

**INSTITUTIONAL FACTORS INFLUENCING FACILITATORS IN THE
IMPLEMENTATION OF ADULT EDUCATION PROGRAMMES IN
NYATIKE DISTRICT, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this research project to my wife Joyce Akinyi for inspiring me and my sons, George Bush Ocharo, Luis Ben Figo Ocharo and Gift Junior Ocharo, my sister Sophia Atieno and my daughter Daisy Atieno, for their patience and understanding throughout the study period.

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May God bless you all.

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LIST OF ABBREVIATION AND ACRONYMS

ABE	Adult Basic Education /Adult Education
ACE	Adult and Continuing Education
AEC	Adult Education Certificate
CBO	Community Based Organization
DACE	Department of Adult and Continuing Education
EFA	Education for All
FBO	Faith Based Organization
KIE	Kenya Institute of Education
KNALS	Kenya National Adult Literacy Survey Report
KESSP	Kenya Education Sector Support Programms
MOE	Ministry of Education
NFE	Non-Formal Education
NGO	Non- Governmental Organization
PLP	Post Literacy Programm
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to examine the institutional factors influencing facilitators in the implementation of adult education programmes in Nyatike District Migori County, Kenya. Six research questions were formulated which includes, instructional resources, professional and academic qualification of adult education facilitators, instructional strategies, use of the syllabus in the adult implementation, language used in facilitating learning and influence of supervision and monitoring. The study adopted a descriptive survey design to establish the institutional factors influencing facilitators in implementation of adult education programs .The study targeted all 13 adult education centre managers, all the 33 adult education facilitators where census survey was used and 225 adult learners who were sampled using systematic random sampling. Questionnaires were used as instruments of data collection likewise to focus group discussion guide and interview guide. Quantitative data were analyzed by use of descriptive statistics supported by frequency distribution, tables and percentages. Qualitative data were analyzed by use of content analysis through categorizing and indexing of responses. The questionnaires were tested to ascertain the appropriateness of items in obtaining information to minimize potential percentage of errors when carrying out the research to test validity .To determine reliability of instruments, a prior test was carried out for each questionnaire during piloting. The piloted questionnaire were scored manually and then subjected to computing using statically package for social service in order to prove its reliability. The co-efficient in the regression showed that instructional resource, academic and professional qualification, instructional strategies, use of the syllabus, language used and supervision and monitoring showed positive relationship in the influence of facilitator's implementation of adult education. Conclusion for the study indicated that adequacy of instructional resources influenced facilitators in the implementation of adult education, academic and professional qualification of facilitators and managers enhances implementation of adult education, syllabus coverage is superb and thus good performance, language used in implementation of adult education is a factor and monitoring and supervision should be regular and timely to enhance implementation. The stakeholders in education should therefore build more adult education centers which are equipped, enhance training and capacity building for facilitators and managers, ensure instructional strategies focuses the learners and ensure that supervision is regular and timely to ensure that the implementation is effective and qualitative in all the adult education centers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Provision of education is one of fundamental function of the state since the ‘dark ages.’ Then, the church was the state and knowledge was not recognized unless approved by Pope (Watchtower, 1999). The provision of education has been through formal education, informal and non-formal education. Adult education is a form of non-formal education (NFE) which provides basic education and opportunities for adults and out of school youths who either missed their chances in the formal education during their childhood or dropped out of school before obtaining functional literacy (MOE, 2007). Literacy education has been accepted as a right of every individual as recognized in the Universal Declaration of Human Rights (UNESCO, 2005). Literacy strengthens the capabilities of individuals, communities and families to access health, education, political, economic and cultural opportunities and services (UNESCO, 2005, Education for All (EFA) Global Monitoring Team Report). The same study further states that adult education goes beyond literacy and encompasses the entire spectrum of learning processes that lead to the development of abilities, knowledge, attitudes and entrepreneurship.

Most countries in the world, both developed and developing, have population which does not go through the formal school system successfully, thereby forming illiterate and semi illiterate adult (Oso and Onen, 2011). There exist variations world over in the implementation of Adult Education Programmes. North America for example, developed the use of electronic curriculum to enhance the implication of ABE curriculum as many learners could access the programme from the media (Organization of Economic Cooperation and Development, 2003). The Brazilian government which had a total of 18 million people in 1970 who were illiterate, eradicated illiteracy through putting in financial resources in provision of instructional resources like classrooms for use and contacting a volunteer teacher's body and publishing firm to produce learning materials. The Brazilian government commitment led to improvement of adult literacy rate by 26% in 1973 (Knowles, 1990).

The Soviet Union according to Bhola (1984) had a successful literacy campaign, which was rated at 87%. The success was attributed to efforts in provision of instructional materials (Hinzen, 2010). In sub-Saharan Africa, several innovative policies have had a positive impact on the implementation of Adult education programmes. For example, Namibia's National policy on adult learning (2003) and (2005) National Policy on Adult Education shows the government's commitment to eradication of poverty through literacy promotion in provision of

qualified teachers or instructors to adult education centers (Hinzen, 2010). The Botswana government through its social mobilization programme, successfully enable teachers, learners and other stakeholders to participate in national literacy programme thereby producing the content and time to be used in teaching the content (Legwailla, 1993).

Mckay (2007) links the successful literacy programmes in South Africa to the constitutional and legislative frame work giving emphasis on adult education as integral to South African growth and development. Through the programme, the state provides Instructors who are qualified, instructional resources, supervises the institutions and recommends the best actions for the betterment of the programme According to Ajibola (2008), adult curriculum implementation in Nigeria, had to be enhanced through government policy changes on instructional language where use of Nigerian languages in non-formal education was emphasized to accommodate the illiterate population. Many researchers who have studied financing of adult education and non-formal education do concludes that's lack of funding by the government affects effective implementation of adult education in that there will be inadequate provision of instructional resources , inadequate qualified facilitator leading to use of outdated instructional strategies , inadequate coverage of the syllabus and inadequate supervision of quality assurance supervisors. Kenya not exclusive (Ayiende, 2009).

In Kenya, some important policy documents have been key in influencing the implementation of Adult education in the country. For example, in 1966, the Board of Adult Education (BAD) the body mandated to coordinate adult education programmes was created by an act of parliament (cap 223 of 1966 of laws of Kenya, revised in 1967).

In 1979, the department of adult education was established. In 2006, the presidential directive on eradication of poverty, gave impetus in the research and making of policies to eradicate illiteracy. The rationale for the National adult and continuing policy framework (2010) as enshrined in Education for All (EFA) goals agreed upon at the World Education Forum (UNESCO, 2000) was ratified by the government. Poverty reduction strategy paper (2001-2003) and Economic recovery strategy for wealth and employment creation (2003-2007) recognized adult education as a very important strategy for poverty reduction and economic recovery.

The Kenya Education sector support programme (KESSP 2005-2010) is a government and donor initiative for funding programmes to fulfill the millennium development Goals and EFA goals. The Kenya vision 2030 is another one which will provide globally competitive quality education by the year 2030 where the overall goals in the medium term plan is to reduce illiteracy by improving access

to education and achieving 80% adult literacy rate (sector plans for Education and Training, 2008-2012). The Republic of Kenya ACE policy, (2010) gives impetus to quality adult education to help the grandaunts to meet their own needs and those of their societies. All these policy documents lays foundation for the improvement of Adult education both within and outside the adult institutions or centres.

Due to Adult education flexibility, it allows entry at any time, dropping out and even re-entry at any level (World Bank, 2007). The Adult education programme covers two areas, mainly the basic literacy and the post-literacy programmes. Basic literacy is to provide numeracy, reading, writing and communication skills, while Post-Literacy (PL) is a follow-up to the basic literacy that helps to create a reading culture and assists the learners to retains, improve and apply their basic knowledge and skills (Department of Adult Education, 2007). The provision of adult education in Kenya is through:- Non-governmental Organizations (NGOs), Community Based Organizations (CBOs), Faith Based Organizations (FBOs) Government Ministries and Departments, the civil society and private organizations. Networking and collaboration among these agencies, is vital to harmonize provision of adult education and prevent duplication (Department of Adult Education, 2006). A number of factors influence the provision of adult education programmes generally and depending on the District and Division.

Such factors include; availability of resources both human and physical, relevant curriculum, conducive learning atmosphere, relevant subject matter, well motivated and trained facilitators, institutional factors such as language of instructions (Ajibola, 2008) and others. All the factors comes from policy documents which have been made by the government and adult education providers or stakeholders to enhance quality and relevant curriculum for the benefit of the individual and the society at large.

In Nyatike District, where this study was carried out, statistical evidence from the District Adult education office 2013, indicates that there are 2251 adult learners distributed in the 13 centers within Mahuru, Karungu and Nyatike divisions in Nyatike District (January 2013 statistical returns) as compared to 2009 when there were only 1025 learners. Among the divisions enrollment, Karungu leads with 1065 learners, Nyatike follows with 795 and Mahuru 391. This number of 2251 is being served by 33 facilitators of which only seven facilitators are fully employed by the government and the rest are self sponsored and part time teachers. Karungu division still leads with a total of 14 facilitators, Nyatike 12 and Mahuru 7 respectively. Despite the less number of facilitators, many learners have been enrolled in the centers giving out a scenario that there must be factors influencing that big enrollment. This study looked at the institutional factors such as:- availability of instructional resources, effective instructional strategies, use of

desired syllabus, professional and academic qualifications of facilitators and the language use in the centers as well as supervision and monitoring as some of the factors influencing facilitators in the implementation of adult education programme in Nyatike District.

