept and functions of education in general and in particular on continuing adult education in stimulating national development among the policy-makers as well as within the rank and file. Secondly, the necessity to work out possible co-ordination and integration procedures within such integrated national plan to avoid duplication of efforts and conflicts in the implementation of development plans.

Problems

In Kenya in some circles there are implicit organisational conflicts between adult education on one hand and community and/or social development on the other. Adult education is perceived as one thing and community/social development something different. Consequently adult education is erroneously equated with literacy programmes locally referred to as "Elimu

ya Ngumbaru"¹ which has the connotation of second rate education for illiterate adults. Sometime it is derogatively referred to as Elimu ya "Pumbavu" which literally means education for the stupid.

In the preface of the 1969/70 annual report, the Board of Adult Education notes:

Contrary to the general belief that 'Elimu ya Ngumbaru' is all but adult literacy, the Board holds the view that Elimu ya Ngumbaru is a more comprehensive concept of adult education.²

Misconception of what adult education entails has consequently led people to equate adult education with literacy programmes for illiterate adults who learn the basic skills of writing, reading and number work in the 'Elimu ya Ngumbaru' classes. This ambiguity has stigmatized adult education even among policy-makers thus giving it a low status in general.

In the second decade in independent Kenya there will be greater need to involve people in development projects at grass-root level than it has been before in order to speed up rural transformation where majority of the people live. Development plans will

1 SWAHILI-ENGLISH DICTIONARY, London: Oxford University Press (1957), p. 337.

Literal translation of Ngumbaru means an adult, a grown up person, one who is no longer a child.

2 REPUBLIC OF KENYA, Board of Adult Education Annual Report 1969-70, p. 24

2 REPUBLIC OF KENYA, 1974-78 Development Plan PAGE 1, (Vol. 1) p. 24

largely be initiated by local people rather than expecting policy decisions on development from above. The 1974-78 National Development Plan clearly stipulated that National Development Plans have to be planned from locational level to national level by specifying that 'districts are the basic units for planning on which national development programmes are ultimately based'.¹

For effective planning at district level, adults have to acquire knowledge, techniques and skills to enable them to identify local needs and resources; and eventually to translate them into viable programmes and projects.

In the "harambee" self-help movement there has been a deliberate shift of emphasis from motivation per se to start say harambee schools, hospitals, health centres, cattle-dips and the like, to orderly planning of these projects² so that development programmes and projects are not merely initiated without prior planning. Orderly planning and administration of development projects avoids wasteful use of scarce resources.

In practice, development projects are run by local people with the help of extension workers who

1 REPUBLIC OF KENYA, 1974-78 Development Plan
Part 1, (Vol.1), p.24

2 REPUBLIC OF KENYA, 1974-78 Development Plan
Part 1, (Vol.1) p.24

have the expertise. Extension workers cannot by themselves translate plans into viable programmes unless the local people understand and appreciate the process involved in community development projects. Life-long adult education would be invaluable for both the extension workers and the adult populace. National development would be accelerated when adult populace is aware of its potentialities in changing its environment. Change calls for co-operative effort by all agents of national development. The country can ill-afford the wastage caused by unnecessary duplication of efforts.

The Board of Adult Education whose functions are described in the second section of this chapter is supposed to harness adult education expertise in the country in order to educate the adult population. Adult education for all would no doubt accelerate development of the natural and human resources of the country in the shortest time possible.

The Board of Adult Education

The importance of adult education in national development process has now been widely recognized by national governments and the non-governmental organisations (NGOS). Strategies towards strengthening of adult education activities have been largely

through two approaches: formation of voluntary continental and national adult education associations and national legislation leading to formation of national adult education co-ordinating bodies. Realization of the role of adult education in national development led to the establishment of the Board of Adult Education by an Act of Parliament¹ specifying the Board's role and functions as:

- (a) To advise the Minister (Minister for Education then) on any matters relating to adult education, including the formulation of courses and syllabuses, the establishment of residential and non-residential institutions, the use of museums, libraries and media of mass communication and the provision and method of award of scholarships and bursaries;
- (b) To advise with respect to the co-ordination of the work in connexion with adult education of ministries and departments of governments and agencies;
- (c) To identify and assess the need for new developments in adult education;
- (d) To report annually to the Minister on the progress and development of adult education.

¹ REPUBLIC OF KENYA, LAWS OF KENYA, Vol. 5, Cap 223, The Board of Adult Education Act, Nairobi: Government Printer, Revised Edition. (1967)

Besides the functions and roles highlighted above, the Board is empowered by the Act to constitute provincial, district and municipal adult education committees whose main functions are twofold. One, to advise the Board on the conduct and promotion of activities in adult education and two; to advise the Board on the development and co-ordination of activities in adult education. Provincial and District Adult Education committees participate in formulation of adult education development plans in their respective provinces, districts or municipalities.

The 1972-74 B.A.E. (referred to this chapter as the Board) report mentions that in March 1972 the Board was given further directives and guidelines whereby it was commissioned to spearhead and activate literacy

campaign and to initiate production of appropriate supportive material for neoliterates. Second function of the secretariat include the relationships between the Board and other adult education agencies, without executive power over the institutions and organisations programmes.

that the Board's Secretariat is supposed to coordinate

Seminars and conferences have been the main activities of the Board as highlighted in the Triennial report. These seminars and conferences were effectively used by the secretariat of the Board as forums whereby representatives from various agencies, organisations and institutions shared ideas and experiences in promotion of adult education. Among the financiers

of these workshops were Frederick Ebert Foundation, Commonwealth Secretariat¹ besides other external donors. While external financial support is appreciated, without an inbuilt structure with adequate fund from the Exchequer to support the Board, it would be difficult to achieve the objectives spelt out in the Board of Adult Education Act. Funding of the Board to make it self-reliant and functional is an issue which the government has to face squarely.

The Board's functions are mainly advisory besides co-ordinating adult education activities in the whole country. Financial constraints mentioned earlier cripple the Board's activities thus making it ineffective.

Other apparent constraints which need to be looked into in order to ease the co-ordinatory responsibilities of the secretariat include the relationships between the Board and other adult education agencies. Without executive power over the institutions and organisations that the Board's Secretariat is supposed to co-ordinate; then it cannot effectively enforce its recommendations to these agencies.

¹ REPUBLIC OF KENYA, Board of Adult Education, Triennial Report 1972-74, p.5

¹ REPUBLIC OF KENYA, Board of Adult Education, Triennial Report 1972 - 74, p. 13

However, too tight control of the agencies providing adult education has the danger of limiting creativity and initiative; thus locking potentials in adult groups that the Board is commissioned to serve.

Co-ordinatory and advisory functions of the Board are perhaps ineffective partly by lack of effective initial legislation. Review of the Act has to take into consideration changes within the society which calls for new strategies for promotion of adult education. Two issues need be re-examined in order to activate the Board's co-ordinatory role in promotion of adult education. First, appropriate legislation would be a pre requisite as a strategy to lay firm foundation for the Board. Secondly, in future there would be a need to streamline the functions and the responsibilities of the Board with a view to eliminate rivalry, competition and wastage in adult education programmes in the country.

Existing adult education legislation is too general. Adult Education Act established an advisory Board without specific areas of activity.¹ Current legislative inadequacies emanate from historical perception of the role of adult education in national development as well as the administrative changes that

1 REPUBLIC OF KENYA, Board of Adult Education, Triennial Report 1972 - 74, p. 13

Unpublished Ph.D Thesis, University of Edinburgh (1971), p. 615

the Department of Adult Education has experienced since the inception of the Act in 1966.

Provision of adult education by government has been an adopted child from various government ministries. When the Act was formulated, Adult Education Department was under the Ministry of Education which by and large planned and administered education for children as well. It was envisaged that the Board of Adult Education Act would supplement the Education Act so that the concept of life-long education would eventually take root. Later on the Department of Adult Education was transferred to the then Ministry of Housing and Co-operatives. Prosser¹ notes that in the sixteen years between 1954 and 1970 responsibility for national planning and administration of adult education by government ministries changed no less than seven times. Changes have been between the Ministry of Education and the Ministry in charge of the Department of Community Development and Social Services. Perhaps these changes reflect the apparent confusion of thought about the role and scope of adult education in national development.

Review of the Act should specify strategies for co-ordination of adult education programmes in the

¹ REPUBLIC OF KENYA, The Report of the National Committee on Educational Objectives

¹ R.C. PROSSER, The Development and Organisation of Adult Education in Kenya with special reference to African Rural Development (1945-1970). Unpublished Ph.D Thesis, University of Edinburgh (1971), p.415

country. Having a general statement on the advisory role in connection with co-ordinatory aspects does not give the Board clear terms of reference. Clear working relations within Government ministries, and their relationship with the University and the non-governmental organisations would need to be redefined. Specified working relations would no doubt create a favourable climate to activate the existing provincial and district adult education committees which are essentially the basic adult education planning and co-ordinating units. Such a move would be in line with the NCEOP recommendation:

To establish a stronger, co-ordinating and consultative machinery within the field of adult education in solving a more comprehensively based functions of the existing Board of Adult Education.¹

One strategy to strengthen the Board in co-ordination of adult education activities effectively in the country as recommended by the NCEOP would be by introducing the proposed new legislation which would include supervisory role of all non-formal adult education programmes. Qualified personnel for shouldering such supervisory responsibilities would need prior planning for. Supervisory skills and techniques, and evaluation of

1972-74, p. 43

2 S.A.E. OFFICIAL FILES: Recurrent and Development

1 REPUBLIC OF KENYA, The Report of the National Committee on Educational Objectives and Policies (NCEOP). Nairobi: Government Printer, (1976), p. 104

programmes have to be incorporated in the training packages. With a skeleton staff of sixteen which includes seven professionals and a supportive staff of nine,¹ the Board cannot adequately handle the responsibilities assigned to it. Utilization of the personnel at hand is partly limited by the annual budget of £10,000 which is the sum total of financial outlay for all the Boards recurrent expenses.² With the current inflationary trend the current grant is inadequate.

Co-ordination calls for common use of resources and facilities available so as to utilize the scarce resources to the maximum. Adult education programmes are in most cases held in existing physical structures: primary school classrooms, churches, community social halls and the like. Facilities used by adult groups are not in all cases convenient and suitable for adults. Adults need facilities suitable and convenient to them for effective learning. Current adult education philosophy of adult learning (Andragogy)³ calls for different

1 REPUBLIC OF KENYA, B.A.E. Triennial Report 1972-74. p. 43

2 B.A.E. OFFICIAL FILES: Recurrent and Development Estimates.

3 MALCOLM S. KNOWLES, The Modern Practice of Adult Education: Andragogy versus Pedagogy. New York: Association Press, (1970), pp. 37-55

approach in adult education. This entails involving learners actively in their learning. The teachers' role becomes much more of a facilitator in the learning process.

In future there is optimism in adult education when the NCEOP recommendation will be implemented. NCEOP urges that facilities in rural and urban areas such as the Farmers Training Centres, District Development Centres, primary school buildings and other public utilities, which are in some cases underutilized¹ should be available for use by adults free of charge.

The fact that measures geared to maximum use of available physical resources require co-ordinated effort by all ministries and agencies to facilitate scheduling of programmes need not be overemphasized.

Duplication of efforts and wastage of resources in provision of adult education could be avoided if agencies, institutions and organisations concerned with adult education were well co-ordinated. Perhaps it is worthwhile to discuss in passing one or two examples whereby wastage of resources is apparent as result of uncoordinated legislation on adult education.

Existing legislation on adult education by the Minister for Education order of 1976 seems to be in conflict with the Board's responsibilities; thus likely

¹ op. cit. p. 32

to lead to duplication of resources. The Kenya Institute of Education (K.I.E.) order of 1976 empowers the Institute to conduct research and prepare syllabuses for adult education.¹ On the other hand the Board of Adult Education Act requires the Board to advise the Minister presumably the Minister for Housing and Social Services on all matters concerned with adult education legislation of adult education by itself has not made in general - including the formulation of courses and syllabus. Curriculum development section of the Board spearheads the development of learning materials, textbooks, not only for the neo-literates but in all aspects of adult education. At the same time the K.I.E. Adult Education Panel reports to the Institutes' Academic Board all matters pertaining to adult education in the country.

Representation of the Board in the Institute's Council which is the policy-making body and in the adult education panel is an attempt to involve the Board in the Ministry of Education adult education programmes. Clear working relationship and co-ordination between K.I.E. and the Board of Adult Education might lead to promotion of adult education in the country besides avoiding wastage of resources. Linkages between 'school' education and community education

1 REPUBLIC OF KENYA, Laws of Kenya, The Education Act (cap. 211), Nairobi: Government Printer, (1976) p. 176

might be effectively co-ordinated if grassroots planning units of the Board, i.e. the District and/or Municipal Adult Education Committees have linkages in the K.I.E. Adult Education panel which is one of the Institute's basic planning unit.

1/20/66

At this stage it is worthwhile to re-examine why legislation of adult education by itself has not made impact in promotion of adult education. Part of the problem has been historical. For a long time Kenya adult education has tended to be run on the inherited British tradition which principally meant that adult education was to be left to voluntary bodies and individual ministries efforts without an overall public planning. Since the British adult education system sprang from working class movement it was never fully incorporated in the national plans. As Prosser rightly puts it:

The result of this is that new nationalist independent governments find themselves faced with a vacuum where there should be a tradition of adult education expertise in planning and skills to help the fundamental problems of their development.¹

A glance at the operation of the Board and the Department of Adult education indicates that adult education has never been given priority in the national policy.

1 R.C. PROSSER, Adult Education for Developing Countries, Nairobi: E.A.P.N., (1966), p.7

Inadequate funds particularly in travel vote in the Department of Adult Education at district level has crippled worthwhile programmes among the rural communities.

In implementation of development plans, the quality of staff is crucial. Staff development at all levels in adult education need to be given priority especially at university level of training the necessary man-power. Training of adult education professionals has for a long time lagged behind other professions. Adult educators have in the past been recruited from working cadre whose professional training in most cases has been other branches of general education. Of those who have had pre-service training had to be content with overseas training packages which in most cases were not relevant to the needs of the society.

A government body like the B.A.E. cannot be expected to initiate and co-ordinate all adult education programmes with meagre annual budget and skeleton staff. Professional training in adult education for the Board's staff would be invaluable in order to give effective guidance to governmental and non-governmental agencies charged with adult education in the country.

The role of University in Education of Adults:

Extra-Mural Division of the University of Nairobi

This section is primarily concerned with the role of universities in developing countries in general and particularly the University of Nairobi Extra-Mural Division's (E.M.D.) functions and role in adult education. Discussion on the role of universities in national development precedes the historical background of the University Extra-Mural work in Kenya.

Provision of adult education in form of continuation evening classes is a practice which has been in existence before the inception of University Extra-Mural programme in Eastern Africa. Historical development of E.M.D. programme is discussed as background information of the main thrust of the study: investigation of the main factors which lead to the withdrawal of students from E.M.D. classes.

There have been different opinions on the role of universities in developing countries. The University of Nairobi which is the highest institution of higher learning is primarily called upon to provide facilities for higher education as well as in advanced research for preservation, transmission and increase of knowledge.¹ More recently universities in developing countries have been urged to orientate their

Essays, London: Ernest Benn
(1956), p. 130

1 UNIVERSITY OF NAIROBI, 1977-78 Calendar, p.517

curricula to national needs and aspirations so that whatever teaching or research is done in these institutions would be relevant and applicable to the national situation. Whitehead argues in similar vein that the justification for a university is to preserve the connection between knowledge and the rest of life by uniting the old and the young in the imaginative consideration of learning.¹ Therefore in university and in other educational institutions, emphasis should be put on imaginative acquisition of knowledge so that whatever knowledge, skills and values so acquired could easily be put into practical use for the benefit of society.