1.2 Statement of the problem

Learner's enrollment in Nyatike District increased by 1226 from 2007 to 2013 decreasing the illiteracy level in Nyatike to stand at 31% (Department of Adult Education, 2009). The increase has occurred despite the huge understaffing in the centers showing that there is quality education being provided by the available facilitators. This was manifested by the fact that during the march 4th, 2013 elections, four clerks who are grandaunts of the Adult Education were recruited by IEBC. There were all females who scored a mean grade of C- at KCSE a sign that quality education is provided as per the syllabus and government policies by the small number of facilitators in the centers. This study will therefore investigate the institutional factors, which influence the very few facilitators to implement successfully the Adult education programmes in Nyatike District, Kenya.

1.3 Purpose of the study

The purpose of this study was to investigate the institutional factors influencing the facilitators in the implementation of Adult education programmes in Nyatike District.

1.4 Objectives of the study

The objectives of the study were as follows:-

- i) To determine the extent to which instructional resources influence the facilitators in the implementation of adult education programmes in Nyatike District, Kenya.
- ii) To establish the extent to which qualifications of adult education facilitators influence them in effective implementation of Adult Education Programmes in Nyatike District.
- iii) To investigate how learners centered strategies used by Adult education facilitators influences them in the implementation of Adult education programmes in Nyatike District.
- iv) To establish the extent to which, facilitators use of syllabus influence them in the implementation of adult education programmes in Nyatike District.
- v) To determine the extent to which language used by the facilitators do influence them in the implementation of adult education programmes in Nyatike District.

- vi) To determine supervision strategies used by quality assurance supervisors influence facilitators in the implementation of Adult education in Nyatike District.

1.5 Research questions

The following questions guided this study;

- i) How does the availability of instructional resources influence the facilitators in the implementation of adult education programmes in Nyatike District?
- ii) To what extent does facilitations training and academic qualification, influence them in the implementation of Adult education programmes in Nyatike District?
- iii) In which ways do the instructional strategies used by facilitators influence them in the implementation of Adult education programmes in Nyatike District?
- iv) To what extent does the facilitators use of the Adult education syllabus influence them in the implementation of the adult education programmes in Nyatike District?
- v) In which ways does the language used influence the facilitators in the implementation of the Adult education programmes in Nyatike District?

vi) How does supervision and monitoring by supervisors influence facilitators in the implementation of Adult education programme in Nyatike District?

1.6 Significance of the study

The findings of this study may benefit the Kenya Institute of Education (KIE) to redesign the Adult education curriculum in order to make it more relevant, current for desired benefits. The findings of this study may benefit Ministry of Education and the Department of Adult Education as they may act as a pointer as far as effective implementation of Adult education is concerned. The study may be of benefit to other future researchers, as it will open more research gaps in the field of Adult education programmes.

1.7 Limitations of the study

Limitations refers to the constraints which the researcher has no control over (Ogula, 2005). This study was undertaken during the long rainy season along the lake region where Nyatike is located. Nyatike being an area hit by floods accessing some of the centers was a challenge as three centers were completely shut down thus getting their respondents was difficult there by limitation the scope of the study and extending the time limit than unstipulated as the researcher was adjusting to meet them by arranging the possible means like hiring a canoe to ferry him o such places thereby depleting his budget. The floods even

affected the respondents psychologically and thus the respondent attitudes towards answering the questionnaire were affected though the researcher assured of confidentiality and anonymity in their responses.

1.8 Delimitation of the study

The study was carried out in the 13 adult centers comprising of 13 centers managers and 33 facilitators. The respondents were the 13 managers, 33 instructional facilitators and 225 sampled adult learners.

1.9 Assumptions of the study

The following were the assumptions of the study: that

- i) The choice of instructional resources motivates facilitators in the implementation of Adult education programmes
- ii) Facilitator's mastery of content, professional expertise administrative support and academic qualification influence facilitators in the implementation of Adult education curriculum in Nyatike District.
- iii) The centers in Nyatike are making use of the desired syllabus and adult education policies by the government have been followed in the implementation.

1.10 Definition of significant terms

Adult education refers to teaching and education of adults and youths who did not benefit in formal schooling. It often happens in the adult literacy centers.

Adult literacy centers refer to designated places of adult learners where teaching and learning takes place.

Curriculum refers to all that is planned; selected, organized and presented to the learners to enable them acquire and develop the desired knowledge skills and attitudes.

Curriculum implementation refers to the process of putting in practice the designed curriculum and ensuring it is effective.

Facilitators refers to adult education teachers.

Functional literacy refers to literacy which can empower the learner to engage in all those activities in which literacy is required for effective function of his/her group and community.

Institutional factor refers to factors within the institutions, which enhances learning.

Literacy refers to knowing how to read and write

Part time facilitator refers to teachers who have an occupation outside adult literacy programmes and who use their free time to teach adults.

Self help facilitators refers to volunteer teachers who do not get pay from the adult department but participate in adult literacy programmes as teachers.

1.11 Organization of the rest of the study

The study was organized into five chapters:-

Chapter one laid the basis of the study, it contained: The background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, the limitations and delimitations of the study, assumptions of the study and definition of significant terms. Chapter two consisted, of introduction, literature review under the following sub-headings, an overview of adult education, instructional resources, instructional strategies, facilitators professional and academic qualifications, use of adult education syllabus and government policies, language used by the facilitators, supervision and monitoring, theoretical framework, summary of the literature review and research gaps and conceptual framework. Chapter three which is the research methodology section contained the research design, target population, sample and sampling techniques, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques. Chapter four included research analysis interpretation and discussion. Chapter five provides the summary of findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to the institutional factors influencing the facilitators in the implementation of Adult Education programmes in Nyatike District, Kenya. The importance of the literature review is to help a researcher to develop a thorough understanding and insight into previous works and trends that have been recorded pertaining to the research problem. The literature is presented under the following sub-headings:- an overview of adult education, instructional resources, instructional strategies, facilitator's professional and academic qualifications, use of adult education syllabus and government policies, language used by the facilitators in implementing adult education programmes, supervision and monitoring, theoretical framework, summary of the literature review and research gaps and the conceptual framework.

2.2 An overview of adult education in Kenya

Adult education according to UNESCO (2006) is an entire body of educational process whatever the content, level or method whether formal or informal as well as apprenticeship. Persons regarded as adults by their societies they belong, develop their abilities, enrich their knowledge, improve technical or professional qualifications or turn them in a new direction and bring out about changes. The

change in learners may be in attitudes or behavior in the two fold perspective of full personal development and participation in balanced in independent social economic and cultural development (Linderman, 2005).

Literacy is the ability to read and write simple statement on ones daily life. Adult education provides the opportunity to those who for various reasons could have dropped out of school before receiving education (UNESCO, 2005). It is mainly provided to equip illiterate adults and out of school youths with numeracy, reading, writing, Kiswahili, English and any other language their may be of interest to the learners (MOE and KIE, 2007). Adults will always relate what they learn to daily life. It is the adult that must take full responsibility to his/her issues. Adult education must encourage the development in each citizen by inculcating an enquiring mind, develop an ability to learn from what others do and reject or adopt the same to his own needs and it must lead to basic confidence in ones position as a free and equal member of society who values others and is equally valued by them for what he does and not what he obtains (Nyerere,1976).

Adult education brings benefits such as better livelihoods, improved health improved oral and written communication. Because of the numerous benefits adult education has, the Kenya government formed the Board of Adult education as the statutory body mandated to co-ordinate advices and regulates promotion of Adult education and enhances its effective implementation (Republic of Kenya

National ACE Policy 2007). A number of factors influences the implementation of Adult education of which there are institutional factors influencing facilitators in implementing Adult education programmes, Nyatike as a case study.

2.3 Instructional resources influence on facilitators in implementing adult education programmes

Without instructional resources, no quality learning can be said to be taking place. It is the resources that guides the facilitators on the subject matter, time allocation and the strategies to be employed. The resources are important because the centers use them to advance learning opportunities offered to adult learners. They include textbooks, tables, classrooms charts, counters and others. The resources help in the facilitation of learning (Moya, 2005). The adult education facilitator must be innovative enough to gauge the needs of the learners and their entry level which can be done through advance preparation of learning activities and the resources which are relevant to the needs of the learners. Ekundayo (2006) agrees that resources should be used in the most natural and logical manner to reinforce a particular learning activity and thereby motivating learners to learn. The resources enable learners to acquire concepts and skills, which enables them to relate to the world around (Gregory, 2002, KIE 2006). According to Kombo and Tromp (2006) resources enables the teacher to confidently relay knowledge without deviations and to the level of the learners and at the same time

the resources enhances learning as those taught through such resources tend to work on their own or in groups to conceptualize ideas longer. The study seeks to establish the extent to which instructional resources influences facilitators in the implementation of adult education.

2.4 Instructional strategy influence on facilitators implementation of adult education

Strategies are teaching or instructional methods or approaches that are used by facilitators in the relay of information to the learners. According to Mihall and Baletti (1999), the different instructional strategies includes; lecture method, role play, individual reading assignments, facilitated group discussions, brainstorming, case study, demonstration, guided discussion and a combination of the strategies. Te approached should take motivation and sustaining learner's interest into consideration so that learners can enjoy and participate actively in the lesson.