In Tanzania, the government's policy is to give a few Tanzanians university education so that they can eventually effectively serve the larger society. In his address on 'the University's role in the Development of the New countries', President Julius Nyerere the then Chancellor of the University of East Africa, contended that pursuit of learning without application can be a luxury which developing countries can ill-afford. However, universities in developing countries have a role in making contribution to the world of knowledge without necessarily isolating themselves from

1 A.N. WHITEHEAD, The Aims of Education and other Essays, London: Ernest Benn Limited, (1966), p. 139

the wider society. Nyerere emphasized that what is expected from the university is:

Both a complete objectivity in the search for truth and also commitment to our society - a desire to serve it.

President Nyerere and other national leaders in developing countries have stressed the need for universities to identify themselves with nation development strategies. National universities in East Africa have attempted to live to the principle of relating university curricula to the needs of the larger society that these universities seek to serve. In some faculties like Architecture, Design and Development, Education, Medicine, Agriculture and others in University of Nairobi; students spend part of their university education programme in some form of practical field work as pre-service preparation during their university education.

Nyerere's advice to the university community was a general description of the role and functions of the Extra-Mural Division of the University of Nairobi, is

1 J.K. NYERERE, "The Role of Universities," Freedom and Socialism/Uhuru na Ujamaa. Dar-es-Salaam: Oxford University Press, (1968) pp. 179-186

Historical Background of Extra-Mural Division

Provision of higher education at University level

timely when he said:

A university in a developing society must put the emphasis of its work on subject of immediate moment to the nation in which it exists, and it must be committed to the people of that nation and their humanistic goals..... Its research, and the energies of its staff in particular, must be freely used to the community, and they must be relevant.¹

As Nyirere advocates, university higher education should be geared towards improving the standard of living of the people. Graduates of these institutions of higher learning are expected to spearhead in transformation of the lives of the people in their communities. In its pursurance of the search for truth, the university traditions of acquisition, transmission and preservation of knowledge, there seems to be a general consensus that universities are expected to contribute not only to national development but also towards individual actualization.

It is on this background of what is generally expected of universities in developing countries that a general description of the role and functions of the Extra-Mural Division of the University of Nairobi is made as a basis of further assessment on educational wastage in the E.M.D. adult evening continuation classes in later chapters.

Historical Background of Extra-Mural Division

Provision of higher education at University level

1 *ibid*, p. 183

in Eastern and Central African countries has been a later development compared to West Africa, North-Africa and South Africa. It was not until 1949 that Makerere College entered into special relationship with the University of London to provide degree courses for students in Central and Eastern Africa. The Asquith Commission¹ recommended university education in the colonies. In the same commission there were guidelines on how Extra-Mural work was to be designed in East Africa.

Along with university internal courses, in 1953 a resident tutor was appointed to the staff of Makerere College to initiate Extra-Mural work in East Africa; which was designed along the British Extra-Mural tradition. Two years before the appointment of the resident tutor, the Universities Council for Adult Education and the Cambridge Board of Extra-Mural studies had passed a resolution to the effect that Extra-Mural work needed to be started at Makerere University College.²

Introduction of University Adult Education in

1 GREAT BRITAIN, Report of the Commission on Higher Education in the colonies. London: His Majesty's Stationary Office, (June 1945), pp. 12-19

2 Conference on Adult Education in the colonies, Cambridge, 18th - 24th August, 1951. Col. No. DB. 4 785/1.

I W. J. SNALL, The Open University: University Education or Adult Education, ICIAE Vol. xv, No. 1, 1976

In Britain, adult education in general and in particular university education came into the field at around the time of compulsory child education. Historically in Britain adult education had grown from political radicalism, from Sunday schools, from mechanic institutes, indeed from many threads.¹ Whereas in East Africa, like the 'formal' western education system, university adult education was introduced by the British. University adult education in East Africa was also a later development after child education.

Realizing the inherent danger in creating an elite which would be politically vocal in the colonies; it was expedient for the British to establish Extra-mural work to counterbalance the growing elitist graduate groups. Prosser contends that the prime reason of establishing Extra-mural work in the colonies was to prevent an elite graduate group being created in the colonies.² E.M.D. work was initially colonialistic in orientation with an idea of creating a group that would support the status quo.

Introduction of University Adult Education in Kenya in the second half of twentieth century was therefore a response to the growing political awareness of the African people. Africans from Kenya had interacted

1 N.J. SMALL, *The Open University: University Education or Adult Education*, ICIAE Vol. xv. No. 1, 1976

2 op. cit p. 291

with Europeans and other African peoples in the second world war which aroused their political consciousness. In early 1960s McMillan's wind of change in Africa was felt in Kenya as well and it was inevitable that African nationalists would eventually win. Establishment of the College of Social Studies later known as the Adult Studies Centre was the last attempt of the Capricorn African Society to fight within the establishment with a notion of helping to create a multi-racial society in Kenya.

Wiltshire, the first principal of the College of Social Studies urged for the support of the college which was expected to prepare Kenyans during the transitional period. During the official opening of the college as a residential centre for adult education the principal had this to say:

This college can help Kenya in the 20th century as adult education helped Britain in the 19th century to pass through a period of difficult social change. When one social order is dying, it can help the birth to be as painless as possible,¹ and the new child to be as healthy as possible.

It was not a surprise that Kenya was in the state of African liberation struggle with the Mau Mau movement at its apogee when the colonial government activated adult education particularly Extra-Mural work. Adult activities of E.M.S. Students, part-time tutors and

1 H.C. WILTSHIRE, East African Standard, May 6, 1960.

University staff reviewed the study programmes during education was not for its own sake. It was meant to influence political action especially among Africans. government had to reckon with the educational situation

In the early years of Extra-Mural work in East Africa, Makerere University College was the headquarters. First evening continuation classes in Kenya around Kisumu town in 1954 were initiated from Makerere. Initiative in planning and organisation of resources was masterminded by the Makerere Resident tutor. At a later date a resident tutor was appointed to plan and organize Extra-Mural studies in Kenya with little support from the Makerere office.

Carnegie Corporation and the Kenya government provided funds for a joint venture in funding of Extra-Mural evening classes for three years on experimental basis in Nyansa from July 1955. Much of the success of these first years was partly due to the enthusiasm shown by local people who gave the first resident tutor-Iuan Hughes-seconded from Manchester University the necessary support. Rather than planning these classes single-handed, the tutor was advised by a voluntary advisory council. Besides the council which made the co-ordination of these programmes easier, the Makerere Extra-Mural Studies Body formed during the third Annual Study Vacation at Makerere helped in streamlining the activities of E.M.D. Students, part-time tutors and

University staff reviewed the study programmes during these annual vacation conferences. The colonial government had to reckon with the numerical strength of the Makerere Extra-Mural Studies Body which had grassroot support. Adult learners and educators from East African countries exchanged views in these conferences; thus eventually strengthening regional adult education programmes. This contact was more rewarding in rising the students and tutors morale in adult education. Since its inception in 1967, the main pre-occupation of the unit has been distance multi-media education.

To have an objective perception of the E.M.D.'s role and functions in promotion of adult education in Kenya it is important to understand how the Institute of Adult Studies grew to its present status.

In 1963 when the Royal Technical College became the University College, Nairobi; Extra-Mural programmes were transferred to the University College. Extra-Mural Department was headed by Prosser until 1966 when he left. The College of Social Studies (C.S.S.) had been in existence since 1961 as a residential adult education institution for short and long-term courses. E.M.D. lost its departmental status with the amalgamation of the University of Nairobi. Unlike the Dean of a Faculty, the Director has a tighter control of the affairs of such 'department' of the Institute than a Dean of a Faculty.

Adult Studies Centre (A.S.C.), the Institute's residential training unit offers tailor-made programmes

for government departments and voluntary organisations. Short-courses last from one to four weeks. Besides the short and medium courses, A.S.C. mounts one-year residential diploma in adult education course. Most of the residential courses organised by the two sister departments (E.M.D. and the Correspondence Course Unit - C.C.U.) are held at the A.S.C.

C.C.U. was a later development of the Institute. Since its inception in 1967, the main pre-occupation of the unit has been distance multi-media education for adults.

The three 'departments' of the Institute namely the Adult Studies Centre, Correspondence Course Unit and the Extra-Mural Division were integrated under one Director. As the chief academic and administrative officer, the Director is responsible to the Vice-Chancellor for the overall smooth running of the Institute.

Institute's policies within the university framework are formulated by the Board of Adult Studies (B.A.S.) which reports its recommendations to the University Senate. Unlike the Dean of a Faculty, the Director has a tighter control of the affairs of each 'department' of the Institute than a Dean of a faculty has on departments within a faculty. Acting as the

were summarized in the Department's 1963/64 report. The chief public relations officer, the head of the Institute or his appointee represents the Institute's interests in the Deans Committee, University Senate, and in other committees within the university, government ministries and in private organisations.

The Institute's programmes have for a long time been organized along the 1969 I.A.S. working party guidelines on the role of the I.A.S. in development of Kenya. One of the roles of the university and its extension programme according to the working party is to ensure that citizens have an opportunity for life-long education in order to broaden their understanding of their role in national development.¹ Along these general guidelines, each department of the Institute operates on specific objectives geared to achieve national educational goals as well as the University of Nairobi's specific goals in provision of adult education.

Extra-Mural Objectives and Organisation

Extra-Mural programmes in Kenya have been operating for a long time along the British Extra-Mural traditions. The objectives of Extra-Mural Studies

¹ INSTITUTE OF ADULT STUDIES, Development Plan Triennium, 1970 - 73.

were summarized in the Department's 1953/54 report quoted by Prosser thus:

Without rejecting considerations or any suggestions for other kinds of activities, our main concern must be with more advanced education in non-vocational work. The department will not attempt to range over the whole field of adult education. It will exist mainly through not exclusively to serve those adults already with some education, to help them deepen and consolidate their understanding of culture.¹

Since the inception of Extra-Mural work, these programmes cater for adults who have had some formal education. Ability to communicate effectively in English language would be essential in order to benefit from the Division's adult education programmes. English language is the medium of communication, except in cases where languages such as French, Kiswahili, Russian, German, Italian, and so forth are taught in the continuation classes.

In the preamble of its programme outline, the E.M.D. objectives are spelt out as:-

- To help create better understanding between the highly educated minority and the majority of the people.
- To help create an informed public opinion without which there can be no effective popular participation in government and public affairs.
- To help enrich the cultural life of the rural areas, thus making them more satisfying and attractive to live and work in.
- To enrich university teachers themselves, by establishing close contacts with the society they serve.

- To help develop suitable local adult education committees and other co-ordinatory machinery throughout the country for the production of more effective adult education programmes.¹

Programmes are organized in the country by each one of the six Extra-Mural Centres. These centres have their headquarters in Nairobi, Mombasa, Nyeri, Nakuru, Kisumu and Kakamega. Geographical boundaries of these Extra-Mural centres do not coincide with provincial administrative boundaries. Population distribution and area in square kilometres as shown in Appendix C indicating the size of each one of the six centres. The 1979 population census illustrates the estimated population to be catered for. Nyeri and Mt. Kenya covers 122,248 square kilometres with population of 2,797,000. Nakuru centre covers an equally large area of 144,141 square kilometres with a population of over 2 million people (2,555,000) in eleven administrative districts. Kakamega on the contrary covers 8,284 square kilometres with a population of less than 2 million people (1,836,000). As recommended in chapter V, revision of the Extra-Mural centres boundaries in the whole country with a view to maximize deployment of the existing personnel is necessary.

All the six centres have their headquarters at Provincial headquarters. Mombasa Extra-Mural centre

1 UNIVERSITY OF NAIROBI (I.A.S.) Extra-Mural Programme Outline, (1978) pp. 1 - 2

TABLE 1

which covers the largest area (209,951 square kilometres) includes North-Eastern Province, Kilifi, Kwale, Lamu, Mombasa Island, Taita and Tana River in its area of operation. Nairobi and Environs centre covers the city of Nairobi; Machakos, Kitui, Kiambu and Kajiado districts. Nyeri and Mt. Kenya area centre extends in three districts in Central Province: Nyeri, Murang'a and Kirinyaga; four districts in Eastern Province: Embu, Meru, Isiolo and Marsabit, as well as Laikipia district in Rift-Valley Province. Kisumu centre covers all districts in Nyanza Province in addition to Kericho district. Only Kakamega centre covers districts in a single province. Other centres extend in at least two provinces. Kakamega centre includes three districts in Western Province namely: Kakamega, Busia and Bungoma. Nakuru centre which is second to Mombasa centre in size includes Nyandarua district in Central Province and all districts in Rift-Valley Province except Kajiado, Kericho and Laikipia districts.

Centre	Land Area	Population	Average Population Density
Mombasa	209,951	1,100,000	5.2
Nairobi and Environs	1,000	1,000,000	1,000
Nyeri and Mt. Kenya area	122,240	1,047,000	8.6
Kakamega	9,200	1,120,000	121.7
Nakuru	100,000	1,100,000	11.0

Source: 1 SOURCE OF DATA

Table 1 shows each Extra-Mural Centre's area in square kilometres, population distribution and average population density. Population distribution as illustrated in Table 1 gives an estimate of each centre's total population.

TABLE 1

AREA, POPULATION AND DENSITIES (EXTRA-MURAL CENTRES)

Centre	Land Area Sq. Km.	1969 Popula- tion (thou- sands)	Density per Sq. Km.	1979 Popula- tion (thou- sands)
Nairobi and Environs	70,632	2,121	187	3,150
Nyeri and Mt. Kenya Area	122,248	1,947	171	2,797
Kisumu	17,575	2,601	172	3,269
Kakamega	8,284	1,328	151	1,836
Nakuru	144,141	1,575	134	2,555
Mombasa	209,951	1,190	136	1,712
	572,831	10,766	764	15,319

Source: 1 REPUBLIC OF KENYA, Kenya Population Census, 1969
Vol. 1, Ministry Finance and
Economic Planning. (1970),
 pp. 1 - 2

2 Daily Nation, Nairobi: Nation Newspapers Ltd.,
 27th November 1979

Extra-Mural Centres boundaries were demarcated on two main criteria; namely population distribution and distances to be covered from the centre's headquarters. Pattern of population distribution has considerably changed from the time the latest centres - Nyeri and Mt. Kenya Area and Kakamega centres were established. New townships and settlement schemes have been initiated thus influencing population distribution. Major roads connecting the new trading centres with the old ones, besides connecting townships, schools and municipalities have emerged.

Structural re-organisation of Extra-Mural Centres boundaries would be necessary in order to serve the adult population in the best way possible. Operating from provincial headquarters has the advantage in that Extra-Mural staff have an easy access to heads of government ministries in the province, and heads of institutions and organisations concerned with adult education thus maximizing on the economies of scale.

Traditional programmes in Extra-Mural Centres fall into three categories: public lectures, seminars and short courses, and evening continuation classes. Each Centre nevertheless designs and implements its educational programmes according to the needs of the adult population.

Public Lectures

Each centre organizes lectures, symposia and debates for members of the general public to discuss topics of current interest to the adult population.

Issues of national or international importance are discussed in these forums led by resource persons recruited locally or by members of staff from the internal departments of the university.

Seminars and Short Courses

Weekend workshops and seminars are designed wherever there are suitable facilities for adults. Participants are usually drawn from professional and leadership groups such as adult education officers, literacy teachers, chiefs and local authorities

In 1977/78 academic year six broad categories of courses ranging from elementary to advanced level were offered.

Future E.M.D. programmes will need to strengthen these weekend "schools" and seminar for adults in rural areas. Adults in general need to be kept abreast with modern techniques, skills and knowledge relevant to their occupations and the changing life-situations.

These seminars and workshops for local leaders, professionals and so forth are geared to help participants to develop and to acquire skills and abilities to make them effective agents of national development.

differ considerably from what students preferred in the
The NCEOP report acknowledged the usefulness of these
seminars and recommended allocation of more resources
to enable E.M.D. to serve more rural population by
stating:

The Extra-Mural study programme has done a great
deal in the field of adult education. The results
in such areas as small-scale business have been
very encouraging. The committee therefore urges
that more resources be found to enable the progra-
me to serve more people in the rural areas.¹

Evening Continuation Classes

Evening continuation classes are organized accor-
ding to the need of adult population. A minimum of ten
students wishing to study a subject/course at the same
level² is necessary before a class is officially regis-
tered in the Extra-Mural Centre.

In 1977/78 academic year six broad categories of

COURSE	1976-77	1977-78
Languages	37	2
Business Studies	38	32
Social Sciences	14	78
Law, Administration and Management	7	22
Physical Science		
and Special Courses		
Total	96	132

Students' offerings in 1970 s evening classes

1 REPUBLIC OF KENYA, Report of the National
Committee on Educational Objectives
and Policies (NCEOP). Nairobi:
Government Printer, (1976), p. 88

2 UNIVERSITY OF NAIROBI (I.A.S.), Extra-Mural
Division Programme outline,
(1978), p. 5

differ considerably from what students preferred in the late 1950s and early 1960s. Majority of students in pre-independent Kenya enrolled in subjects/courses relating to the nature of government and economics.

Fewer students enrolled in Business Administration and Management courses. Prosser asserts that such a trend was understandable in the late fifties and early sixties as political mobilization increased.¹ Studies in political science and economics were exciting in years preceding independence.

Comparison between two periods (1956-1963) and (1964-1969) illustrates students' preference in evening classes in Nairobi area.²

TABLE 2

COMPARISON OF STUDENTS' ATTENDANCE PATTERN:
TWO PERIODS (1956-1963) AND (1964-1969)

SUBJECTS	NO. OF CLASSES (1956-1963)	NO. OF CLASSES (1964-1969)
Government or Political Science	37	2
Economics	38	22
English Language	14	78
History	7	22
Mathematics	1	25
Accounting/Book-Keeping	1	33
Total	98	182

¹ op. cit p. 306

² ibid. p. 350

CHAPTER III

Enrolments in the pre-independent era compared to post-independent era in political science, Economics, Mathematics and Accounting/Book-keeping courses differed significantly as illustrated on Table 2. Surprisingly political science classes dwindled in post-independence era which gives an impression that adults became apolitical after attainment of independence. Or perhaps the programme organisers de-emphasized political education in the evening classes. Mathematics and Accounting/Book-keeping courses in contrast attracted few students in the colonial era. In the later period enrolment in mathematics and Business studies increased considerably. This boost in enrolment in Business education was partly because opportunities in commerce and industry were open to Kenyans qualified in Business and Management courses in the post-independence era.

Evening classes have continued to be one of the most popular features in the Extra-Mural classes. This popularity is unfortunately accompanied by a high dropout rate. In annual reports, staff conference and meetings, university staff members have expressed deep concern about the withdrawal rate in the evening classes.

Chapter III is review of literature. Factors which lead students to dropout from continuing programmes are analysed. Empirical research findings on dropout trends are discussed in the chapter.

CHAPTER III

LITERATURE REVIEW

Introduction

The purpose of this chapter is to review literature related to drop-outs in formal and in non-formal educational programmes. Educational wastage in form of drop-outs has continued to affect the effectiveness of educational programmes in Kenya as discussed under the background and significance of study in Chapter I. General findings on what causes withdrawal from courses and study programmes and possible measures to minimize drop-out rates are discussed.

In the process of literature review, various independent variables such as curricula relevance, learners educational needs, types of teachers and teaching methods, socio-economic and administrative factors and so on are examined with a view to identify factors which prominently contribute to attrition. Literature on empirical researches, theoretical expositions and recorded experiences in the field provided the basis on which the literature review is done.

Main findings and conclusion from the literature review are summarized in the final section of the chapter with a view to compare and contrast the main thrust of the review with discussion of research

findings of the main study in chapter v.

Curriculum Relevance and Dropout Trends

The commission which was looking into the curriculum development in Kenya (Bessy Report)¹ stressed that the governing principle of curriculum building is summed up by the word relevance. It further suggested that the test of a good curriculum or syllabus is its relevance to the individual needs and capacities of the learners; to their lives and the social, traditional and geographical setting in which the learners live.

Irrelevant curricula has been identified as a factor which leads to withdrawal of learners from educational programmes as elaborated in the literature review.

Herrick (1965) seems to agree with the principles of curriculum design advocated by the Bessy Report by stating that any curriculum or content of study worth its salt should gear its curriculum under three criteria whose referents are: man's categorized and preserved knowledge - the subject fields; the society,

1 REPUBLIC OF KENYA, A study of Curriculum Development in Kenya (Bessy Report), Nairobi: Government Printer, (1972), p. 17

its institutions and social processes; and the individual to be educated, his nature, needs and development patterns.¹ More important to the educationists in view of the curriculum design proposed by Herrick is that learners have specific motives why they enrol in educational programmes. As soon as learners feel that educational programmes are not relevant to their educational needs, in most cases they withdraw.

In an article entitled 'Dropout Studies: Design and Conduct', Schreiber, D., et al. postulated that withdrawal is wasteful even though these dropouts gain some basic knowledge which raises their levels of educational attainment. Causes of dropout were the subject of his research which raised the question of curriculum design and its implementation as the basic factor which might ultimately lead to dropout.²

As Boshier contends, it is important to identify what motivates adults or other learners for that matter to attend educational programmes before one begins to investigate why such groups of learners withdraw from

1 V. HERRICK, Strategies of Curriculum Development. Ohio: Charles E. Merrill Books, (1965), p. 4

2 D. SCHREIBER, et al. "Dropout Studies: design and conduct", Washington, National Educational Association Project: School Dropout, (1965), p. 15

the programme. He explains that there seems to be some relationship between the initial motive and subsequent dropout/persistence behaviour.¹ This suggests that learners have an educational need that has to be met by the educational programme. Educational need is defined by Knowles as the gap between the individual's present level of competencies as defined by the learner himself, his organisation or his society and a higher competency level expected.² If the learner's educational needs are not in harmony with what is offered in the programme, his morale and motivational level decreases; thus increasing his probability of dropping out.

The importance of identification of learners educational needs need not be over-emphasized. A case in point was illustrated by Andrew Fairbairn, the Director of Education for the County of Leicestershire since 1960 who mentions that the educational wastage in the evening classes in Leicestershire in 1960 s to the extent of having a large proportion of

1 ROGER BOSCHER, 'Motives for Attendance at Adult Education: their relationship to Sex and Dropout' International Congress of University Adult Education Journal, Vol. X, No. 3 Nov. Nov. (1971), p.38

2 M.S. KNOWLES, The Modern Practice of Adult Education: Andragogy versus Pedagogy, New York: Association Press, (1970), p. 85

the extent of having a large proportion of classes either closed or drastically reduced in numbers. High dropout rates were particularly noticed within women group study circles. Contrary to the programme planners' intentions, "most classes were more friendship groups than genuine classes for education of adults".¹ High dropout rates originated from the unsuitability of the curriculum. Learners motives were not taken into consideration in the education design.

It is worth noting Forster's (1964) investigation of the main factors of low school attendance in Asan, a Fanti village in Ghana where he came up with different conclusions from what Schreiber, D., et al, and what Roger Boshier had found out. According to Forster, curricula irrelevance was not an important determinant in attrition; but on the contrary, parents and townsmen in Asan were convinced that education would be a waste of time if the youth were to remain in villages and become fishermen and fishmongers upon completion of schooling. The researcher found out that education offered was not highly regarded for it did not "lead anywhere" within the pervasive

1 PHILIP J. FORSTER, "Status, Power and Blame"
1 ANDREW FAIRBAIRN "A Memoir of Harold Wiltshire,"
The Spirit and the Form: Essays in
Adult Education, University of
Nottingham Department of Adult Educa-
tion. Nottingham: Hill and Tyles
Ltd., (1976), p.p. 7-10

traditional context.¹ Enrolments were declining although the content aspect of the curriculum seemed to be relevant to the local environment. Schooling was apt to remain unimportant until there was direct "pay-off" to education in economic and social terms.

Briggs (1972) carried out an empirical research looking into the basic factors which led to premature withdrawal of pupils from government primary schools in Kenya. In his study he found out that 30.3 per cent of the total respondents withdrew from school because they felt that school work would not help in their later life.² These findings were similar to Forster's findings in Ghana.

Briggs' national wide survey identified multiple factors which led to premature withdrawal. Questionnaires were administered randomly to 1048 students who had prematurely withdrawn from primary schools. A similar but not identical questionnaire was administered to 104 teachers, headmasters, chiefs and other people within education circles in the same area where the samples for study were drawn.

1 PHILIP J. POSTER, "Status, Power and Education," *School Review*, Vol. 72, No.2, Summer (1964), p.p. 158-182

2 HARRY BRIGGS, 'A Study of Premature Withdrawal of Students from Primary Schools in Kenya.' Unpublished (M.A.) Thesis, University of Nairobi (1972), p.p.55-56

Factors which led to withdrawal of pupils from primary schools were identified as the table below shows:

TABLE 3
ITEM ANALYSIS BY PERCENTAGE OF STUDENTS
RESPONDING RANKED IN ORDER OF IMPORTANCE

REASONS FOR WITHDRAWAL	PERCENTAGE OF STUDENTS GIVING THAT REASON
1. Inability to pay fees	41.0
2. Other reasons	39.7
3. Unsuitable conditions at home for study	35.5
4. Student felt that he would 'fail'	32.8
5. Decided that school work would not help in later life	30.3
6. Parents felt that benefits of schooling not worth the costs	25.9
7. Schooling work too tiring	25.9
8. Had to stay at home to work on the land	19.6
9. Facilities at school were poor	12.2
10. Teaching was of poor standard	8.0
11. Journey to school too long	6.1

Source: H. BRIGGS op.cit. p. 56

Premature withdrawal of learners from educational programmes cannot be attributed to one single factor such as curriculum relevance. It appears that adult

A stellar study by A.J. Kalacha (1982) on the learners usually dropout of classes as a function of "wastage among school leavers in West Nile, 1959 and 1960" in Uganda indicated that the calibre of staff, psychological and administrative reasons, was a crucial element in the problem of dropouts.¹

Teaching Strategies and Dropout Trends

A major contributory factor into the root causes of dropouts has been attributed to the calibre of the teaching personnel. 10.3 per cent indicated that

T.D. William's investigation of the "Wastage rates and the teacher qualification in Guatemala primary schools" found out that the variability in the qualification of teachers between regions were among the key determinants of differences in dropout rates; and that inadequate teacher training was a cause of high dropout rates.¹ His study in Guatemala suggested that there was a strong relationship between retention rates and the qualification of the teaching force. Low salaries for teachers were associated with high dropout rates presumably because low salaries for teachers indicated relatively poorly academically qualified teachers. This conclusion oversimplifies the question of the quality of teachers by assuming that highly academically qualified teachers were in all cases excellent teachers who therefore tended to retain learners in their classes and vice versa.

1 T.D. WILLIAMS, "Wastage Rates and Teacher Qualifications in Guatemala Primary Schools," Comparative Education Review, Vol. 9, No.1 February, (1965), p.p. 46-52

2 W. BRIGGS

A similar study by A.J. Maleche (1962) on the "Wastage among school leavers in West Nile, 1959 and 1960" in Uganda indicated that the calibre of staff was a crucial element in the problem of dropouts.¹

Briggs investigations mentioned that the quality of teaching influenced retention or withdrawal. Out of the total respondents who were mainly teachers, headmasters and chiefs, 10.3 per cent indicated that pupils usually withdrew when "teaching was of a poor standard."²

Other studies have shed light on dropouts in elementary schools. A study by Greene on "Dropouts and the Elementary School" discussed the role of elementary schools in future school attendance. Unlike T.D. Williams and A.J. Maleche who emphasized on the role of the quality of teachers in the retention of learners, Greene contends that the seeds of discontent in educational programmes are deeply rooted in the elementary schools. Efforts to minimise dropouts by enacting laws to enforce compulsory attendance would be futile unless corrective measures were adequately taken in the elementary schools. It is in these elementary schools where future educational experiences are laid.

experiences within the capacity of

ability; better educational

1 A.J. MALECHE, "Wastage Among School leavers in West Nile, 1959 and 1960" Papers of the East African Institute of Social Research, 1962 (Nairobi).

2 H. BRIGGS op. cit. p. 61

reading, and improved guidance services for such
learn. Greene's study identified common characteristics
inherent in his samples of the elementary pupils who
later dropped out of school as: irregular attendance,
retardation in grade at least once, below grade level
achievement including reading, unsatisfactory relations
with teachers, and lack of interest in school activi-
ties.¹

Livingston supports Greene's view that withdrawal
from schools has its beginnings in the elementary
school. If the elementary schools were to identify
potential dropouts more carefully from the types of
symptomatic behaviour mentioned by Greene; the inci-
dences of dropouts could be substantially reduced.

He further suggests that appropriate strategies
to minimize dropouts would include the abolition of
the grade schools with a tendency to label some students
failures; provision of a greater variety of school
activities to permit more students to acquire a sense
of belonging and self-realization; placement of poten-
tial dropouts under the care of the most sympathetic
and understanding teachers; provision of educational
experiences within the capacity of pupils of limited
ability; better remedial instructions particularly in

1 A.N. LIVINGSTON, "Key to the Dropout Problem",
Journal, 59 (February, 1957), p.p. 27-
270

2 REPUBLIC OF KENYA, Kenya Education Commission
1 BERT I. GREENE, "Dropouts and the Elementary
Nairobi Schools", *National Elementary
Principal*, 42 (November,
1962), p.p. 52-54

reading, and improved guidance services for such learners.¹

Higher education programmes are no exception to dropouts. University undergraduates discontinue their degree programmes especially at the end of their first year. The Ominde Report lamented about the wastage

experienced in the Engineering Department of the University of Nairobi. Engineering courses lost proportionately bigger population of students at the end of the first year² than in other University undergraduate courses. Students were discontinued because of low academic performance in their first year examinations.

Socio-Economic factors and Dropout Trends

The Ominde Commission which was the first national enquiry into the whole of the education system in Kenya with a view of making recommendations to the government and other bodies concerned with the effects of costs and returns to education on planning and organisation of education on how to improve educational effectiveness in Kenya schools, made observations about dropouts in evening classes.

1 A.H. LIVINGSTON, "Key to the Dropout Problem: Elementary School", Elementary School Journal, 59 (February, 1959), p.p.267-270

2 REPUBLIC OF KENYA, Kenya Education Commission Report: Part I (Ominde Report), Nairobi: Government Printer, (1964), p. 96

1 REPUBLIC OF KENYA, Kenya Education Commission (Ominde Report), Report Part II, Nairobi: Government Printer, (1964) p. 37

The Ominde report stated that the heavy burden of evening classes and homework was more than what many people were willing to or able to endure for long; with the result that studies were discontinued and suffered severe "wastage".

It envisaged partial solution on the extension of sandwich day-release system. It was still vague to the Commission as to the cause of the severe wastage in these evening continuation classes. No mention has been made in the report on what are the main causes of dropouts; although a prescription has been suggested.¹

Studies of educational wastage in terms of withdrawal from classes or educational programmes have singled-out economic and social-economic factors as one of the major causes. Economic factors might influence withdrawal rates in two ways: first through the effects of costs and returns to education on individual incentives and second through the effects of income or the ability of the governments or sponsors to afford the necessary educational expenditure.

Levy (1971) argues that high income groups tend to have higher dropout rates because of higher opportunity costs incurred as these groups stay in adult

1 REPUBLIC OF KENYA, Kenya Education Commission (Ominde Report), Report: Part II, Nairobi: Government Printer, (1964) p. 37

evening classes, but on the other hand high income occupation might lead to lower dropout rates because students in higher income groups can afford more education.¹ On the other hand poverty of parents has been cited as a major cause of school dropouts. Children from lower income groups have to contribute to the family income by working. Opportunity costs for higher education by attending classes instead of earning a living are higher in the lower income groups and therefore they tend to have higher dropout rates. Besides poverty, social problems equally lead to withdrawal of wastage with little attention to the quality and Fred K. Kamoga's (1963) study carried out in four places in Uganda to determine the cause of dropouts in schools revealed that children from broken marriages seemed to show not only high dropout rates but a number of social and health problems as well.²

Investigations on causes of wastage by S. Collins

1 SYDNEY COLLINS, The Social and Economic Causes of Wastage in Schools and other Studies

1 MILDRED B. LEVY, "Determinants of Primary School Dropouts in Developing Countries" Comparative Adult Education Review, Vol. xv, No. 1, (Feb. 1971), pp. 44-58

2 FRED K. KAMOGA, "School leaving as affected by separation of Parents in Buganda," Papers for the East African Institute of Social Research, 1963. (Mimeo).