Relevant strategies make the entire process current and to the policies laid down by the Department of Adult Education and KIE which is the curriculum designer so that no department in Education is considered inferior (Republic of Kenya, 2010). The Kenya vision 2030 (2008): sector plan for Education and training 2008-2012 do emphasize on the modern strategies of teaching where the

facilitators work is to guide the learners and the learner does everything as the learners have innumerable skills to share. The modern strategies which are learner centered when presented through the syllabus stimulate the learner to create and learn by self thus giving the facilitator an opportunity to correct the learners in the process of learning thereby stimulating them to teach within the syllabus. The researcher therefore views that teaching strategy has influence on the facilitators on the implementation of adult education as it affect learning and thus the focus of the study.

2.5 Facilitators qualifications influence on implementation of adult education

Facilitators are vital for the transmission of quality education. Highly qualified facilitator can have a positive impact on implementation of Adult Education (Nsubuga, 2002). The quality of the teacher affects the quality of the programmes they offer which is also a reflection of the teacher education programmes they underwent. In Kenya the training of adult education facilitators is offered by the Directorate of Adult and Continuing Education (DACE). Facilitators are trained for two years, sit exams and later on issued with a foundation course certificate after passing (Republic of Kenya, ACE policy, 2010). The facilitators also can go for a diploma course and degree for two and four years respectively in the universities (MOE, 2010). Quality education can only be through qualified facilitators who initiate, develops, directs learning and evaluate the learner. The

facilitators must be kept relevant through seminars or workshops to update them on new strategies in education so that they remain relevant in the provision of education every day. This study therefore will find out how facilitators academic and professional qualification do influence them in implementing adult education programmes as the facilitators will feel confident and will be the masters of knowledge.

2.6 Adult education syllabus and government policies influence on facilitators implementation of adult education

The syllabus sets out what to be learnt, how it should be learnt and the time it should be learnt. If the syllabus is followed clearly, then the implementation of the adult education can be timely and qualitative. Adult education has a syllabus designed by the KIE to be followed at every level of adult education. According to department of Adult education (DAE, 2007) the syllabus sets the subjects to be taught in three phases lasting 4 to 6 months. At the end of one year, the learners sit for proficiency test done locally by the teachers and certification awarded to the learners. The learners thereafter can enroll for post-literacy the next level in adult education to gain skills on agriculture and health or engage in income generating activities. Others opt to register as private candidates for national exams and still get guidance on how to pass the exams (DAE, 2007). At every level in adult education, the syllabus has spelt out what to be learnt thereby

enabling the facilitators to confidently prepare the learning/teaching activities to the level of the learners and thus stimulating them to implement adult education and moreover the facilitators follow the laid down policies by the government in ensuring that Adult education is not an inferior education. For example, the award of certificate after the exams have been done locally and that certificate is recognized nationally. This study will therefore find out if the syllabus coverage is adequately done by the facilitators in the implementation of adult education programmes in Nyatike district.

2.7 Language used by the facilitators in implementing adult education

In any institution of learning there must be a language of instruction, which is adhered to by everybody. The adult department has a language policy for all in the adult centres. The language policy in adult literacy in Kenya is to teach initial literacy in the mother tongue or the language of everyday communication within the catchment area. At post- literacy stage Kiswahili is the medium of instruction with English taught as a subject. Many adult learners wish to learn English and Kiswahili for social mobility. The Kenya Institute of Education has produced literacy materials on reading, writing and numeracy with consideration of the language level of the Adults thereby giving the facilitator's easy time in facilitating learning to the benefit of the learners (Ministry of Education, 2012).

The study therefore seeks to find out how the language used by the facilitators influence the implementation of adult education programmes in Nyatike district.

2.8 Supervisions influence on facilitators in the implementation of adult education

The role of inspectorate in the education sector as the professional body of DACE charged with the improvement of educational standards cannot be ignored by any research. Oghuvbu (2011) states that supervision stimulates and improves teachers overall performance and effectiveness in the implementation of the school's curriculum. The supervisors offer supervisory skills and techniques which call for provision of leadership, expert knowledge and guidance to teachers to enhance the improvement of quality teaching. Supervisors are expected to improve the quality and standards of teaching using available resources. The supervision should be frequent to schools to check on physical facilities, administration and actual implementation of the curriculum. It is therefore important for the study to be carried out in order to find out how supervision and monitoring influenced facilitators in the implementation of Adult education.

2.9 Summary of literature review

In review of the literature, most countries adult education are to equip learners with skills for development both self and community. The review shows that

instructional resources do influence facilitators in implementing adult education, however these resources are bought and some got from the locality thereby showing that some centers have inadequacy of resources leading to weaknesses in the implementation of Adult education. The review shows that teaching strategies is important for successful implementation of the programme. This is hampered by inadequate training for the facilitators as majority lack teaching skills. It is clear from the review that there is lack of literature on adult education and factors influencing its implementation. This hampers detailed review of the literature and thus a lot need to be done. However, according to Mokah (2005) in his study of factors affecting enrolment rates among adults in Kenya and Nyambura Priscah in her study factors influencing enrolment rate in Kamkunji division Nairobi province, the two studies only dwelt on enrolment and never touched institutional factors which could have affect the same and hence a knowledge gap.

Even more so, adult education has never been given priority in terms of allocation of resources by government and other stakeholders such as NGO's. For the country to attain millennium development goals and vision 2030, the sector should be given more consideration. The review shows no study on institutional factors influencing facilitators in the implementation of adult education, hence a knowledge gap. The proposed study will seek to fill the gaps by finding out the

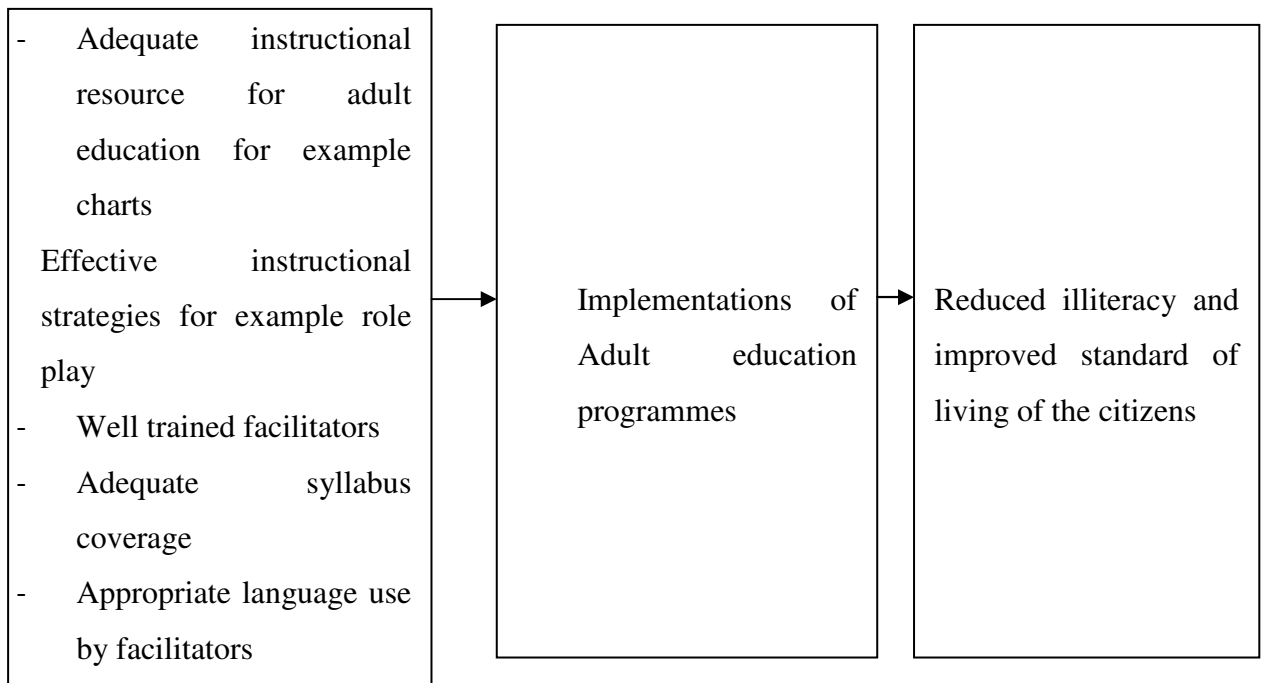
institutional factors influencing facilitators in the implementation of Adult education in Nyatike, District, Kenya.

2.10 Theoretical framework

The theoretical basis for this study is derived from the system theory organization, which emerged as part of an intellectual ferment following world war II although its roots are much older. Its founder, Ludwing Von Bertalanffy, was concerned about the growing compartmentalization of knowledge and argued that certain general ideas could have relevance across broad spectrum of disciplines: that despite obvious differences among the many kinds of organizations they still share very general characteristics and it is important to discover what they are (Hong et al, 2004). The system theory cuts across all the four paradigms of management thought, for every organization that produces output is a system of some sort (Kartz and Kahn, 1966). An organization, including a school regardless of its size and purpose and the management perspective adopted notwithstanding is basically concerned with relationship, structure and interdependence rather than just constant attributes (Katz and Khan, 1966). This study will be modeled on the postulates of system theory because schools like other organizations are always in constant exchange with the larger society.

2.11. The Conceptual framework

Figure 2.1 The conceptual framework on institutional factors influencing facilitators in the implementation of adult education programmes



Adopted from Daniel L. Stafflebeam, the CIPP model in G.D Borich and R.P.Jamelka, (1982) programmes and systems; an evaluation perspective Orland, Fa, Academic press.