(1964)¹ and J. Cameroon (1965)² in primary and middle schools in Tanganyika confirmed that social and economic factors contribute to dropouts. Collins contends that schemes for the general education of parents and measures to increase the per capita income of the country should go along way towards reducing the withdrawal rates. Cameroon argues that both qualitative wastage should be looked into. Qualitative wastage is characterized by wastage which results when schools are ineffective in their expected functions. Cameroon asserted that Collins study focused on the quantitative aspects of wastage with little attention to the quality and competence of the schools studied.

In response to questionnaires administered to teachers, headmasters, chiefs and other people within educational circles, Briggs came up with the following data³ as shown on Table 4 on page 72.

1 SYDNEY COLLINS, "The Social and Economic Causes of Wastage in Schools and other Educational Institutions in Tanganyika," Teacher Education, Vol. 5, No. 1, (May 1964), p-p. 40 - 50

2 JOHN CAMEROON, "Wastage in Tanganyika with Special reference to primary Schools," Teacher Education, Vol. 6, No. 2, (November, 1965), p.p. 103 - 114

3 HARRY BRIGGS, op. cit. p. 61

TABLE 4
AN ANALYSIS OF TEACHERS AND HEADMASTERS RESPONSES
RANKED AS A PERCENTAGE OF THOSE RESPONDING

REASONS FOR WITHDRAWAL	PERCENTAGE OF TEACHERS, HEADMASTERS, ETC. GIVING THAT REASON
1. Inability to pay fees	98
2. Other reasons	77.3
3. Unsuitable conditions at home for study	64.9
4. Had to stay at home to work on the land	56.7
5. Student felt that he would 'fail'	52.6
6. Parents felt that the benefits schooling were not worth the costs	46.4
7. Decided that school work would not help in later life	39.2
8. Facilities at school were poor	36.0
9. School work was too tiring	34.0
10. Journey to school was too long	20.6
11. Teaching was of a poor standard	10.3

I. H. MILLER, "Traditional Attitudes Towards Women" Paper read at the Universities of East Africa Social Science Conference, 1970. (Nairobi)

Source: H. BRIGGS, op. cit p.61

As Table 4 illustrates, findings by Briggs support the view that economic factors are the main determinants of withdrawal from primary schools. Inability to pay fees (Question 1) was ranked highest, and the third reason in order of priority ranking was Question 3 "Unsuitable conditions at home for study". Question 1 and 3 are not mutually exclusive. Therefore the two questions reflect on economic factors of learners home background.

But on the other hand besides the parents inability or ability to pay fees, their attitude towards education partly determines the amount of resources they are prepared to avail for the educational purposes of their children. In some instances parents have adequate financial ability, but their negative attitudes towards education deters them from meeting the educational costs. Mbilinyi's paper on "Traditional attitudes towards women" in Tanzania has highlighted that most parents would rather educate male children than female children if they were asked to prioritize on utilization of scarce resources for educational purposes.¹ Parents perceived the education of boys as having higher returns to the family

1 M. MBILINYI, "Traditional Attitude towards women" Paper read at the Universities of East Africa Social Science Conference, Dar-es-Salaam, 1970. (Mimeo).

in comparison to girls education. In that case girls had a higher probability of withdrawing from schools on socio-economic background than boys.

Study of Adult Basic Education (ABE) programmes by D.L. Hawkins (1968) suggested various strategies of improving the effectiveness of the programmes. This investigation sought to discover why adults dropped from non-formal basic education in New Orleans public schools and to suggest ways of reducing the number of dropouts.

A specially constructed interview schedule was used to obtain data from a 10 per cent random sample of the 1965-67 dropouts listed in the programmes. Responses of the 50 interviewees indicated that the main reasons for withdrawal were such personal ones as illness, conflict in employment schedules, and childcare problems. Institutional administrative problems in these ABE programmes seemed to play a negligible part in wastage.

The researcher identified a need for small groupings, diversified programmes and flexible schedules to fit the heterogeneous students that characterize adult programmes. It was equally necessary to formulate realistic short range and long range goals to serve as

incentives for adult learners.¹ Without flexibility in these programmes the main purpose of meeting the learners educational need would be defeated.

In the Nigerian Business and Apprenticeship Training Centre at Kaduna, established by the Ministry of Trade and Industry, it was found out that in January, 1965 students who were in most cases employees dropped out of the programme mainly because of transfers to other towns.² If planners and administrators have to minimize dropouts in adult continuation classes, they have to take into consideration in programme design and implementation not only the potential participants' personal interests and responsibilities, but also their employment schedules.

Summary of Findings and conclusion

The literature review has largely discussed factors which have been identified as the major determinants of withdrawal of students from formal and non-formal educational programmes. Suggestions on how to minimize

1 D.L. HAWKINS, "A Study of Dropouts in an Adult Basic Education Programme and a General Education Development Programme and Suggestions for the Holding Power of these Programmes," Bloomington: Indiana University, (1968), p. 143

2 JAMES R. SHEPFIELD AND VICTOR P. DIEJONAH, Non-Formal Education in African Development, New York: African-American Institute (Support from USAID), (1972), p. 38

dropout rates have also been suggested. Issues reviewed included curriculum design and its relevance to the needs of learners; teachers' competence in curriculum implementation, and the socio-economic conditions which affect the learning environment thus leading the learners to dropout.

In their investigations on factors leading to dropouts Boshier (1971) and Andrew Fairbairn (1976) have identified irrelevant curricula as an aspect which leads to withdrawal. Fairbairn stressed that in order to sustain learners' interests, the curriculum has to address itself to the immediate needs of the learners.

Contrary to the views expressed by those who associated curriculum with dropout rates; Farster's (1964) research in Ghana came up with different findings. According to his findings, dropouts in schools were largely a consequence of parental and social negative attitudes towards educational programmes rather than what had been singled out as irrelevant curricula. He asserts that social and parental perception of the "usefulness" in future life of what was taught influenced the pupils attendance behaviour.

Other literature suggested that high dropout rates were due to poor teaching strategies. T.D. Williams (1965) and A.J. Maleche (1962) emphasized that there were strong relationships between the quality of teachers

and the dropout rates.

Teaching at the elementary schools has been singled out by Greene (1962) and Livingston (1959) as possible source of future dropouts. It is in the elementary schools where basic skills, attitudes and knowledge on which success in future learning depends. Firm foundation has to be built in elementary schools as a preventive measure in minimizing dropouts.

Socio-economic conditions of learners have been highlighted by Levy (1971) and Briggs (1972) in connection with withdrawal from schools. Briggs study on the premature withdrawal of primary school pupils in Kenya indicated that withdrawal was largely due to inability to pay fees. Fred K. Kamoga (1963) case study in Buganda illustrated instances of high dropout rates from children brought up in unstable marriages. Students perseverance rate was lower in instances where the social and physical environments were not conducive to effective learning.

To overcome the socio-economic problems identified by Collins and Cameroon who carried out extensive study in Tanganyika; two approaches were recommended: rigorous strategies for general education of parents and the society on the usefulness of education; and to undertake measures to increase the per capita income of the country.

A look at James R. Sheffield's findings show that employment responsibilities and social commitment interfere with adult learning schedules. Planners have to take into consideration the various learners' characteristics and responsibilities in designing educational programmes.

In conclusion, the literature review indicated that high dropout rates originate in the unsuitability of the curricula and the teaching strategies; misadministration of the education programmes, and the socio-economic factors which influence the learners' attendance behaviour. However, the data reviewed in this chapter on adult dropout rates is rather thin to justify this conclusion.

Research findings are elaborated in the second part of the chapter. Findings on various factors leading to premature withdrawal of students enrolled in the Extra-Mural classes as perceived by students, part-time tutors, planners and administrators form the main thrust of the section.

General Design of the Study

The initial research proposal was discussed in a staff conference at the Institute of Adult Studies of the University of Nairobi. Ideas and views generated in the discussion helped in the second draft

of the research CHAPTER IV

RESEARCH DESIGN AND FINDINGS

Introduction

(1) Study of the existing records in the two Extra-Mural Centres namely: Class Registration Centre and Literature from the Library.
(ii) Questionnaires administered to students, part-time tutors, planners and administrators in the two Extra-Mural Centres.
(iii) Casual observation of students, part-time tutors and E.M.C. permanent staff on their day to day work.

This chapter is intended to describe in details the research design and also to outline research findings. Research methodology applied in this study is highlighted briefly in chapter I.

In this chapter, the research methodology is outlined in four sections. First section outlines the general design of study. Second section deals with the structure and format of questionnaires administered in the study. In the third and fourth sections, the pilot study and the main study samples are described respectively.

It was necessary to scrutinize existing records pertaining to continuation classes. Class Registration Centre and Literature from the Library.
Research findings are elaborated in the second part of the chapter. Findings on various factors leading to premature withdrawal of students enrolled in the Extra-Mural classes as perceived by students, part-time tutors, planners and administrators forms the main thrust of the section.

General Design of the Study

The initial research proposal was discussed in a staff conference at the Institute of Adult Studies of the University of Nairobi. Ideas and views generated in the discussion helped in the second draft aspects of the continuation classes. Class registration

of the research proposal. that is Business Studies,

The study employed the following methodology:

(i) Study of the existing records in the two Extra-Mural Centres namely: class-registers, E.M.D. annual reports and literature from the library.

(ii) Questionnaires administered to students, part-time tutors, planners and administrators in chapter I under the sub-heading definition of Extra-Mural continuation classes.

Collection of Data

(iii) Informal interview with students, part-time tutors, planners and administrators.

(iv) Casual observation of students, part-time tutors and E.M.D. permanent staff on their day to day work.

It was necessary to scrutinize existing records pertaining to continuation classes. Class registers formed the most important source of data in identifying dropouts from those students who had successfully completed their course of study in a given term.

The researcher visited the two Extra-Mural Centres namely: Nairobi and Kisumu between April and December, 1979 and perused through term I class attendance registers.

Perusal of the Division's annual report also shed more light on general administrative and planning aspects of the continuation classes. Classes were in

four main areas of study that is Business Studies, Science, Social Science and Languages.

Identification of dropout students meant scrutinizing all class registers. Where students had no way of contacting them. Apart from changing employment, some students had changed their contact they were categorized as dropouts. Detailed description of the operational definition is contained in chapter I under the sub-heading definition of terms. Interviews with some dropouts misfired because of

Collection of Data

The researcher with the assistance of Extra-Mural permanent staff in Nairobi & Environs and Kisumu Extra-Mural Centres administered the questionnaires to selected respondents. It was difficult to trace dropouts for three main reasons.

First, inadequate contact addresses in the Centre's class-registers made it impossible to follow students. In some cases the required information about the students background such as telephone numbers, postal address, or residential address were incomplete which was in itself a limiting factor for any effective follow-up.

Second, not all the students whose contact addresses were complete and therefore traceable were contacted. Students were not contacted due to other constraints. Some ex-students had changed employment since the time of their registration in the Extra-Mural

programme. Their current addresses could not be traced. Those who did not respond to the questionnaires were contacted by telephone. Not all dropouts were on telephone all the same. As such there was no way of contacting them. Apart from changing employment, some students had changed their contact addresses. In some cases it was necessary to contact them through their employers. Attempts to arrange interviews with some dropouts misfired because of distances involved and work schedules.

The third limitation in this study was the general unco-operativeness on the part of the ex-students who failed to respond to the questionnaires sent to them. Others did not co-operate even when face to face interviews were sought.

The number which failed to respond to the questionnaires sent to them did not significantly influence the result of this study because the sample which responded was representative of the population.

Questionnaires

Questionnaires were administered to 97 successful students. Similar but not identical questionnaires were administered to 25 students who had prematurely withdrawn from the programme. The third category of questionnaires were administered to 40 part-time tutors, 21 planners and administrators.

The relative numbers and percentages in completion of questionnaires are indicated on the table 5.

TABLE 5

RETURN OF QUESTIONNAIRES BY SUCCESSFUL STUDENTS, DROPOUTS, PART-TIME TUTORS, PLANNERS AND ADMINISTRATORS IN EXTRA-MURAL CONTINUATION CLASSES.

CATEGORY OF RESPONDENTS	EXPECTED NUMBER	COMPLETED QUESTIONNAIRES	PERCENTAGE
Successful Students	130	97	75%
Dropout Students	57	25	44%
Planners, Administrators and part-time tutors	72	61	85%
Total	259	183	71%

Frequency tallies were computed on items ranked by respondents as the most important in influencing withdrawal. Tallies under every item were tabulated and expressed as a percentage of the total number of tallies.

Questionnaires I (See Appendix D) and II (See Appendix E) were similar and were administered to successful and dropout students respectively. The two questionnaires had 21 questions which respondents were required to respond too.

In question I respondents were asked to rank in order of importance what they considered as the most important factors leading students to withdraw prematurely from continuation classes. Numerals 1,2,3, 4, etc were used to rank statements which were provided in the question.

The data and information obtained from the questionnaires were grouped into five main categories of withdrawal determinant factors namely:

1. Part-time tutors' ineffectiveness in facilitation, counselling and guidance of students.
2. Administrative procedures in Extra-Mural Centres.
3. Health and socio-economic conditions of learners.
4. Students personal goals, study habits and plans and educational backgrounds.
5. Other reasons.

Frequency tallies were computed on items ranked by respondents as the most important in influencing withdrawal. Tallies under every item were totalled and expressed as a percentage of the total number of tallies.

Question 2 sought to find out the courses or subjects that the students had enrolled for. Part of the question required respondents to spell out the reasons for choosing the particular courses or subjects.

The second part of the question tried to evaluate the subject-content. Students were required to state whether the subject-content taught was helpful or not helpful to them. At the same time they were asked to give reasons for their answers.

Question 3 asked respondents to spell out whether they were involved in time-tabling of their class schedules. This question intended to ascertain whether adult learners in E.M.D. classes were involved in programming classes that they attended.

Question 4 sought further information on students' motives in enrolling for continuation classes. First part of the question asked respondents whether they intended to sit for public examinations at the end of their course or not. Part of the question required those students who were preparing for external examinations to name the examining body.

Knowledge on the learners educational motives and particularly identifying whether they were examination oriented or not was necessary in assessing what the learners considered as their main objectives in enrolling for classes as a result of distance learning.

ling for classes.

in travelling to learning centres.

Questions 5 and 6 focussed on students home assignments. Respondents were asked to state whether they were given assignments to do from home by the part-time tutors. At the same time, students were required to state how often these assignments were given besides specifying whether they could cope with the assignments.

Questions 7 and 8 elicited information on students study habits. Question 7 asked students to state whether they were members of a library where they would borrow text-books or not. Question 8 required respondents to specify the environmental conditions pertaining to their study-rooms at their homes. These questions were geared to find out what impediments might have negative effects on students self-tuition.

Payment of tuition fees is a factor which might have led students to dropout. Students were asked in question 9 to state the person or institution that paid for their course. Questions 10 to 13 elicited information on distances travelled to and from the learning centres; means of travel; time taken to travel and stating whether students travel to classes straight from their places of work. Information of this nature was important in an effort to evaluate effects on classes as a result of distances involved

It was consequently decided to rephrase some
in travelling to learning centres.

Questions 14 to 18 dealt with withdrawal deter-
minant factors ranging from personal characteristics
to academic and professional qualifications. Respon-
dents stated personal factors such as sex, family status,
age and number of children; salary per month; highest
level of schooling attained; and professional quali-
fications when the respondents studied with the Extra-
Mural programme.

Question 19 required students to indicate whether
they belonged to any social organisation(s) and to
specify offices held in the organisation(s) if any.

Question 20 elicited suggestions on how to
improve Extra-Mural continuation classes in general.
The final question was entitled - Any other remarks.

It was envisaged that general remarks would shed
light on underlying factors leading to premature with-
drawal of students from evening continuation classes.

Pilot Study

A pilot study was carried out to ascertain whether
the research instruments such as the questionnaires
would effectively elicit the required information.
Open-ended questionnaires were pre-tested with adult
students in two Extra-Mural Centres namely: Nakuru
and Mombasa. Seven dropout students and eleven
successful students responded to the questionnaires.

It was consequently decided to rephrase some questions. Slight change was necessary because some questions had not been clearly stated. Questionnaires I and II (See Appendices D and E) were adapted and finally used in the main study.

The Main Study Sample

The main study sample comprised of successful students, dropouts, part-time tutors, planners and administrators. Total number of students to whom the questionnaires were administered was 122. The sample was drawn from a total population of 1525 students who had enrolled in the first term in 1978/79 academic year in the two Extra-Mural centres. Of the total students sample of 122, 97 students had successfully completed the course whereas 25 students were dropouts.

A list of successful students registered in the Extra-Mural classes was made in alphabetical order. Two digit numbers from 01 to 400 were assigned to all names¹ which had complete contact addresses.

These numbers were placed in a basket and picked at random. Then the researcher tried to contact those who had been selected randomly. Dropouts were identi-

1 GENE V. GLASS and JULIAN C. STANLEY, Statistical Methods in Education and Psychology. New Jersey: Printice-Hall, (1970) p. 213

fied from class registers and followed without any sampling.

Distribution of students by course categories is illustrated on table 6.

TABLE 6

DISTRIBUTION OF STUDENTS BY COURSE CATEGORIES

COURSE CATEGORIES	f	%
Social Science	33	27.1
Business Education	63	51.6
Languages	26	21.3
Total	122	100

As indicated on table 6, majority of the students in E.M.D. programme were enrolled in Business Education Courses. Business courses offered in these classes include courses leading to Accounts Clerk National Certificate, Certified Public Accountants and Certified Public Secretaries. Other courses include Business English, Business Administration, Stores Supervision, Marketing, Salesmanship, Accountancy, Stores and Supplies etc.

agreement in Research Findings role part-time

tutors play in these classes. Successful and dropout students ranked part-time tutors role in facilitation, precedes the description of the research findings, counselling and in guidance of students as the most

The purpose of study was to investigate main factors which lead students enrolled in the Extra-Mural Division's continuation programme to discontinue attending classes prematurely.

In the light of the findings, the researcher has recommended in chapter V strategies of curbing the wastage.

Detailed analysis of various factors leading to premature withdrawal of students enrolled in the Extra-Mural continuation classes forms the main thrust of the section.

This section describes the general research findings on what each category of respondents namely: students, part-time tutors, and planners and administrators - viewed as the major withdrawal determinants.

Students' views on withdrawal determinants

Both successful and dropout students were interviewed in this study. Students in general ranked part-time tutors role as the most important factor in influencing learners withdrawal or persistence behaviour. This is illustrated on withdrawal ranking on tables 7 and 8. All categories of learners were in

agreement in regard to the crucial role part-time tutors play in these classes. Successful and dropout students ranked part-time tutors role in facilitation, counselling and in guidance of students as the most important as illustrated on table 7 and 8.

Table 8 illustrates the ranking order of withdrawal determinant TABLE 7 by dropouts.

AN ANALYSIS OF SUCCESSFUL STUDENTS' RESPONSES ON REASONS LEADING TO WITHDRAWAL AS A PERCENTAGE OF TOTAL RESPONSES RANKED IN ORDER OF IMPORTANCE.

REASONS FOR WITHDRAWAL	f	%
1. Part-time tutors' ineffectiveness in facilitation, counselling and guidance of students. <i>(h, i, j)</i>	43	32.3
2. Administrative procedures in Extra-Mural Centres <i>(k and l)</i>	33	24.8
3. Health and socio-economic conditions of learners. <i>(a, b, c, d and g)</i>	29	21.8
4. Students' personal goals, study habits and plans; and their educational backgrounds. <i>(e and f)</i>	20	15.1
5. Other reasons.	8	6
Total	133	100%
Total	133	100%

As shown on table 7, successful students ranked administrative procedures in the Extra-Mural Centres as the second most important factor leading to withdrawal.

Table 8 illustrates the ranking order of withdrawal determinant factors by dropouts.

Dropouts ranked administrative procedures third. To the dropouts students, health and socio-economic conditions of adult learners had a much higher ranking order as compared to administrative procedures.

TABLE 8
AN ANALYSIS OF DROPOUT STUDENTS RESPONSES ON REASONS LEADING TO WITHDRAWAL AS A PERCENTAGE OF TOTAL RESPONSES RANKED IN ORDER OF IMPORTANCE.

REASONS FOR WITHDRAWAL	f	%
1. Part-time tutors' ineffectiveness in facilitation, counselling and guidance of students.	11	35.5
2. Health and socio-economic conditions of learners.	9	29
3. Administrative procedures in Extra-Mural Centres.	8	25.8
4. Students' personal goals, study habits and plans; and their educational backgrounds.	2	6.5
5. Other reasons	1	3.2
Total	31	100%

Tutors are expected to guide and counsel besides being effective facilitators in their special subject areas. Placing such a high premium on the role of the part-time tutors has other educational implications. In situations where part-time tutors are ineffective in facilitation of learning, in counselling and guidance; students inevitably withdrew from the programme in large numbers.

Students in general ranked administrative procedures as second in importance in influencing withdrawal. Successful students (table 7) as a category of respondents ranked administrative factors much higher compared to ranking by dropouts (table 8).

Administrative issues that featured prominently as concerns that might have triggered withdrawal were: inappropriate class schedules, late payment of tutors teaching and travelling claims, inadequate counselling and guidance and failure to realize quorum of ten students before on-going classes could continue.

Allowing students to make decision on class schedules is an administrative function which leads to development of good relations. Consequently, cordial working relationship would have spill-over effects on the total programme; by activating participation by students in centres' activities. About 77 per cent of the student respondents indicated that they were not involved in time-tabling of class schedules.

where direct involvement of students might be difficult because of the number to be personally consulted, a questionnaire requiring them to indicate their most convenient times would serve an equally useful purpose. It was found out that there was a glaring need of involving students either directly or indirectly in organisation and planning of their learning.

Women students who were interviewed complained that time schedules for evening classes especially those meeting between 6.30 p.m. to 8.00 p.m. conflicted with domestic commitments.

Late payments of part-time tutors teaching fees and travelling allowances were singled out as administrative factors that demoralized the part-time teaching staff. Payment of such fees are processed by the Finance Office of the University. Planners and administrators have little to do with the claims as soon as they are forwarded to the Finance Department. Administrators and planners share the blame in cases of delay in forwarding the claim forms.

Students motivation in enrolling for study programmes largely influenced their persistence pattern in the programme. In this study continuation classes tended to attract learners whose major objectives were to acquire qualifications in public examinations. This study found out that only a negligible fraction of the learners (10.7%) were not examination oriented.

89.3% of the students indicated that they were enrolled in adult continuation classes with ultimate objective of sitting for various public examination.

Table 9 shows the frequency and percentage of the examination-oriented students.

TABLE 9

EXAMINATION ORIENTATIONS OF END STUDENTS

EXAMINATION	f	%
(1) ACNCE*	32	29.9
(2) EACE*	26	24.3
(3) EAACE*	16	14.9
(4) CPA*	13	12.1
(5) Certificate in Stores Supervision	8	7.5
(6) Diploma in Marketing	5	4.7
(7) Other examinations	5	4.7
(8) Salesmanship	2	1.9
Total	107	100%

- * Abbreviations (1) ACNCE - Accounts Clerk National Certificate Examination.
- (2) EACE - East African Advanced Certificate of Education.
- (3) EAACE - East African Advanced Certificate of Education.
- (4) CPA - Certified Public Accountant

Mode of transport to learning centres

The mode of transport to and from the continuation classes varied as illustrated on table 10.

TABLE 10

DISTRIBUTION OF THE MODE OF TRAVEL TO CLASSES.

MEANS OF TRAVEL	f	%
1. Bus or taxi ("Matatu")	62	43.1
2. Walking	50	34.7
3. Own motor-car	26	18
4. Bicycle	2	1.4
5. Motor-cycle	2	1.4
6. Lifts from friends	2	1.4
Total	144	100%

Students used the following means of travel: their own motor-cars, motor-cycles, bicycles, buses or taxis, and even walking. About 78 percent of the learners either walked or used public transport to the learning centres. Eighteen percent of the respondents used their own motor-cars.

Mean distance to the centres was estimated to be about 7 kilometres single journey. Distance covered ranged from one kilometre to 36 kilometres single journey.

Time taken to travel to the centres ranged from about 5 minutes to 1½ hours single journey. Mean time taken in travelling was estimated to be about 45 minutes.

Besides difficulties encountered when learners travelled to their classes, their study habits and plans as well as environmental conditions at their homes had negative effects on learning. This might have influenced their withdrawal patterns.

In this study it was found out that students rarely utilized educational facilities to the full. In spite of the existence of public libraries within easy reach, 56.6% of the students were not members of any educational library. Only 43.4% of the student sample were members of public libraries; although most of the libraries were free or charged negligible registration fees.

Most of the respondents indicated that physical and social conditions at their homes were not congenial to effective private studies. Either the rooms were too small or there were too many people at their homes; which rendered it difficult to concentrate. In absence of what one would call 'a reading culture', students largely depended on academic input from part-time tutors.

Part-time tutors' views on withdrawal determinants

Ranking orders from part-time tutors were similar to those of Extra-Mural planners and administrators. Part-time tutors' ranking order is illustrated on table 11.

TABLE 11

AN ANALYSIS OF PART-TIME TUTORS' RESPONSES ON REASONS LEADING TO WITHDRAWAL AS A PERCENTAGE OF TOTAL RESPONSES RANKED IN ORDER OF IMPORTANCE

REASONS FOR WITHDRAWAL	f	%
1. Health and socio-economic conditions of learners.	20	29.4
2. Students' personal goals, study habits and plans; and their educational backgrounds.	20	29.4
3. Administrative procedures in Extra-Mural Centres.	12	17.7
4. Part-time tutors' ineffectiveness in facilitation, counselling and guidance of students.	10	14.7
5. Other reasons	6	8.8
Total	68	100%

Tutors were of the opinion that orientation

Students on the other hand perceived the tutors' role as the most important determinant in influencing persistence or withdrawal.

Part-time tutors indicated in this survey (as illustrated on table 11) that the most important factors which led to premature withdrawal in continuation classes were basically student-oriented. Learner-centred factors included: students personal goals, study habits and plans; and their educational backgrounds.

Surprisingly part-time tutors ranked the facilitators' role in facilitation, counselling and guidance to be of least importance in influencing withdrawal rates.

Respondents were asked to evaluate part-time tutors by responding to structured open-ended questionnaires. Students indicated tutors ineffectiveness in two areas. Tutors' were said to be qualified academically in general but lacked skills and techniques on how to handle adult learners. Consequently their leadership in helping groups to learn was ineffective mainly due to inappropriate methodology in teaching.

Second aspect that militated against effective learning in the continuation classes was the apparent lack of cordial learning relationship between part-time tutors and students.

Tutors were of the opinion that orientation

courses or how to approach adults were essential. Their concern on significance of exposing adult trainers to adult learning experiences is exemplified by the tutors caution on futility of recruiting academically qualified teaching personnel who lacked experience in adult learning process. Such ill-equipped tutors were a major cause of students withdrawal from the continuation classes.

Pre-occupation with occupational and personal responsibilities renders tutors contribution in the continuation classes less effective.

Besides other responsibilities and commitments, there was evidence in this study that late payment of teaching fees and travel claims demoralized teaching personnel.

Absenteeism by part-time tutors is singled out as a major factor leading to premature withdrawal of students. Tutors are said to be absent from continuation classes with no information neither to the students nor to be planners and administrators. Incessant absenteeism by the teaching staff is viewed as lack of commitment. Lateness and absenteeism no doubt greatly demoralize adult learners who spare time from their busy schedules to attend classes.

Besides budgetting their time to attend continua-

the Planning and Organization of
Literacy Programmes in Africa
9th - 14th March, (1964), Dr. F.
(Nimes).

...ion classes, they travel long distances to the learning centres. These findings corroborate with sentiments expressed in an international UNESCO¹ conference in which issues concerned with planning and organisation of Adult Education programmes were discussed. It was agreed in this conference that dropouts in continuation classes were predominantly due to unsuitability of teaching materials and inefficient adult teachers. G.S. Kailoy² recommended preliminary diagnosis. By focusing attention on role expectation of part-time tutors it would be possible to get further insight of wastage in the University's adult classes. Two roles that tutors are expected to perform are namely: students counselling and guidance; and effective facilitation as illustrated in preceding sections.

Student Counselling and Guidance

Before educators could facilitate meaningful and relevant educational experience it is imperative to assess learners educational needs. Assessing learning needs entails identifying what motivates learners to enrol in the educational programme. Such identification of learning needs should be the first step towards relevant and appropriate curriculum development. Counselling and guidance starts in effect before

¹ UNESCO FINAL REPORT of Regional Conference on the Planning and Organisation of Literacy Programmes in Africa, 9th - 14th March, (1964), p. 7 (Mimeo).

² G.S. KAILOY, op. cit. p. 240

learners are enrolled in the learning programme.

Students enrol in the Extra-Mural continuation classes whereby the academic package is in most cases predetermined by the examining bodies. Tutors are expected to brief learners on syllabus content. It was evident that in discussing syllabus content students rarely supplemented the official subject outline.

In his study on multi-media approach in adult education, G.S. Kaeley¹ recommended preliminary diagnostic analysis of the would be students. In ED centres students fill enrolment forms before they are registered. Scrutiny of potential learners personal profile would help in placing them in appropriate study-groups. Adequate pre-enrolment counselling is suggested in this investigation as appropriate strategy in reducing dropouts.

In the centres the counselling and guidance services were haphazard. Centre staff need ample time to scrutinize enrolment forms before students pay their fees to ascertain that students enrol in courses that they can academically cope with. There was a rush to collect fees at the expense of adequate counselling and guidance.

Subject specialists advice would be invaluable in helping students to make realistic decisions. Adequate time should be set aside for counselling and

guidance before payment of fees. Shortage of personnel to cope with the Centre's work-load at enrolment peak seasons was evident by long queues that remained unattended for some time in Nairobi & Environs Extra-Mural Centre, as observed by the researcher.

Effective counselling and guidance requires qualified students counsellors. Clerk-typists and in some cases office messengers in Extra-Mural Centres have been performing counselling services far beyond their academic capabilities.

Inadequate guidance has partly led learners to enrol in continuation classes sometimes unsuitable to their needs and goals. Initial enthusiasm turns into indifference; in the final analysis students withdraw because their aspirations are not realized.

Or the end point of the programme might appear to be unrelated to the objectives as understood by the recipients of the programme.

It was evident in this study that students enrolled in continuation classes had insufficient information on academic package of courses/subjects they had enrolled in. Surprisingly a few students were attending classes in anticipation of sitting for external examinations that they could not qualify to register for technically. They could not meet the required entry qualifications. Those were some of the cases that might have required pre-entry counselling services to avoid disappointments.

TABLE 12

Subsequent sections of the chapter are centred in illustrating various factors which contribute to premature withdrawal of students from Extra-Mural continuation classes as perceived by planners and administrators.

Planners and Administrators' views on withdrawal determinants

In this study, it was found out that ranking order by planners and administrators was similar to that of part-time tutors. On the other hand the research revealed that students perception of the major withdrawal determinants differed considerably from those of part-time tutors, planners and administrators.