Willis and David (2011), defined conceptual framework as a model of how one makes logical sense of the relationships among the several factors that have been identified as important to the problem. The dependent variable (the implementation of ABE programme) was the process in this study where as the input comprised of independent variables, which were; instructional resources,

teaching strategies, facilitators professional and academic qualification syllabus coverage and language use all had an influence on the dependent variable. The output is the reduced illiteracy level and improved standard of living of the citizens. The instructional resources should be relevant and available to enable facilitators to impart knowledge and skills appropriately. Learners should have adequate time to interact with all materials so that they grasp difficult concepts not internalize during class time. The instructional strategies should be learner centered and should be ones recommended by the syllabus. The language used should be motivational for successful implementation of adult education.

In conclusion, the findings of the study shows that the interplay of the factors shown in figure 2.1 Influences facilitators in the implementation of Adult education programmes in Nyatike District, Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design, target population, a sample size and sampling procedure, research instruments, instrument validity and reliability, data collection procedures and data analysis techniques.

3.2 Research design

According to Kombo and Tromp (2009) research design is an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. The study will adopt the descriptive survey design. According to Orodho (2006) descriptive survey design involves collection of data to answer questions concerning the current status of the subject. The study considers this design suitable because it is based on investigating the current situation in regards to implementation of adult education curriculum in the institutions.

3.3 Target population

Population is a set of people that the researcher will focus on and to which results obtained will be generalized (Orodho, 2006). The target population will consist of all 13 centers comprising of 13 center manager, 33 facilitators and 2251 adult

learners (DACE monthly returns, Nyatike District 2013). The 13 center managers and 33 facilitators were all targeted because the population was small and manageable and they are the core to the implementation of adult programme. For the adult learners their population is big and had to be sampled so as to remain with a manageable population for the study at 225.

3.4 Sample size and sampling procedures

Sampling is the act, process or technique of selecting a suitable smaller size of population of a representative part of a population for the purpose of determining parameters or characteristics of the whole population (Kombo and Tromp, 2006).

The sample will consist of 13 center managers, 33 facilitators selected through census survey since their population is small and manageable. For the adult learners a target population of 225 will be studied selected through systematic sampling where every 10th adult learners from a randomized list of the population was selected systematically. Systematic sampling was chosen because it is easy and cheaper to implement. For the focus group discussion, adult learners will be sampled using simple random sampling. The focus groups include 10 participants selected from the sample size of each center.

3.5 Research instruments

In this research, data was collected by use of questionnaires, focus group discussion guide and interview guide for adult center managers.

Questionnaire: the questionnaires were designed to collect data from the facilitators. The questionnaire were divided into three sections, A, B and C. Questionnaires was suitable since the study is concerned with variables that could not be directly be observed such as views, opinions, perceptions and feeling of respondent- information best collected through questionnaire (Touliatos and Compton, 2008) the target population was also largely literate and are unlikely to have difficulties responding to questionnaire items. The questionnaires are useful because they can be filled in the absence of the researcher hence limit biases resulting from personal characteristic of the researcher. Interview guide: it was developed for the center manager as a follow up instrument to gather more data to complement data from the questionnaire.

According to Orodho (2005), the interview provides an opportunity to the interviewer to question thoroughly certain areas of inquiry. The interview permits greater depth response not possible through other means. The guide covered all the research questions. Focus group discussion guide: the study used the focus group discussion especially to collect data from the adult learners selected from the sample. Focus group guide was suitable since it enable adult learners who

could not comprehend the questionnaires and give relevant information for the research study.

3.6 Instrument validity

Validity is the extent to which researcher result can be accurately interpreted and generalized to other populations. It is the extent to which research instrument measure what they are intended to measure (Oso and Onen, 2008). To establish validity, the instrument was given to two experts to evaluate the relevance of each items in the instrument to the objectives. Necessary amendments were affected and finally there were to be adoption of the instrument for final study.

3.7 Reliability of instruments

Reliability refers to the degree to which test scores are free from measurement errors (Best and Khan, 2003). This is the consistency in giving almost same results every time an instrument is used to collect data. This study used Test re-test technique to asses the reliability of the questionnaire. This involve administrating the same instrument twice to the group. There was one week time lapse between the first test and the second one. The Reponses were analysed by comparing answers given during the first and second administration. Pearsons moment correlation coefficient (r) was employed to compute the correlation co-

efficient between the sets of data. The facilitators responses yielded 0.8137 (0.8) or 0.8181 (0.8) respectively.

The instrument reliability coefficient were 0.8 so it was considered to be reliable since an instrument is considered reliable if it is next to the recommended 0.7 and 0.8 reliability coefficient (Howel, 2005). It was established that the consistency was high. The coding and sorting of the questionnaires was done and systematically analyzed using the statistical programme for social sciences (SPSS) software.

The formula used was;

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

$\sum x$ = the sum of the scores in x distribution

$\sum y$ = the sum of the scores in y distribution

$\sum x^2$ = the sum of squared scores in x distribution

$\sum y^2$ = the sum of squared scores in y distribution

$\sum xy$ = the sum of the product of paired x and y scores

n = the number of paired x and y scores

3.8 Data collection procedures

A permit that authorizes data collection was applied for and obtained from the National council for Science and Technology using a letter obtained from the university of Nairobi Department of Educational Planning and Administration. The permit was then used to seek permission from the department of adult and continuing education to carry out research in adult education centers in Nyatike District.

The researcher visited the centers to book an appointment with the center administrators on the dates to administer questionnaires and conduct focus group discussion. On the material day the researcher grouped respondents differently, and explained to them in details the aim of the research and assured them of confidentiality of their responses. The respondents who were to participate in focus group discussions were also grouped separately and the researcher took them through the focus group discussions. The researcher also conducted interviews with the center managers and had an interview guide with them. The researcher then collected the data for analysis.

3.9 Data analysis procedures

Data was edited to identify and eliminate errors made by respondents. Coding was done to translate questionnaire responses into specific categories. Data was

analyzed both qualitatively and quantitatively. Quantitative data was analyzed by use of descriptive statistics such as frequency distribution and percentages with the aid of computer software. Qualitative data was analyzed by the use of content analysis which involved categorizing and indexing of responses and other field notes into common themes as per the objectives of the study. The coded items were analyzed with the aid of statistical package for social sciences (SPSS 17.0) software to enable us put results in tables, pie charts and figure formats.

CHAPTER FOUR

DATA ANALYSIS INTERPRETATION AND DISCUSSION

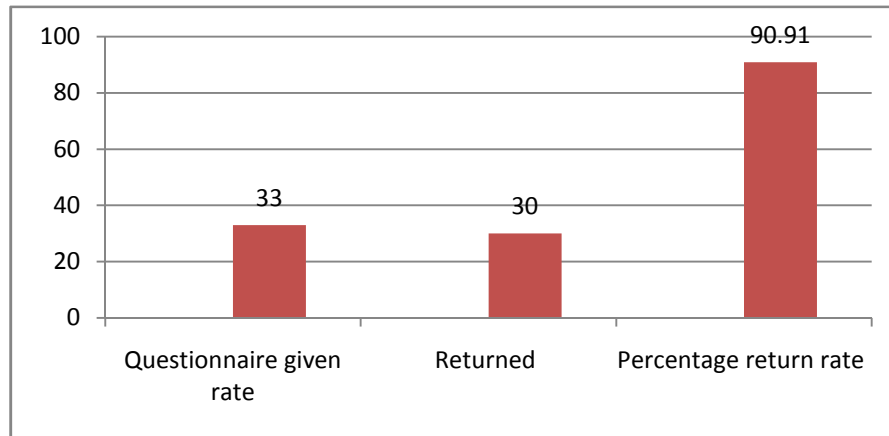
4.1 Introduction

This chapter presents a systematic analysis interpretation and presentation of the collected data using questionnaires focus group discussion and interview schedule. The findings of the research study were presented in figures, pie charts and tables to give relevant meaning to the findings. The chapter started with analysis of the questionnaire return rate and then presented the analysis of the demographic information of the respondents, which included the age and gender, teaching experience, academic and professional qualifications. This section covers themes where items addressing the same research question were grouped and discussed together and conclusions drawn.

4.2 Questionnaire return rate

Questionnaire return rate is the proportion of the sample that participated in the study as intended in all research procedures. The questionnaires were administered to the adult education facilitators out of a total of 33 questionnaires, 30 questionnaires were returned when fully filled and the questionnaire return is presented in figure 4.1.

Figure 4.1 Questionnaire return rate



According to figure 4.1 the return rate percentage is 90.91 which was considered good and acceptable return rate for accurate results.