Planners and administrators prioritized learners centred issues as the most important withdrawal determinant factors. Health and socio-economic conditions of learners were singled out as the most important. Table 12 shows the ranking order of withdrawal factors by planners and administrators.

As illustrated on table 12 (page 105), students' personal goals, study habits and plans, as well as their educational backgrounds were viewed as the second most important withdrawal factor by 25.7 per cent of the respondents.

TABLE 12

Part-time tutors' role in facilitation, guidance
AN ANALYSIS OF PLANNERS AND ADMINISTRATORS RESPONSES
ON REASONS LEADING TO WITHDRAWAL AS A PERCENTAGE OF
THE TOTAL RESPONSES RANKED IN ORDER OF IMPORTANCE

REASONS FOR WITHDRAWAL	f	%
1. Health and socio-economic conditions of learners.	10	28.6
2. Students' personal goals, study habits and plans; and their educational backgrounds.	9	25.7
3. Part-time tutors' ineffectiveness in facilitation, counselling and guidance of students.	9	25.7
4. Administrative procedures in Extra-Mural Centres.	5	14.3
5. Other reasons.	2	5.7
Total	35	100%

Part-time tutors' role in facilitation, guidance and counselling of students was given similar ranking order with the learners' goals, study habits and plans and their educational background as shown on table 12.

Administrative procedures in Extra-Mural Centres were considered to be of least importance in influencing withdrawal in continuation classes.

Such a dichotomy in perception on withdrawal determinant factors as viewed by students on one hand and other categories of respondents - part-time tutors, planners and administrators has educational implications.

In the following chapter, research findings are summarized and discussed. Recommendations are made in light of the findings. Possible areas of further research have been suggested.

The purpose of study is to investigate what factors lead students enrolled in the Extra-Mural sections of the University continuation classes to withdraw prematurely. In the light of the findings, the researcher has recommended strategies of curbing the withdrawals.

In this study, the general assumptions are that such students enrolled in the Extra-Mural continuation

CHAPTER V

DISCUSSION OF FINDINGS AND RECOMMENDATIONS

Introduction

The purpose of this chapter is to summarize the research findings, and to discuss these findings.

Detailed discussion of the findings on various factors leading to premature withdrawal of students enrolled in the Extra-Mural continuation classes forms the main thrust of the section.

In the discussion of the research findings, literature reviewed in chapter III and similar findings on wastage in adult continuation classes are compared and contrasted.

A brief overview of the purpose of study precedes the summary of the research findings - as perceived by part-time tutors, students, planners and administrators.

The purpose of study is to investigate what factors lead students enrolled in the Extra-Mural Division of the University continuation classes to withdraw prematurely. In the light of the findings, the researcher has recommended strategies of curbing the wastage.

In this study, the general assumptions are that adult students enrolled in the Extra-Mural continuation

classes withdraw prematurely largely due to inappropriate curriculum design and implementation rather than learner centred factors. In other words this study assumes that withdrawal of students is largely due to ineffective curriculum organisation and planning by part-time tutors, planners and administrators. These assumptions have been described in details in Chapter I under the sub-heading 'Basic Assumptions'.

In the following section, findings from various categories of respondents namely: students, part-time tutors, planners and administrators have been summarized. A more detailed discussion of research findings follows in the subsequent section of the chapter under the subheading entitled discussion of findings.

Summary of the main findings

This investigation has revealed that students withdraw from continuation classes as a function of complex interaction between personal, institutional, socio-economic and even psychological factors.

Respondents were asked to rank what they considered to be the most important factors leading to withdrawal. Table 13 illustrates the ranking of withdrawal determinants in adult continuation classes.

TABLE 13
AN ANALYSIS OF AVERAGE RANKS OF ITEMS BY RESPONDENTS
FROM DIFFERENT GROUPS ON REASON LEADING TO WITHDRAWAL

	n-122 All Stu- dents	n-97 Succe- ssful stu- dents	n-25 Drop- out stu- dents	n-40 Part- time tu- tors	n-21 Plan- ners & Adms.	n-61 Part- time tu- tors, Plan- ners & Adms.
REASONS FOR WITHDRAWAL						
1. Part-time tutors' ineffectiveness in facilitation, counselling and guidance of students	1	1	1	4	3	3
2. Administrative procedures in Extra-Mural Centres	2	2	3	3	4	4
3. Health and socio-economic conditions of learners	3	3	2	1	1	1
4. Students personal goals, study habits and plans, and their educational backgrounds	4	4	5	1	2	2
5. Other reasons	5	5	4	5	5	5

As illustrated on table 13, students ranked the following factors as the most important withdrawal determinant factors:

1. Part-time tutors' ineffectiveness in facilitation, counselling and guidance of students.
2. Administrative procedures in Extra-Mural Centres.
3. Health and socio-economic conditions of learners.
4. Students personal goals, study habits and plans and their educational backgrounds.
5. Other reasons.

On the other hand, part-time tutors, planners and administrators ranked the following factors as most important in influencing withdrawal:

1. Health, and socio-economic conditions of learners.
2. Students personal goals, study habits and plans and their educational backgrounds.
3. Part-time tutors' ineffectiveness in facilitation, counselling and guidance of students.
4. Administrative procedures in Extra-Mural Centres.
5. Other reasons.

Discussion of Findings

This section discusses the main research findings with a view to illuminate salient issues pertinent to dropouts in continuation classes.

It has been found out in this investigation that students opted out of continuation classes due to different reasons. Divergence of opinions by the three

categories of respondents namely: students, teaching personnel, planners and administrators indicates the complexity of motives which lead to withdrawal. Learners withdrew from the programme due to assortment of reasons.

Writing about 'dropouts' among adult students Mick Hibbert contends that in the average adult education classes, we can expect about two thirds of those who enrol to complete the course.¹ Withdrawal rate in the Extra-Mural classes has been estimated to be about 21% in this study. Wastage among correspondence students in Kenya was estimated to be 18% in a study carried out by Kaeley.² Withdrawal rate of about 21% is moderate compared to dropout rates in similar educational programmes. However, dropout rates are significant parameters in educational planning and administration. Indeed wastage rates are crude measure of the effectiveness of the programme because such rating rarely tells us about the quality of the learning

1 MICK HIBBERT, "Dropout among adult students," Studies in Adult Education, Vol. 10, No. 2 October, (1978), p.142

2 GURCHARN SINGH KAELEY, Three way Teacher Training in Kenya: A Descriptive study of the in-service of unqualified primary school teachers in modern mathematics in Kenya. Unpublished M.Ed Thesis, University of Nairobi, (1976), p. 249

this is the apparent dearth of qualified, accredited and experienced adult educators in the programme.

In discussing factors which are identified as premature withdrawal determinants, the researcher has focused on the following areas: the teaching personnel; counselling and guidance services; learners' characteristics, study habits and plans; mode of travel to learning centres and class schedules; and Extra-Mural Centres' administrative procedures.

Teaching personnel and dropout trends

This study has found out that the calibre of the teaching personnel largely determines the learners' persistence or withdrawal behaviour.

In this investigation it was found out that part-time tutors role was ranked as the most crucial factor in sustaining learners interests. There was strong indication that effective part-time tutors reduce attrition rates considerably.

In a way the findings confirm the research assumption that curriculum design and implementation seems to have been the main determinant of wastage rather than student-centred factors. The research theoretical framework was that effective curriculum design and implementation has to be learner-centred.

One of the major shortcomings identified in the process of this research and in a way reiterates the issue of ineffectiveness in teaching/learning apprao-

ches is the apparent dearth of qualified, committed and experienced adult educators in the programme. Recruitment and training of part-time tutors is crucial for the success of the programme.

(1) Recruitment and training of part-time tutors

Recruitment of teaching personnel has its inherent problem of operating from a narrow base. This means that part-time tutors are recruited in the programmes partly through their own initiative. Contacts are made at Extra-Mural Centres by interested potential part-time tutors. One limiting factor in appointing teaching personnel is that part-time tutors are recruited within the periphery of the sub-centres or main centres to avoid incurring a lot of expenses in travel. Advertisement in local papers for part-time teaching appointments would provide a larger pool of applicants to select from. Those who teach in part-time classes have varying backgrounds and experiences.

As indicated in literature review in chapter III, studies by T.D. Williams (1965) and A.J. Kaloche (1962) contended that there was a strong relationship between dropout rates and teaching strategies. One needs to examine part-time tutors experiences and teaching approaches in relationship to adult learners expectation before asserting that tutors effectiveness or ineffectiveness has some bearing on persistence or withdrawal behaviour.

Most of the tutors are drawn from the formal educational systems; teachers in secondary schools, secondary and primary teachers colleges and the intra-mural University staff. Rarely are part-time tutors with wide adult education experience recruited. The Division hires part-time tutors who are qualified academically with little skills and techniques in adult education methodology. To a large extent inability to handle adult learners has led to premature withdrawal of students. Techniques and skills in non-formal adult education approaches would enhance part-time tutors' effectiveness^{nes} in their facilitation roles.

In the last two years or so, the Division has realized the need for short orientation courses for the teaching personnel. All those involved in Extra-Mural work: part-time tutors, planners and administrators share experiences in these workshops. Those who have participated in Extra-Mural Division orientation courses have commended them besides suggesting that orientation courses should be made compulsory to all part-time tutors before they are engaged in the programme. Training of part-time tutors should be made a permanent feature of the entire Division. Adequate training fund would then need to be provided by the University.

Methodology of teaching in these classes varies from tutor to tutor. No standardized approach is used. However, learner-centred approaches have been emphasized

in the part-time tutors orientation courses. Traditional formal education approaches emphasize the role of the teacher in helping others learn. Learners are in most cases passively involved in learning. New technology of adult learning (andragogy) entails participative learning by the learners; with the tutor playing the role of a facilitator.

(ii) Leadership in adult learning groups

The second concern was on relationship between tutors and students. Adult learners are sensitive to personal relationship in their everyday work. Particularly important to the adult learners is their sense of personal respect and their desire to be regarded as mature, independent and responsible adults in their own rights. Slight disregard for adult learners' experiences, social status and personal worth might have triggered withdrawal in situation where tutors might have handled adult learners like students in formal education system.

It was difficult to estimate specific number of learners that might have withdrawn due to poor public relations on the part of part-time tutors, planners and administrators. Adults rarely explicitly explain causes of dissatisfaction. As Cole puts it: 'if a participant in a programme decides to leave he may not say so because he might not wish to cause

offence'.¹ Unless part-time tutors, planners and administrators investigate causes of withdrawal, dissatisfied learners will always keep these reasons to themselves.

Coombs² asserted that effective non-formal educational programmes at local level requires dedicated and ingenious and enthusiastic leadership. Part-time tutors are expected to give exemplary educational leadership to the adult learners. Hired on part-time bases the teaching personnel have other responsibilities and commitments to attend to.

Counselling and Guidance Services

The investigation has revealed that counselling and guidance services in Extra-Mural centres were haphazard. Pre-enrolment counselling in the two centres visited was inadequate. Inappropriate counselling and guidance in continuation classes led learners to enrol in courses/subjects which were unsuitable to their needs and goals.

1 CHRISTIAN R. ABIJOSE COLE, "The Adult Learner" Ed. by Lalage Bown and S.H. Olu Tomori, A Handbook of Adult Education for West Africa. London: Hutchison and Co. Publishers Ltd., (1979), p. 40

2 PHILIP H. COOMBS, "Non-Formal Education: Myths, Realities and Opportunities", Comparative Education Review, Vol. 20, No. 3 October, (1976), p. 290.

If counselling has to serve useful purpose, it should be an inbuilt continuous component of the total programme. And those who perform these duties need to be exposed to various techniques of counselling and guidance.

Experience elsewhere has shown that guidance programmes have had significant results in reducing withdrawal rates of those students who have had some contact with counselling and guidance services.¹

There can be no substitute for careful analysis of non-attendance behaviour. Tutors would need to know the cause of learners absence from learning sessions in order to make an intelligent attack upon the problem. Class registers would need to be checked frequently to identify absentees with a view of organising a follow-up strategy. Potential dropouts could then be identified before they eventually withdraw from the programme. Placing potential dropouts under understanding and considerate tutors might put the learner in the right track.

This investigation has tried to show that it is not the pre-enrolment counselling and guidance alone which is important. But rather continuous counse-

¹ W.C. GARNER, "The crisis intervention techniques with potential college dropouts", Personnel and Guidance Journal, (1970), 48, pp. 552-560

ling by both the planners, administrators and part-time tutors. However, counselling cannot be regarded as panacea to all dropout attributes.

In the subsequent sections the researcher has shown that student-centred factors have implications on persistence or withdrawal behaviour.

Learners' characteristics, study habits and plans.

The study has revealed that learner-centred factors were important in influencing withdrawal behaviour. Learner-centred factors include students' study habits and plans, personal goals and educational background; health and socio-economic status. Part-time tutors, planners and administrators ranked learner-centred factors as shown on table 13, as most important withdrawal determinants. Such factors were assumed to be of secondary importance in influencing withdrawal. Table 9 shows examination objectives.

In chapter I, learner-centred factors that were assumed to have minimal effect on the programme were singled out as: learners' age, sex, occupation, formal educational level, social responsibilities and so on.

Findings in this investigation are contrary to the basic assumption that learner-centred factors were unimportant. This assumption did not appear to be valid on information obtained during the actual investigation in the field.

The study has indicated that the learners socio-economic conditions, their personal goals, study habits and plans contributed to withdrawal from continuation classes as shown on tables 11 and 12. When examining tables 11 and 12 it shows that health and socio-economic conditions of learners were singled out as the most important withdrawal determinants.

As mentioned in chapter III, socio-economic conditions of learners were highlighted by Levy (1971) and Briggs (1972) as significant factors leading to dropouts. In these studies, students perseverance rates were lower in instances where the social and physical environments were not conducive to effective learning.

Learners orientation had implication on learning/teaching approaches. Majority of students were examination oriented. Only 10.7% of the learners were not examination oriented. Table 9 shows examination orientations of EMD students.

Where tutors did not gear their teaching in preparation for public examinations, learners felt that their specific objectives were not adequately catered for. With the heterogeneous nature of adult learners in these classes, it would be difficult to cater for their individual learning needs adequately. Various methods of teaching: lectures, discussion, individual assignments and so on would be necessary for such mixed

various methods of dependency on school teachers as

groups of learners who are at different academic levels. Adult educators have to contend with the wide range of educational backgrounds and experiences of adult students. Where adult learners felt that they were inadequately prepared for public examinations they were disillusioned and tended to withdraw prematurely.

As indicated earlier, the issue of satisfying specific learning needs hinges partly on the adult educators' ability and initiative in assessing the learners educational needs and devising suitable strategies of meeting the identified needs. This corroborates findings by Boshier (1971) and Fairbairn (1976) highlighted in chapter III under Literature Review. Their findings stressed that in order to sustain learners interests, the curriculum has to address itself to the immediate needs of the learners.

Students' study habits and plans

The study has shown that students enrolled in adult continuation classes of the University of Nairobi tended to be too dependent on part-time tutors and notes taken in class. Independent study on their own however desirable was minimal. Two main reasons might explain the underlying situation which leads to this lack of independent study. It seems that students enrolled in these classes have not fully changed from their formal education process of dependency on school teachers as

the main source of information, knowledge and skills. A different orientation would be required to re-orientate their teacher-centred learning process to student-centred learning process.

Learner-centred learning process entails utilization of learning resources: teaching personnel, libraries, formal and informal discussions in the learning process. In spite of the availability of educational libraries, only about 43% of the students were members of the public libraries.

Secondly, independent study is inhibited by sheer lack of skills and techniques of self-study as well as incongenial facilities for effective study at their homes.

Rarely are students introduced to basic skills of faster reading, how to use library materials, techniques in note-making and note-taking to enhance effective independent learning.

Hence the importance of expanding educational facilities and raising the socio-economic levels in the country in general. This goes beyond the responsibility of the planners, administrators and part-time tutors in continuation adult education in the University. The government needs to lay the necessary life-long learning foundation by establishing educational centres within easy reach of adult communities.

General economic improvement in the country would lead to improved physical facilities such as adequate housing and easy transportation. Consequently such socio-economic improvement would enhance adult learning activities.

Besides learners' study habits and plans having some negative effect on classes, there were other learner-centred factors. Modes of travel to the learning centres and inappropriate class schedules greatly reduced the numbers of successful students who completed in various courses.

Travel to learning centres and class schedules

Extra-mural continuation classes are in session mainly between 5.00 p.m. to 6.30 p.m. and from 6.30 p.m. to 8.00 p.m. Class schedules were not appropriate to some full time employees. Employees in public sector for instance leave work at 4.30 p.m. Considering that it is only thirty minutes between the official closing time and the time that classes usually started, there was hardly enough time to travel the distances involved to the learning centres. Keeping time was particularly difficult to those who travelled by public transport. Considering the distances that the students were to cover and the mode of transport as illustrated on table 10 there is reason to suggest re-organization of class schedules to suit the participants. Categories of workers who worked on shifts such as the police,

security guards and nurses could not fit in the pre-arranged time-tables. Hence the need of finding out from learners and part-time tutors, the most convenient time for them rather than expecting them all to fit in time-table prepared by EMD staff single-handed.

Another possible approach would be establishing sub-centres where the bulk of the population lives. Tutors could travel to subcentres; rather than having all continuation classes meeting at the main Extra-Mural centres or in the University's main campus.

More flexibility in class schedules should be accommodating in adult programmes. For it was found out in this investigation that weekend classes in Kisumu Extra-Mural Centre were in operation for the scattered rural population characterized by poor public transportation network. Workers were able to travel long distances to attend classes on Saturdays and Sundays. James R. Sheffield's findings highlighted in Literature Review mentions the need for flexibility in adult learning programmes. Sheffield contends that employment and social commitment interfere with adult learning schedules.

With the increasing popularity of continuation classes it would be important to investigate convenient time schedules.

Similar sentiments have been expressed by Glynn and Jones in their study on "Student wastage". Their enquiry into the reasons for student withdrawal from non-vocational classes revealed the vulnerability of work and indeed suggested the need for greater flexibility in time-tabling of adult continuation classes.¹

Administrative procedures and dropout trends

Ineffective administrative procedures in planning and organization of continuation classes have been identified as a cause of dropouts. This section discusses how administrative procedures might have influenced withdrawal of students.

Administrative procedures in EMD centres entails: recruitment of part-time tutors and students; counselling and guidance of students; planning and administration of classes in which time-tabling of class schedules is subsumed, and processing of part-time tutors claims. Other administrative functions include collection of fees, supervision of classes and typing lecture handouts.

Planners, administrators and tutors ranked administrative functions as the least important in influencing withdrawal (table 12). One explanation of such

counselling and guidance in Extra-Mural

¹ D.R. GLYNN and H.A. JONES, "Student Wastage" Adult Education (NIAE), Vol. 40, No. 3 September, (1967), pp.139- 149

between part-time tutors and planners/administrators

ranking is that role occupants might have found it difficult to analyse objectively their personal impact in influencing withdrawal behaviour. Part-time tutors might have been cautious in their comments on centres' administrative procedures, perhaps with concern not to offend planners and administrators.

However, part-time tutors were of the opinion that regular consultation between students, tutors and the EMD permanent staff was lacking. Institutional intervention in form of formal or informal consultations would enhance formation of positive attitude towards the programme.

Conclusion

Discussion on premature withdrawal of Extra-Mural Division students from continuation classes has raised the following implications:

- (1) There is a tendency to admit students in continuation classes without proper scrutiny of their study habits and needs and their educational backgrounds as the most important factor influencing withdrawal.
- (2) Part-time tutors find it difficult to motivate adult learners to continue studying on their own outside the class contact sessions.
- (3) This investigation has revealed that there is inadequate counselling and guidance in Extra-Mural continuation classes.

In this investigation there was high agreement between part-time tutors and planners/administrators

in ranking withdrawal determinant factors. Such similar perceptions imply similar expectations from part-time tutors, planners and administrators.

The dichotomy on withdrawal determinant rating between students on one hand and part-time tutors, planners and administrators on the other hand seems to have curriculum implications. It shows that each category of respondents perceives the programme objectives and strategies of achieving the learners objectives differently. Divergence in opinion also indicates lack of consensus in programme design. Research has revealed the significance of consultation by all involved in the programme. Continuous appraisal of the programme has specific strategies of reducing withdrawal rates in continuation classes. Recommendations relevant to meeting

There were indications in this study that students regarded the tutors' role as the most important factor in influencing withdrawal (table 7 and 8). But part-time tutors regarded student-centred factors such as study habits and plans and their educational backgrounds as the most important (table 11).

The study has found out that withdrawal in continuation classes was due to varying factors. Some are student-centred, tutor-centred or institutional-centred; whereas other withdrawal determinants stem from the socio-economic situation of the country in general. Sometimes weather conditions and inadequate class supervision by EMD staff have contributed to dropouts.

Literature reviewed on dropouts in continuation education has also shown that adult students largely withdrew from classes if they found out that the programme did not confer benefits they envisaged. However, learners have withdrawn from classes when there is nothing amiss with the programme. Better opportunities or transfers to other towns have led students to abandon their studies pre-maturely.

It was evident in this investigation that effective counselling and guidance services and efficient part-time tutors would reduce adult attrition considerably.

In the next section the researcher has suggested specific strategies of reducing withdrawal rates in continuation classes. Recommendations relevant to wastage in adult education continuation programmes have also been suggested.

Suggestions and Recommendations

This section is concerned with making suggestions and recommendations on how to minimise dropout rates. These suggestions have been made in the light of findings in the study. In the last section of the chapter, the researcher has recommended specific research areas on which further investigation related to adult education wastage needs to be done.

Late payment of teaching fees and travel expenses has been singled out as one of the factors which

largely demoralized staff. It is therefore important that teaching fees and travel expenses payable to part-time staff need to be paid without delay.

Suggestions and Recommendations

1. Extra-Mural Division should institute rigorous pre-enrolment counselling of students. Appropriate continuous counselling and guidance would reduce the profound dissonance between learners goals and objectives in enrolling in the programme on one hand, and programme objectives as designed by part-time tutors, planners and administrators.
2. There is a need for EMD planners and administrators to consult students and part-time tutors in the process of making class time-tables. With direct or indirect consultation it would be possible to hold classes at convenient times for both students and the teaching staff.
3. Adult students need orientation on methods of self-study, faster reading skills and general study habits and plans as introductory course in the continuation classes.
4. Since ineffective teaching personnel has been identified as the major cause of pre-mature withdrawal, it is important to engage tutors who can handle adult learners. Orientation courses should be made compulsory to all part-time tutors before they are deployed in the continuation classes programme.
5. Late payment of teaching fees and travel expenses has been singled out as one of the factors which

largely demoralize staff. It is therefore important that teaching fees and travel expenses payable to part-time staff need to be paid without delay.

6. Realizing that continuing adult education programmes are important for individual personal growth and for national development, there is urgent need to encourage and institute the following as a matter of government policy:-

(a) Employers to grant leave and time off for adult students.

(b) Retention of workers in one station if they are enrolled in continuation classes.

7. There is a need to provide more and accessible public educational facilities in country. It is equally important to encourage more utilization of the existing educational facilities.

8. There is a need of revising the existing Extra-Mural Centres' boundaries with a view of maximizing deployment of personnel in EMD.

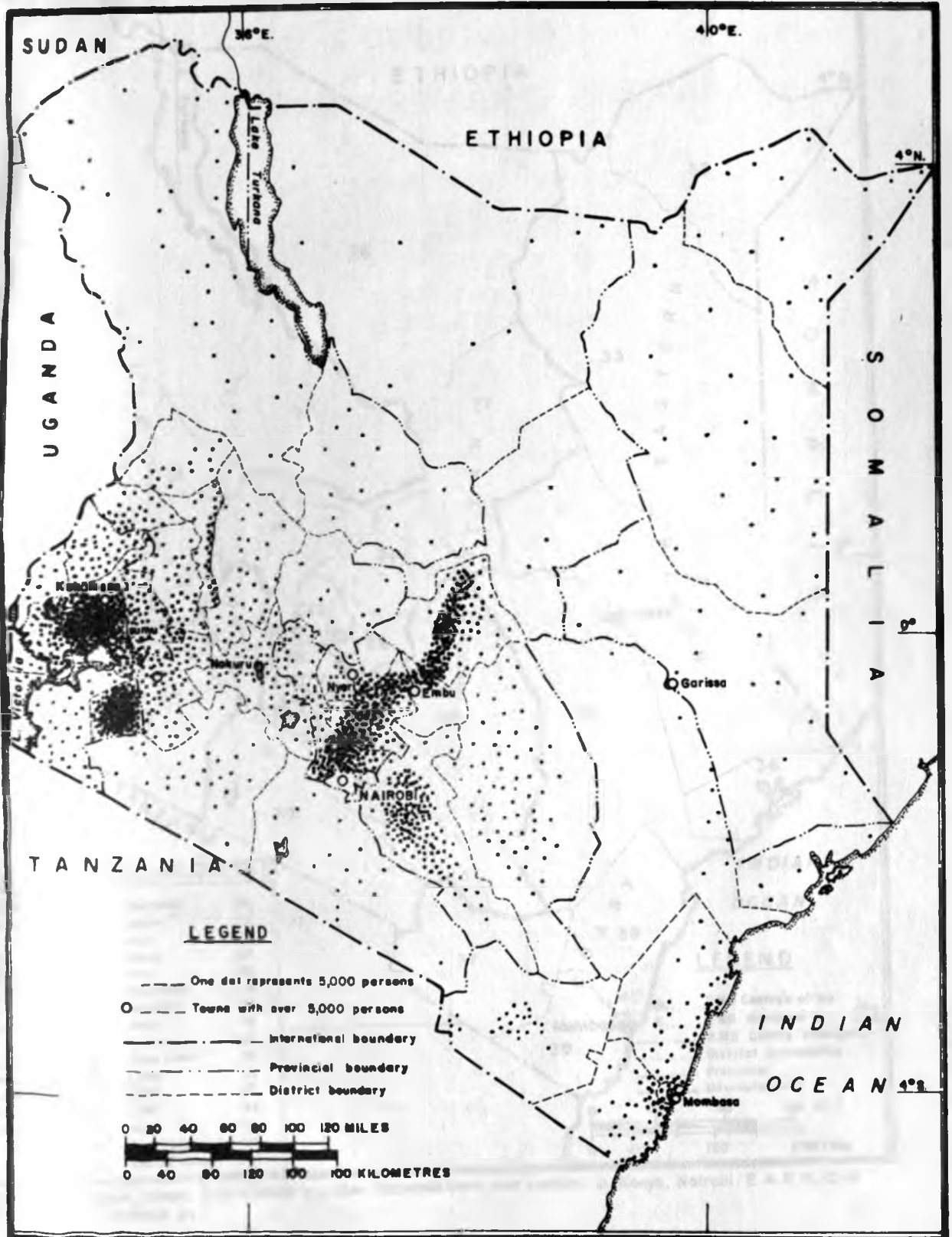
Possible linkages of adult continuation classes with the rest of the national adult education system.

Further Research

Further research needs to be mounted in the following areas:

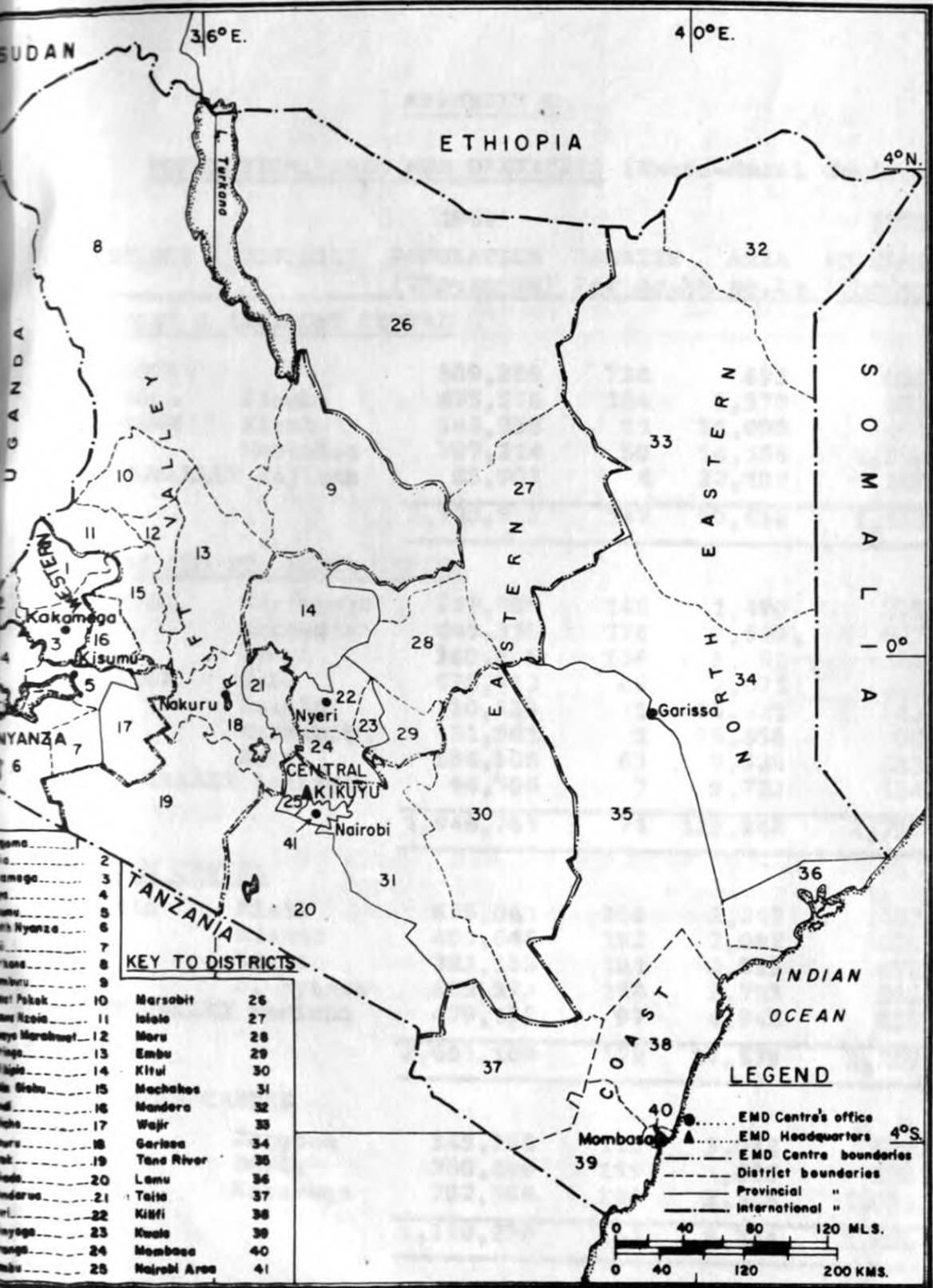
1. Extra-Mural Division students' socio-economic backgrounds. Such data would be invaluable in identifying the general characteristics of the Division's clientele.
2. A follow-up study of graduates from Extra-Mural Division continuation classes.
3. Extra-Mural Division students motivational orientation needs. Identification of learning needs would facilitate effective formulation of learning design by the teaching personnel. The investigation on motivational orientation will hopefully shed light on how to motivate adult learners to continue studying on their own outside the class-contact sessions.
4. Part-time tutors' educational background, work experiences and more important their attitude and orientation towards adult students in general.
5. Possible linkages of adult continuation classes with the rest of the national adult education system.