4.3 Demographic data of the respondents

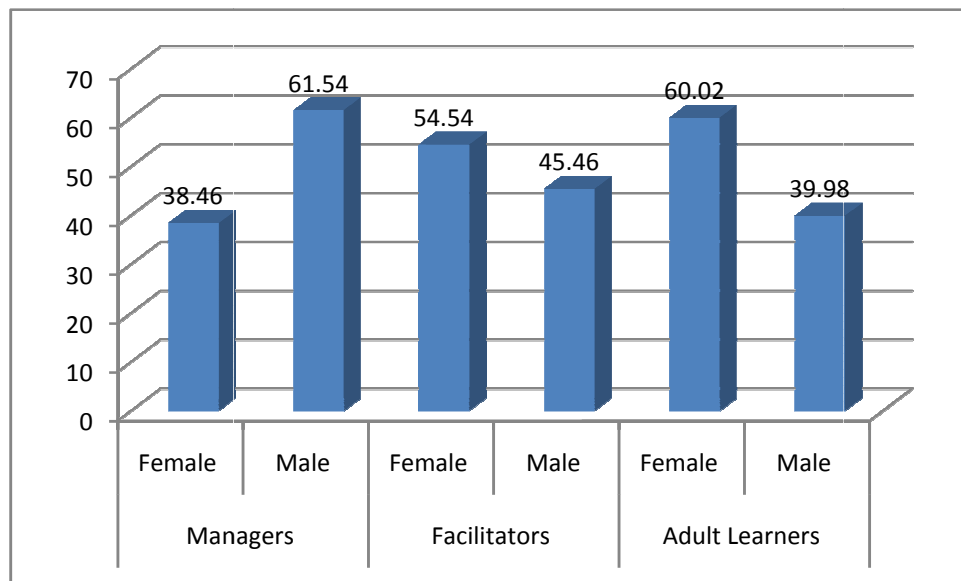
This section presents the analysis of the demographic information of respondents as revealed from the data collected from center managers, the facilitators and the adult basic education learners in Nyatike District. This data of the respondents was important in indentifying the characteristics of the respondents. This included the respondents' gender age, teaching experience and highest academic qualifications.

4.3.1 Gender of respondents

The study sought to establish the gender of the respondents to help the researcher to realize the gender parity of the centre managers and adult education facilitators

and the extent to which males or female learners enroll in adult education programme .The findings are presented in figure 4.2.

Figure 4.2 Gender of respondents



The findings in figure 4.2 indicated that the male centre managers were 61.54 percent while females were 38.46 Percent .The male facilitators were 45.46 percent while the female were 54.54 percent. The findings further revealed that the male adult learners were 39.98 percent and females were 60.02 percent. The study has revealed that the females working as facilitators have out numbers the males despite the centre’s having more male managers. It further reveals that females have embraced adult education than males an indication supporting the study finding of 2008 of the state of adult literacy in Kenya by the Kenya National Bureau of Statistic .The study revealed that most of the female adults

were more aware of the programme than the male adult a fact that concurs with (Kenya National Bureau of Statistics , 2010) findings.

4.3.2 Age of respondents

In the course of the study, the researcher found the age bracket of the respondents. This was meant to find out whether the age of the respondents had an influence on the implementation of adult education curriculum .The findings are presented in table 4.1

Table 4.1 Ages of respondents

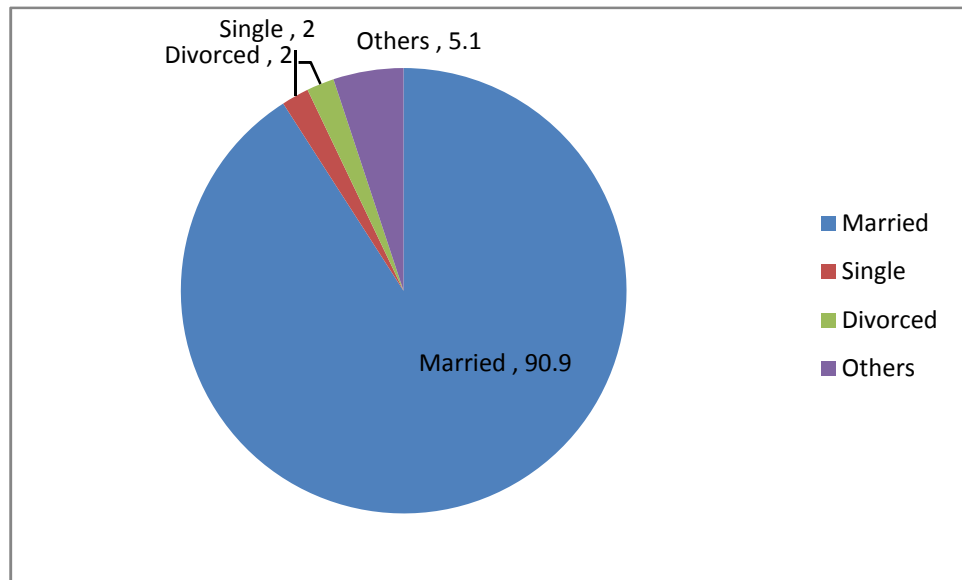
Age	Manager		Facilitators		Learners	
	Figure	%	Figure	%	Figure	%
15-20	-	-	-		390	17.33
21-25	-	-	4	12.12	840	37.32
26-30	3	23.08	7	21.21	660	29.32
31-35	4	30.78	8	24.24	210	9.33
36-40	3	23.08	7	21.21	115	5.11
41-45	1	7.92	3	9.09	31	1.33
Over 45	2	15.38	4	12.12	06	0.27
Total	13	100	33	100	2251	100

The findings in the table revealed that the managers and the facilitators were mature people who could be trusted by the adult basic learners to offer relevant curriculum and thus quality curriculum programmes.

4.3.3 Marital status of the respondents

The researcher asked the respondents to show their marital status especially the facilitators. This came out clearly during the research such that the researcher also came to know that all the center managers were married. For the facilitators the information is contained in figure 4.3

Figure 4.3 Respondents marital status



The findings showed that 90.9% of the facilitators were married while 5.1% were workers in the Hotel and fish industry along the lake region and were all women. There was a 4% shared equally among the divorced and single facilitators. Probably marriage is a stabilizing factor causing continuity either because of income or support from the partners.

4.4 Institutional factors influencing the facilitators in the implementation of adult education programmes

The purpose of this study was to investigate and analyze the factors that influence the implementation of adult education curriculum in Nyatike District. The specific objective of the study were to:

Determine the extent to which instructional resources influence the facilitators in the implementation of adult education programmes, influence of qualification in adult facilitators in their implementation of adult programmes, instructional strategies influence on adult education facilitators in the implementation of adult education programmes, the use of syllabus of adult education influence on facilitators implementation of adult programmes and appropriateness of the language used by facilitators in the implementation of adult education programmes and lastly the influence of supervision on facilitators implementation of adult education programme.

The findings on these factors are reported and discussed in the section that follows.

4.4.1 Instructional resources influence in the implementation of Adult education programmes

One of the objectives of the study was to determine the extent to which instructional resources influence the facilitators in the implementation of adult education curriculum.

Under this factor, findings showed that 86% of the respondents received instructional resources in their centre's from the department of adult education and other sources such as CBOs, NGO's and FBO's . However these resources were neither adequate nor current in some instances and editions. These resources included asset of curriculum syllabi, teachers guides, flip charts, text books, chalk and backboard dusters. 12% of the facilitators indicated not having received any resources in their centre's but borrow instructional resources from other centers. When asked if they received instructional resources regularly and on time, 80% indicated receiving them on time but 18% received them late. Instructional resources are therefore not a hindrance to the implementation of adult education programmes in the district and therefore the facilitators are strongly influenced by the instructional resources in their implementation of adult programmes. When asked whether instructional resources used in the centre's are adequate and

relevant , 87% responded in the affirmative while 11% indicated using both archaic and outdated material because of being tired of borrowing from other centre's. This therefore shows that there is adequate instructional material which made planning and lesson preparation easy and thus proper curriculum implementation.

On the criterion used in selecting learning materials table 4.2 below has the summary of the findings

Table 4.2 Criterion used in selection of instructional resources

Selection criterion of instructional resources	Frequency	Percentage
Lesson objective	9	18
Class size	1	2
Learners ability	4	8
A combination of factors	35	70
Other	1	2
Total	50	100

On the criteria used for the selection of instructional resources, 70% of the respondent's stated that a combination of parameters of learners' ability, lesson objectives, nature of content and time available was used, 18% of the respondents used learner's ability as the only criteria, 8% used lesson objectives, while 2%

used class size and other factors also received 2%. From this information, the researcher deduced that facilitator's ability to select learning material based on prevailing circumstances is superb and therefore adult education implementation is qualitatively done. This shows that the availability of the instructional resources are as a result of careful selection of the resources by the facilitators and therefore the instructional resources are of benefit to the learners and the facilitators in the preparation, teaching/learning in class. All the instructional resources in the centers are not obsolete.

On the question of who provides the instructional resources .The response are tabulated in table 4.3 below.

Table 4.3 providers of instructional resources

Providers of instructional resources	Frequency	Percent
Ministry of education	40	80
CBOs / NGO's/ FBO's	7	14
Others e.g. scholars , firms etc	3	6
Total	50	100

The data revealed that most of the instructional resources are provided by the adult education department at 80% while 20% are provided by CBO's NGO's FBO's and others. On the time of the day when classes are offered. The researcher sought to know from facilitators the time of the day they attended classes to

enable the researcher to know whether the interests of the learners were catered for in order to allow them to learn at their own convenient time since some of them have responsibilities to play at home as parents. The responses are tabulated in table 4.4.