APPENDIX A. KENYA: POPULATION DISTRIBUTION (1969 CENSUS)



SOURCE: C.J. Gertzel, Meura Goldschmidt and Don Rathchild, Govt. and Politics in Kenya, Nairobi E.A.P.N., 1969 map 2, (preface as)

APPENDIX B. KENYA: EXTRA - MURAL CENTRES



KEY TO DISTRICTS

1	Wajir
2	Marsabit
3	Isiolo
4	Muru
5	Embu
6	Kitui
7	Mechakos
8	Mandera
9	Wajir
10	Garissa
11	Tana River
12	Lamu
13	Taita
14	Kisumu
15	Malindi
16	Mombasa
17	Nairobi Area
18	Nyeri
19	Naivasha
20	Thika
21	Ngara
22	Meru
23	Elgeyo
24	Uasin Gishu
25	Transvaal
26	Marsabit
27	Isiolo
28	Muru
29	Embu
30	Kitui
31	Mechakos
32	Mandera
33	Wajir
34	Garissa
35	Tana River
36	Lamu
37	Taita
38	Kisumu
39	Malindi
40	Mombasa
41	Nairobi Area

LEGEND

- EMD Centre's office
- ▲ EMD Headquarters
- EMD Centre boundaries
- - - District boundaries
- - - Provincial boundaries
- International boundaries

SOURCE: C.J. Gertzel, Maure Goldschmidt and Don Rothchild Govt. and politics in Kenya, Nairobi: E. A. P. H., 1969 map 2. (Preface xx).

APPENDIX C

POPULATION, AREA AND DENSITIES (Extra-Mural Centres)

PROVINCE	DISTRICT	POPULATION (Thousands)	DENSITY Per sq.km	AREA sq.km	POPULATION (Thousands)
1969					
1979					
NAIROBI & ENVIROMS CENTRE					
NAIROBI		509,286	734	693	835
CENTRAL	Kiambu	475,576	184	2,578	683
EASTERN	Kitui	342,953	11	31,099	464
	Machakos	707,214	50	14,156	1,019
RIFT-VALLEY	Kajiado	85,903	4	22,106	149
		2,120,932	187	70,632	3,150
NYERI AND MT. KENYA CENTRE					
CENTRAL	Kirinyaga	216,988	146	1,490	295
	Murang'a	445,310	176	2,529	647
	Nyeri	360,845	108	3,351	487
EASTERN	Embu	178,912	62	2,871	262
	Isiolo	30,135	1	25,621	43
	Marsabit	51,581	1	76,858	96
	Meru	596,506	63	9,528	833
RIFT VALLEY	Laikipia	66,506	7	9,723	134
		1,946,783	71	122,248	2,797
KISUMU CENTRE					
NYANZA	Kisii	675,041	304	2,217	867
	Kisumu	400,645	192	2,082	480
	Siaya	383,188	151	2,535	472
	S. Nyanza	663,173	114	5,793	815
RIFT VALLEY	Kericho	479,135	97	4,948	635
		2,601,188	172	17,575	3,269
KAKAMEGA CENTRE					
	Burgoma	345,226	113	3,046	503
	Busia	200,486	119	1,680	300
	Kakamega	782,586	220	3,558	1,033
		1,328,298	151	8,284	1,836
MAKURU CENTRE					
RIFT VALLEY	Baringo	161,741	15	10,703	203
	Elgeyo Marakwet	159,265	57	2,810	149
	Makuru	290,853	40	7,291	522
	Nandi	209,068	75	2,789	293

	Narok	125,219	7	18,033	213
	Samburu	69,519	3	20,204	77
	Trans Nzoia	124,361	50	2,495	260
	Turkana	165,225	2	66,887	143
	Uasin Gishu	191,036	50	3,799	304
	West Pokot	82,458	16	5,246	158
CENTRAL	Nyandarua	176,928	54	3,284	233
		1,578,745	34	144,141	2,555

MOMBASA CENTRE

COAST	Kilifi	307,568	24	12,593	428
	Kwale	205,602	25	8,317	287
	Lamu	22,401	4	5,797	42
	Mombasa	247,073	1,155	214	342
	Taita/Taveta	110,742	6	17,209	148
	Tana River	50,696	1	39,198	92
NORTH-EASTERN	Garissa	64,521	1	43,364	129
	Mandera	95,006	4	25,922	105
	Wajir	86,230	2	57,340	139
		1,189,839	136	209,951	1,712

Sources:

- 1 **REPUBLIC OF KENYA, Kenya Population Census, 1969, Vol. 1 Statistics Division, Ministry of Finance and Economic Planning, November, (1970), pp.1-2**
- 2 **Daily Nation, Nairobi: Nation Newspaper Ltd., November 27th 1979**

- (a) _____ Causes of work in place of employment.
- (b) _____ Personal domestic problems.
- (c) _____ Transfers to other place (town) to work.
- (d) _____ Transport difficulties to the learning centre.
- (e) _____ Courses enrolled for too difficult.
- (f) _____ Courses enrolled for irrelevant to the institute needs and interests of the student.
- (g) _____ Too busy with other social activities.
- (h) _____ Absenteeism by part-time tutors.

APPENDIX D
QUESTIONNAIRE I

We shall be very grateful if you could complete this questionnaire which is designed to study why students withdraw from Extra-Mural evening classes.

You need NOT write your name on this questionnaire.

Put a tick (✓) against the appropriate reason or reasons that apply to you. If you need more space, write at the back of this questionnaire. You may add or specify other reason or reasons that you think are applicable to you.

Q.1 (i) Rank in order of importance what you consider to be the most important reason why students withdraw from Extra-Mural classes.

Use numerals 1,2,3,4, etc. to RANK the statements provided.

- (a) _____ Pressure of work in place of employment.
- (b) _____ Personal domestic problems.
- (c) _____ Transfers to other place (town) to work.
- (d) _____ Transport difficulties to the learning centre.
- (e) _____ Courses enrolled for too difficult.
- (f) _____ Courses enrolled for irrelevant to the immediate needs and interests of the student.
- (g) _____ Too busy with other social activities.
- (h) _____ Absenteeism by part-time tutors.

- (i) Boring methods of teaching.
- (j) Lack of qualified and committed part-time tutors.
- (k) Class schedules (time-table) unsuitable to students.
- (l) High fees charged.

(11) Explain in your own words the most important reason which lead students to drop-out from Extra-Mural Classes: _____

Q.2 I would like to ask you some questions about the course (subject) you are taking now in the Extra-Mural class.

(a) Name of the course (subject) _____

(b) Why did you chose it? _____

(c) Was the subject-content taught helpful or not helpful to you? Tick what applies to you.

1. Helpful.

2. Not helpful.

Give reasons for your answer? _____

Q.3 Were you involved in the time-tabling of the class schedules (time-table) in which you are now a student?

1. () Yes 2. () No.

Q.4 Are you intending to sit for an examination in the future?

1. () Yes 2. () No.

If No, proceed to question No.5

If Yes, name the examination _____

Q.5 Are you given assignments to do from home by your tutor(s)?

1. () Yes 2. () No.

If No, proceed to question No.6.

If Yes, How often? Tick what applies to you.

1. () After every lesson.
2. () Approximately once a week.
3. () Approximately once a month.
4. () Approximately once a term.
5. () Specify if numbers 1 to 4 do not apply

Q.6 Could you cope with the assignment(s) given by your tutors?

1. () Yes 2. () No.

Q.7 Are you a member of the library?

1. Yes 2. No.

If No, proceed to Question No.8

If Yes, name the library _____

Q.8 Do you have a place to study at home?

1. Yes 2. No.

(Approximate Size) _____
State the specific conditions at home _____

Q.14 Please give the following personal information

Tick all that applies to you.

Q.9 Who pays for your course?

- (i) Sex 1. Male 2. Female
1. Self.
(ii) Marital Status 1. Single 2. Married
3. Widowed or Divorced 4. Separated
(iii) How many children do you have? _____
4. Employer.
(iv) Your age _____ Years
5. Other (specify) _____

Q.15 Your salary per month _____

Q.16 What is your present job?

Q.10 How far do you have to travel to attend the Extra-
Mural classes? _____ Kilonotres.

Q.17 Tick the highest level of schooling completed
(Estimate single journey).

1. Primary 4. Form 6

Q.11 Do you attend classes straight from your official
duties?

2. Form 2 3. University
3. Form 4 4. Other (Specify) _____

1. Yes 2. No.

Q.12 How do you travel to and from your classes? Tick
that applies to you.

Q.18 What is your professional qualification? (e.g.)

1. Walk
2. Bicycle
3. Motor-cycle

Q.19 Do you belong to any Social Organization(s)?

1. () Yes

2. () No.

If No, proceed to Question No.20.

If Yes, name the Social Organizations to which you belong and the offices you hold if any _____

Q.20 Suggestions on how to improve Extra-Marital Continuation classes:

Q.21 Other Remarks:

Thank you.

- 101 _____
- 102 _____
- 103 _____
- 104 _____
- 105 _____
- 106 _____
- 107 _____
- 108 _____
- 109 _____
- 110 _____

APPENDIX E

QUESTIONNAIRE II

We shall be very grateful if you could complete this questionnaire which is designed to study why students withdraw from Extra-Mural evening classes.

You need NOT write your name on this questionnaire.

Put a tick (✓) against the appropriate reason or reasons that apply/applied to you. If you need more space, write at the back of this questionnaire. You may add or specify other reason or reasons that you think are applicable to you.

Q.1 (i) Rank in order of importance what you consider to be the most important reasons why students withdraw from Extra-Mural classes. Use numerals 1,2,3,4, etc. to RANK the statements provided.

- (a) ___ Pressure of work in place of employment.
- (b) ___ Personal domestic problems.
- (c) ___ Transfers to other place (town) to work.
- (d) ___ Transport difficulties to the learning centre.
- (e) ___ Courses enrolled for too difficult.
- (f) ___ Courses enrolled for irrelevant to the immediate needs and interests of the student.
- (g) ___ Too busy with other social activities.

- (h) _____ Absenteeism by part-time tutors.
- (i) _____ Boring methods of teaching.
- (j) _____ Lack of qualified and committed part-time tutors.
- (k) _____ Class schedules (time-table) unsuitable to students.
- (l) _____ High fees charged.

(ii) Explain in your own words the most important reasons which led you to dropout from Extra-Mural continuation class: _____

Q.2 I would like to ask you some questions about the course (subject) you were taking in the Extra-Mural class.

(a) Name of the course (subject) _____

(b) Why did you choose it? _____

(c) Was the subject-content taught helpful or not helpful to you? _____

- 1. () Helpful
- 2. () Not helpful

Give reasons for your answer _____

Q.3 Were you involved in the time-tabling of the class schedules (time-table) in the classes which you attended?

- 1. () Yes
- 2. () No.

Q.4 Were you intending to sit for an examination when you were an enrolled student in the Extra-Mural Class? _____

1. Yes _____ 2. No. _____

If No, proceed to Question No.5

If Yes, name the Examination _____

Q.5 Were you given assignments to do from home by your tutors? _____

1. Yes _____ 2. No. _____

If No, proceed to Question No.6

If Yes, How often? (Tick what applied to you). _____

1. After every lesson
2. Approximately once a week
3. Approximately once a month
4. Approximately once a term
5. Specify if Nos. 1 to 4 did not apply: _____

Q.6 Could you cope with the assignment(s) given by your tutors? _____

1. Yes _____ 2. No. _____

Q.7 Were you a member of a library when you were a student in the Extra-Mural classes? _____

1. Yes _____ 2. No. _____

If No, proceed to Question No.8

If Yes, name the library: _____

Q.8 Did you have a place to study at home? _____

- 1. Yes
- 2. No.

State the specific conditions at home _____

Q.13 How long did you take to travel home after class? _____

(Give appropriate time) _____ Hours _____ Minutes

Q.9 Who paid for your course? _____

- 1. Self
- 2. Other member(s) of my family
- 3. Guardian
- 4. Employer
- 5. Other (Specify) _____

Q.10 How far did you have to travel to attend the _____

Q.15 Extra-Mural classes? _____

Q.16 What was _____ Kilometres (estimate single journey).

Q.11 Did you attend classes straight from your _____

Q.17 _____ level of schooling attained?

- 1. Yes
- 2. No.

Q.12 How did you travel to and from your classes? _____

Tick that applied to you.

- 1. Walk
- 2. Bicycle
- 3. Motor-cycle
- 4. Own motor-car
- 5. Bus or taxi (Matatu)

Q.19 Did you belong to any social organization(s) when _____

6. Lifts from friends in their motor-cars _____

you were a student in the Extra-Mural classes? _____

- 1. Yes
- 2. No.

7. Other means (specify) _____

If Yes, name the social organisation(s) to which

Q.13 How long did you take to travel home after class?

(Give appropriate time) _____ Hours _____ Minutes.

Q.14 Please give the following personal information.

Q.20 Tick all that applied to you. Extra-Mural

1. Male Female

2. Single Widowed or
divorced

Q.21 Other Separated

3. How many children do you have _____

4. How old are you? _____ Years.

Q.15 Your salary per monthK.Shs.

Q.16 What was your job when you were a student in the
Extra-Mural? _____

Q.17 Tick the highest level of schooling attended:

- | | |
|-------------------------------------|--|
| 1. <input type="checkbox"/> Primary | 4. <input type="checkbox"/> Form 6 |
| 2. <input type="checkbox"/> Form 2 | 5. <input type="checkbox"/> University |
| 3. <input type="checkbox"/> Form 4 | 6. Other (specify)
_____ |

Q.18 What were your professional qualifications when
you studied with the Extra-Mural programme? (e.g.
P1 teacher, C.P.A. II). _____

Q.19 Did you belong to any social organisation(s) when
you were a student in the Extra-Mural classes?

1. Yes 2. No.

If No, proceed to question No.20

If Yes, name the social organisation(s) to which you belonged and the offices you held if any:

We shall be very grateful if you could complete this questionnaire which is designed to study why students withdraw from Extra-Mural evening classes.

Q.20 Suggestions on how to improve Extra-Mural continuation classes:

You need NOT write your name on this questionnaire.

Put a tick (✓) against the appropriate section or sections that apply to you. If you need more space,

Q.21 Other remarks:

write at the back of this questionnaire. We may call on, specify other reasons of interest that you think are applicable to you.

Q.1 (i) Rank in order of importance what you consider to be the most important reasons for students withdrawing from Extra-Mural classes. Put marks 1,2,3,4, etc. to mark the importance provided.

Thank you.

- (a) _____ Pressure of work in place of employment.
- (b) _____ Personal domestic problems.
- (c) _____ Transfers to other place (want to work).
- (d) _____ Transport difficulties to the learning centre.
- (e) _____ Courses enrolled for too difficult.
- (f) _____ Course enrolled for irrelevant to the immediate needs and interests of the student.
- (g) _____ Too busy with other social activities.

(b) _____ APPENDIX F

(c) _____ QUESTIONNAIRE III

(d) _____

We shall be very grateful if you could complete this questionnaire which is designed to study why students withdraw from Extra-Mural evening classes.

You need NOT write your name on this questionnaire.

Put a tick (✓) against the appropriate reason or reasons that apply to you. If you need more space, write at the back of this questionnaire. You may add or specify other reason or reasons that you think are applicable to you.

Q.1 (i) Rank in order of importance what you consider to be the most important reasons why students withdraw from Extra-Mural Classes. Use numerals 1,2,3,4, etc. to RANK the statements provided.

(a) _____ Pressure of work in place of employment.

(b) _____ Personal domestic problems.

(c) _____ Transfers to other place (town) to work.

(d) _____ Transport difficulties to the learning centre.

(e) _____ Courses enrolled for too difficult.

(f) _____ Course enrolled for irrelevant to the immediate needs and interests of the student.

(g) _____ Too busy with other social activities.

(h) _____ Absenteeism by part-time tutors.

(i) _____ Boring methods of teaching.

(j) _____ Lack of qualified and committed part-time tutors.

(k) _____ Class schedules (time-table) unsuitable to students.

(l) _____ High fees charged.

(ii) Explain in your own words the most important reasons which lead students to dropout from Extra-Mural continuation classes:

Q.2 Suggestions on how to improve Extra-Mural continuation classes:

Q.3 Other Remarks:

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