Table 4.4 .time of the day when classes were offered

Response	Frequency	Percentage
Morning	30	13.33%
Afternoon	115	51.11%
Morning and afternoon	30	13.33%
Evening	50	22.22%
Total	225	100

Data in table 4.4 indicates 13.33% of the learners were taught in the morning, evening 22.22% in the afternoon 51.11. This revealed that the adult education centre's catered for the needs of adult learners putting in mind the principle and policy that adult learn at their own pace .It was evident that most of the adult learners were able to attend classes after attending to their daily chores thus allowing the facilitator time to prepare adequately the instructional resources for use in the learning /teaching activity and with the carefully selected instructional strategy that is learners centered. On adequacy of instructional resources. The responses are presented in table 4.5

Table 4.5 Adequacy of instructional resources

	Very adequate		Adequate		Inadequate		Not available		Total	
	N	%	N	%	N	%	N	%	N	%
Centre Managers										
Exercise books			10	76.92		23.07			13	100
Teaching AIDS			7	53.85	3	38.46			13	100
Text books			5	38.46	5	46.15			13	100
Writing materials			4	30.77	6				13	100
syllabi			10	76.92					13	100
Facilitators										
Exercise books			10	30.30	11	33.33	12	36.36	33	100
Teaching AIDS	12	36.36	11	33.33	10	30.30			33	100
Text books			5	15.15	18	54.54	10	30.30	33	100
Writing materials			5	15.15	18	54.54	10	30.30	33	100
syllabi	10	30.30							33	100
Learners										
Exercise books	225	100							225	100
Teaching AIDS			225	100					225	100
Text books			225	100					225	100
Writing materials							225	100	225	100
syllabi									225	100

According to the findings presented in table 4.5, 76.92 percent of the centre managers indicated that there were adequate exercise books while the three centre managers whose centres were closed due to flood could not be traced by the researcher and therefore their response could not be included in the research. However, this shows that the centres have adequate supply of exercise books which was mainly provided for by the NGO's CBO's and FBO's in the district. On other instructional resources like text books, teaching Aids and the syllabi, the centre managers are indicating that they are adequate an indication that the implementation of the adult programmes is adequate in the district.

Learners involved in the focus group discussion revealed that the centre's had adequate instructional resources. They noted that textbooks and other learning material were adequate meaning that the providers of the instructional resources have done commendable work. The learners also indicates that at certain times, but very minimal, they are called upon to buy exercise books and a few supplementary textbooks. The facilitators also indicated that there is adequate supply of instructional resources as indicated in the table .They also indicated that there are times that they can borrow from neighboring centres depending on class size and the ability of the learner's. To a lesser extent, they indicated they could buy their own instructional materials like chalk, and textbooks to supplement what is there at the centres.

Adequacy of the instructional resources was an indication that they learners are taught adequately. Teaching Aids assist learners to get clear images of the content being taught and their adequacy indicated that curriculum content was being delivered properly to learners. The findings of this study concur with Mulira (1978) who noted that adult education centres should be provided with instructional resources. This is because they make teaching easier and learning more interesting and consequently attract more learners. The findings also concurs with Ngigi (2002), Ondiko (2002) and Ekundayo (2000) who concluded that when resources are available and used in the most natural and logical manner, they reinforce learning, UNESCO (2007) EFA news. A newsletter of UNESCO Nairobi office and the government of Kenya concurs that instructional resources should be adequately provided to the centres and in time so that learning is not derailed because of inadequacy.

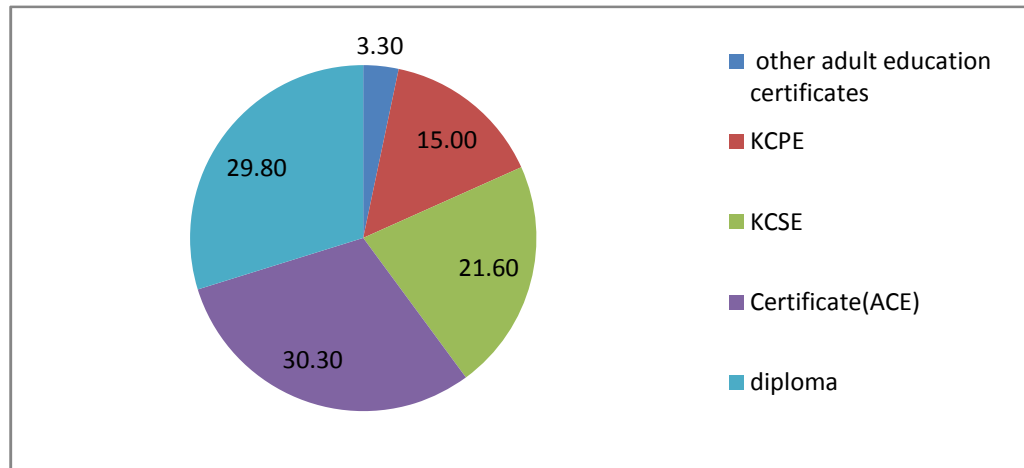
4.5 Academic and professional qualification of facilitators influence on implementation of adult education programmes in Nyatike District

This section analyzed how academic and professional qualifications of the facilitators influence the implementation of adult education programme in Nyatike District.

4.5.1 Academic qualification of facilitators

The study sought to establish the influence of professional and academic qualifications on the implementation of Adult education programmes .The researcher had asked the facilitators to indicate their highest academic qualification and in the course of the research, the centre managers academic and professional qualification were realized. This was carried out in order to reveal whether they were qualified to facilitate and manage learning in the centers. The findings are presented in figure 4.4 and 4.5.

Figure 4.4. Facilitators' academic qualifications



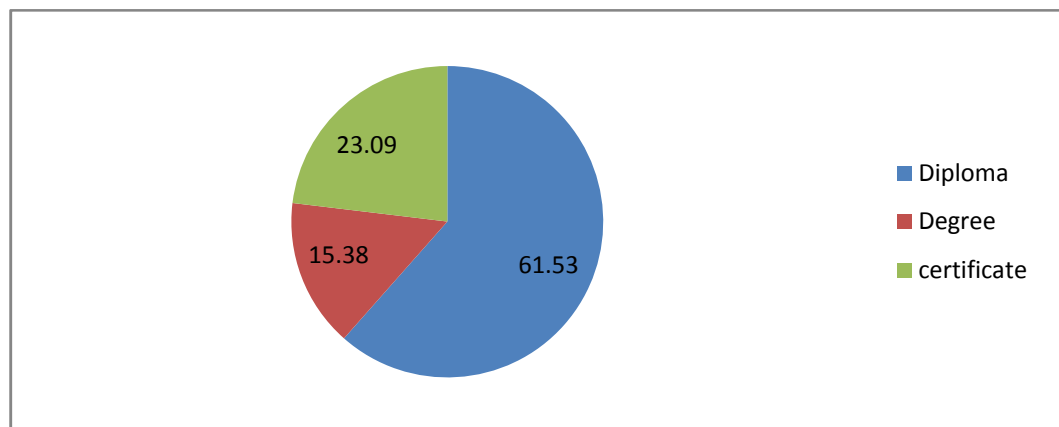
The findings in figure 4.4 reveals that 3.3% of the adult teachers in Nyatike were given certificates to teach after attending some courses organized by the adult education department as a motivation to them. 29.8% of the facilitators were found to be Diploma holders, 30.3% were trained certificate facilitators, 21.6% were K.C.S.E holders or form four certificate holders but lack training on facilitation of adult education. There was nil return for degree holder. There were also K.C.P.E holders standing at 15% but had no training in the facilitation of adult education programs. This is against Walden in his findings of (1973) that trained facilitators work effectively and efficiently. The findings indicated that majority of facilitators are Diploma holders and trained certificate holders meaning that they have knowledge to give quality education. Highly qualified facilitators have apposite impact on literacy and implementation of Adult education curriculum (Nsubuga, 2009) and also quality of teachers affect the

quality of the programme they offers, a reflection of the teacher education programmes they undergo. The findings also revealed that there was a likelihood of facilitators who had not attended training in Adult education to promote ineffective implementation of adult education in Nyatike District. The researcher therefore concluded that facilitators of adult education should all undergo professional training in order to be competent enough to manage adult education.

4.5.2 Centre mangers professional qualification and experience

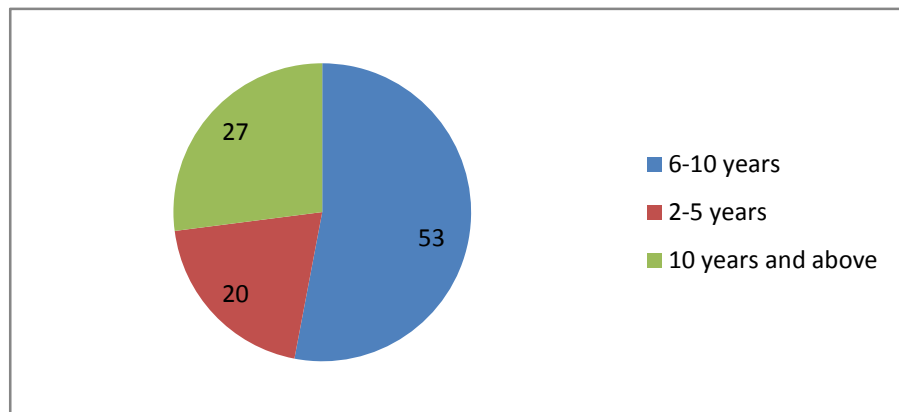
In the course of the research, the researcher realized the academic and professional qualification of the centre managers. This was carried out in order to review whether they were qualified enough to manage the adult centres and ensure proper curriculum implementation of adult programmms.

Figure 4.5 Adult education centre managers qualification



The findings in figure 4.5 reveals that the majority of the centre managers had academic and professional qualifications good enough to enable them to handle adult learners and to manage the centre professionally thereby an assurance of proper curriculum implementation leading to quality education.

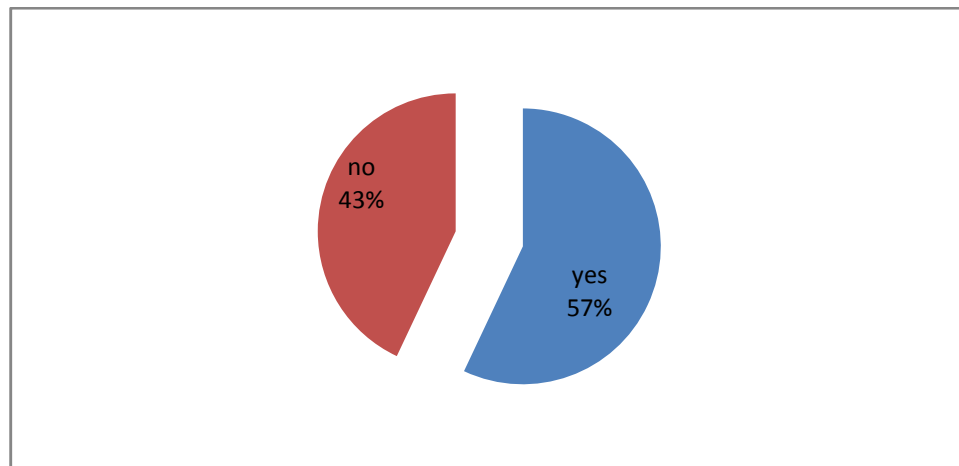
Figure 4.6 :Professional experience of adult centre managers



The study findings presented in figure 4.6 indicated that 53 % of the centre managers had an experience of 6-10 years in the management of adult education centers, 20% had 2-5 years in the management of adult centers and 27% had an experience 10 years and above. The findings are an indication that the experience of the 3 centre managers' whose centers were closed due to floods could be realized from the 10 managers who were talked to by the researcher. The centre managers had enough experience that could be said to be enough to ensure effective implementation of adult education in Nyatike

On attendance of in-service training by managers as a pre-requisite to improvement of performance in adult education centers leading to quality education output the following were the response.

Figure 4.7 Attendance of in-service by managers



57% of the managers did indicate going for in-service training frequently while 43% indicated not frequently depending on how you relate with office taking people for such in-service training. The in-service training keeps teachers abreast with the current innovations (Shiundu and Omulando, 1992).

From the focus group discussions, the researcher realized certain findings as indicated:-

- i) That some learner had dropped out because they could not cope up with the speed the facilitators were teaching at.
- ii) Facilitators teachings too many concepts at the same time within a short time hence learners get confused. This was mainly on untrained facilitators.

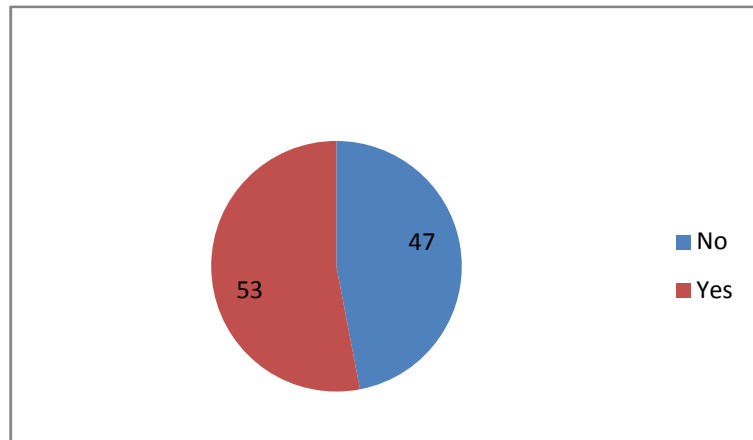
- iii) Facilitators too young to be their teachers as some are equivalent to their brothers and sisters or even their sons and daughters.
- iv) The facilitators did not teach what adult learners wanted to learn , they were not caring of the learners interest
- v) Further, the researcher found out that some of the facilitators were seen as incompetent by the learners because they failed to understand different abilities of the adult learners because of lack of professional training.

All these contributed to some learner's missing classes and thus drop out which had an effect on effective implementation of adult education programmes in Nyatike. The remedy for this is to ensure that all facilitators especially the untrained ones are taken for in-service training to enable them handle learning professionally.

4.5.3 Attendance of in-service training by facilitators

The research sought to determine whether facilitators attended in- service training to necessitate effective implementation of adult education programmes. The findings are presented in the subsequent sections.

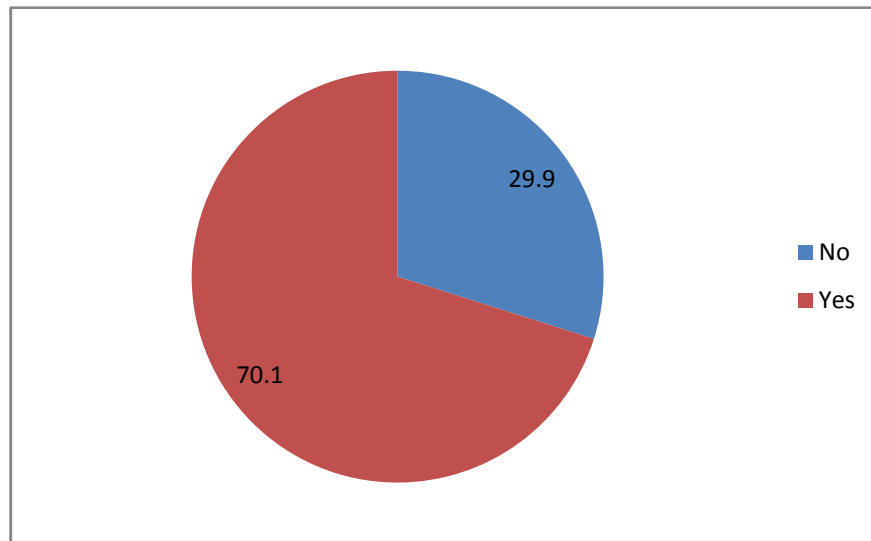
Figure 4.8 Attendance of in-service training by facilitators



The study showed that 53% had attended in-service and 47% had not attended in-service frequently. This is because, according to facilitators there is a lot of corruption in attending such in-service trainings. The results showed that in-service training is wanting at the learning centers to enable effective implementation of adult education programmes. The findings contradicts the fact that in Kenya facilitators are trained for two years where they undergo an in-service course (Republic of Kenya Education Act policy, 2010).

4.5.4 In-service training of adult education facilitators and effective implementation of adult education.

Figure 4.9 Whether training adequately prepared facilitators for implementation.



The study sought to establish whether the in-service training helped the facilitators in the implementation of adult education programmes. The findings in figure 4.7 indicated that majority 70.1% agreed that training had prepared them adequately for effective implementation of adult education programmes. Training help teachers in that they get new skills that helps them in their day to day teaching. This agreed with the fact that lack of training affects implementation of adult education in several countries negatively as the governments allocate meager funds to the sector (UNESCO, 2006). There should be capacity building

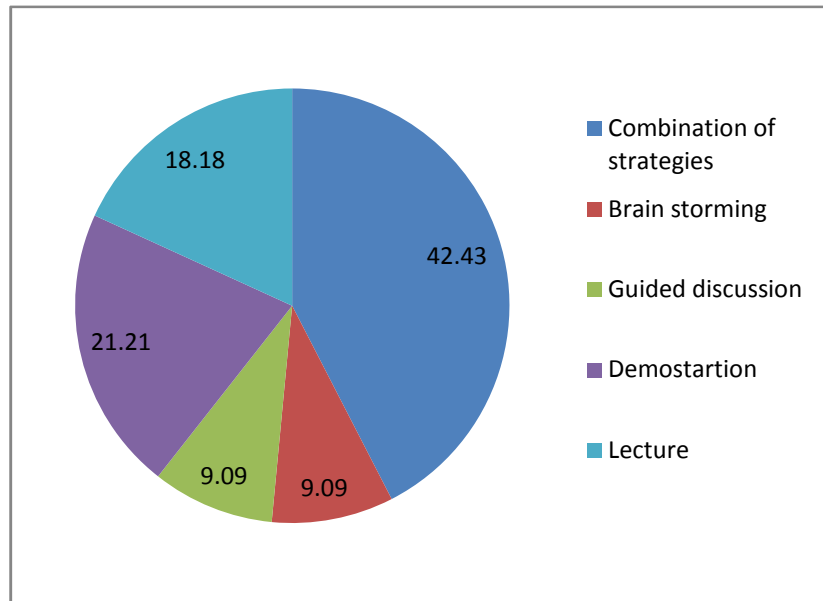
to all facilitators frequently and therefore there should be money for the same or an elaborate programme that is well designed for the same.

4.6 Influence of instructional strategies on facilitators implementation of adult education in Nyatike District

This section was intended to find out how instructional strategies used by facilitators influence effective implementation of adult education.

The study sought to know from facilitators the instructional strategies they employ in the course of teaching as they adopt varied approaches because the adult learner needs to acquire new knowledge, practical knowledge of processes, factual knowledge (data) and theoretical knowledge (concepts). The strategies must ensure that the learners are more active in the learning process for the learning to be more effective (Alan, 1996). According to Mihall and Belletti, (1999) the different instructional strategies are; lecture method, role play, individual reading assignment, facilitated group discussions, brainstorming, case study, demonstration, guided discussion and a combination of the strategies. These approaches should take motivation and sustaining learners interest into consideration so that learners can enjoy and participate actively in the lesson (Prosser and Clarke, 1972). The facilitators were asked to indicate the teaching methods they mostly used in the adult classes. Figure 4.10 below contains respondents choices.

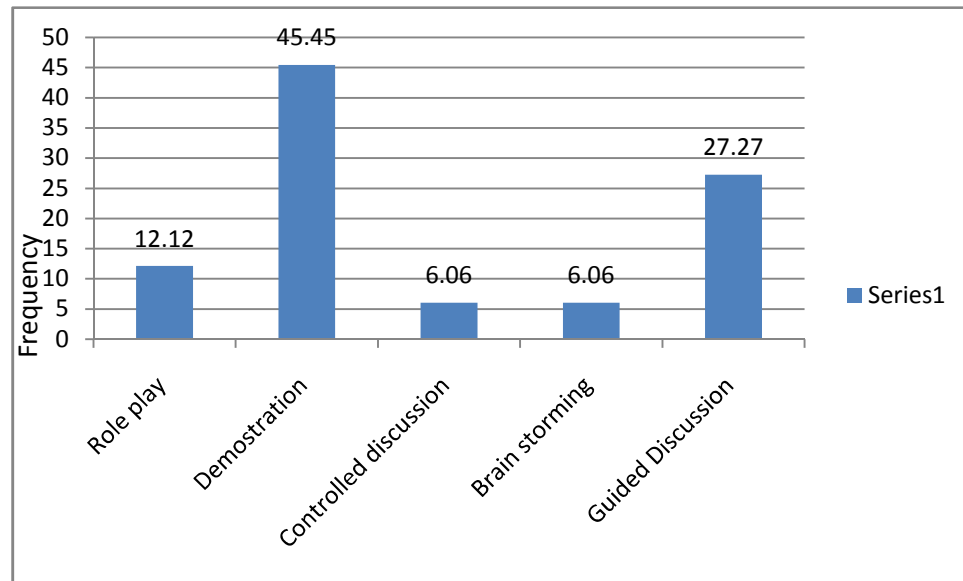
Figure 4.10 Instructional strategies commonly used in adult education



From the findings 42.43% of the facilitators said they used a combination of methods during teaching, 9.09% used brainstorming, 9.09% used guided discussion and 21.21% used demonstration. The preferred mode of lesson delivery by majority of the facilitators is a combination of methods.

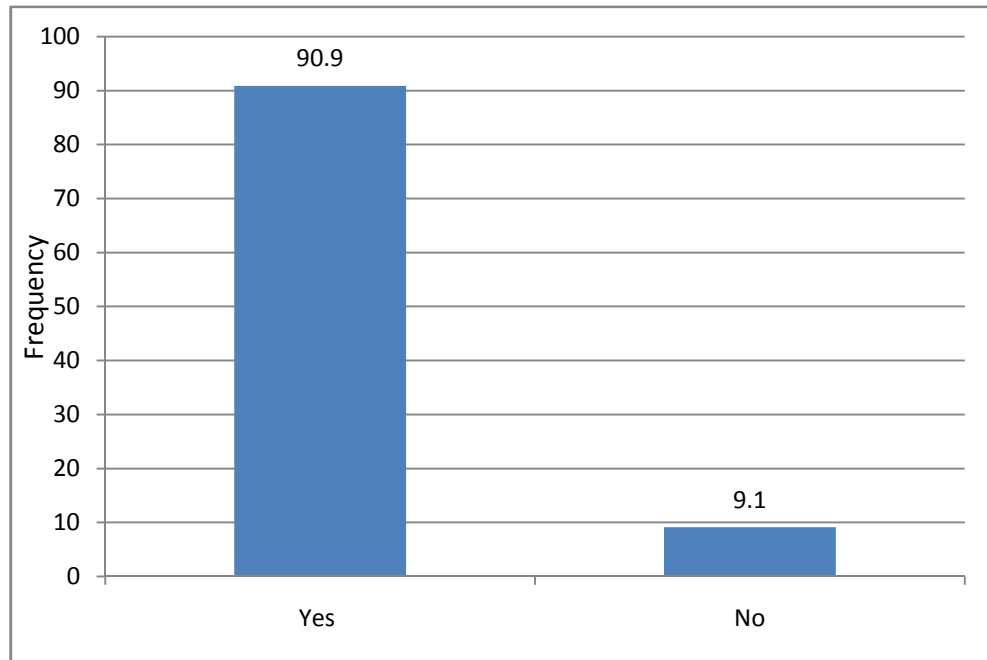
On whether or not some teaching methods were more effective for adults learning/teaching than others, figure 4.11 below highlights the information.

Figure 4.11 Effective teaching methods



Demonstration was chosen by 45.45% of the facilitators as the most effective method, 12.12% chose role play, 27.27% chose guided discussion 6.06% chose controlled discussion and brainstorming respectively. Facilitators were also asked to indicate whether they felt the methods they used were acceptable to the learners. The response are shown in figure 4.12

Figure 4.12 Methods acceptable to learners



90.9% of the facilitators felt the methods were acceptable to the learners and 9.1% were of the opinions that the methods were unacceptable to the learners. This shows that facilitators were confident of the content delivery and this was a contributing factor in performance of the learners in the exams. In the course of the study, the researcher realized that facilitators were influenced by certain factors in the selection of instructional strategies. Findings are here tabulated in table 4.6.

Table 4.6. What influences the selection of teaching methods.

What influences selection of teaching methods	Frequency	Percentage
Learners needs and ability	8	24.24
Class size	4	12.12
Lesson objective/content	6	18.18
Availability of resources	8	24.24
Time factor	4	12.12
A combination of factors	3	9.09
Total	33	100

Learners needs and availability of instructional resources are the most important factors to be considered when selecting instructional strategies. Lesson objective or content came second with 18.18% while class size and time factor tied at 12.12% and a combination of factors was the least at 9.09%. On whether the adult education department gives suggestions on instructional strategies 84.85% responded that the department determined the instructional strategies to be used and thus the need for in-service courses for the facilitators. 15.15% of the facilitators disagreed getting the methods to be used from the department, a finding that shows that not all facilitators go to seminars regularly to get new methods and at the same time not all are told of circulars from the department by

the managers in charge of the centres. A clear indication against the department of adult education policy that all facilitators should have capacity building and everything should be done openly in adult centres.

4.7 Language used in teaching adult learners.

This section was intended to find out how the language used to teach adult learners affect the implementation of adult education programmes in Nyatike District.

Ways in which language used by facilitators affect the implementation of adult education programmes in Nyatike District. During focus group discussion with the adult learners, the researcher realized that there were three languages used for instructions in the centres by the facilitators during teaching depending on the ability of the learners. These languages were:- English which was the most preferred, followed by mother tongue (Luo language) and Kiswahili which was ranked third: On the preferred language used by the facilitators the table below shows the findings.

Table 4.7 Most preferred language by the learners

Language	Frequency	Percentage
English	200	88.89
Kiswahili	20	8.89
Dholuo	5	2.22
Total	225	100

The findings shows that the facilitators feel motivated to use English which is also the preferred language by the learners because the textbooks and other instructional resources are written in English except for Kiswahili and mother tongue subjects and even in the training of the facilitators and their education life entirely, they have used English. Therefore, the implementation of adult education curriculum is done without hindrance. On the question of whether the language used by facilitators is easy to understand still 88.89% felt that it was easy to understand and 11.11% felt that it was difficult a further sign that language was not a hindrance to curriculum implementation in adult classes. The facilitators were also asked to give suggestions on language usage and the suggestions are summarized in table 4.8 after having had focus group discussion with the learners.

Table 4.8 Suggestions concerning language of instruction

Suggestion on language of instruction	Frequency	Percentage
Based on the learners ability/level	28	84.85
Others	5	5.15
Total	33	100

The findings reveals that the language to be used is based on the learners ability and understanding at 84.85%. This shows that learner's level or ability is important in the choice of language of instruction.

4.8 The use of syllabus in the implementation of adult education programmes in Nyatike District.

The section was intended to find out the extent to which the use of the adult education programme syllabus do influence the implementation of adult education programmes in Nyatike district. The factors (revision, content coverage in time supervision and monitoring) would help the researcher realize how the use of the syllabi influence the implementation of adult education programmes. The results were presented in the subsequent sections in table format.

The study sought from the centre managers during interview guide session the adequacy of the time for implementing adult education, effectiveness of the facilitators in the implementation process, problems faced by facilitators during implementation, how often are the centres supervised and the dropout rates in the centres. This was meant to find out whether these factors had an influence on effective implementation of adult education since the centre managers are to themselves supervisors to the effect that the syllabus is followed and implemented as required. The findings are presented in table 4.9

Table 4.9 Syllabus coverage

	Often done		Fairly done		Not done	
	N	%	N	%	N	%
Revision of the topics covered	8	61.54	1	7.69	1	7.69
Content coverage in time	8	61.54	1	7.69	1	7.69
Supervision and monitoring	10	76.92	0	0	0	0
Effectiveness of facilitators in the implementation process	10	76.92	0	0	0	0

From the findings, the researcher realized that syllabus coverage was done adequately through the monitoring and supervision of the centre managers and the facilitators were effective in the implementation process as the table reveals. On adequacy of time for syllabus coverage there was a consensus to the effect that if the learners have a higher entry level then the coverage of the syllabus takes the shortest time possible but if the learners have low entry level then the coverage needs as extra effort from the facilitators and the learners through coming to centres in time and regularly and the giving and doing of homework respectively. On dropouts, the following factors were realized to be contributors to the problem: family responsibilities, which is the main contributor of drop out standing at 76.92%. Religious activities such as choir training, church committee meetings and seminars standing at 38.46% sickness and taking care of the sick standing at 15.38%. All these factors were also the factors contributing to low enrolment rate for adult learners in the district.

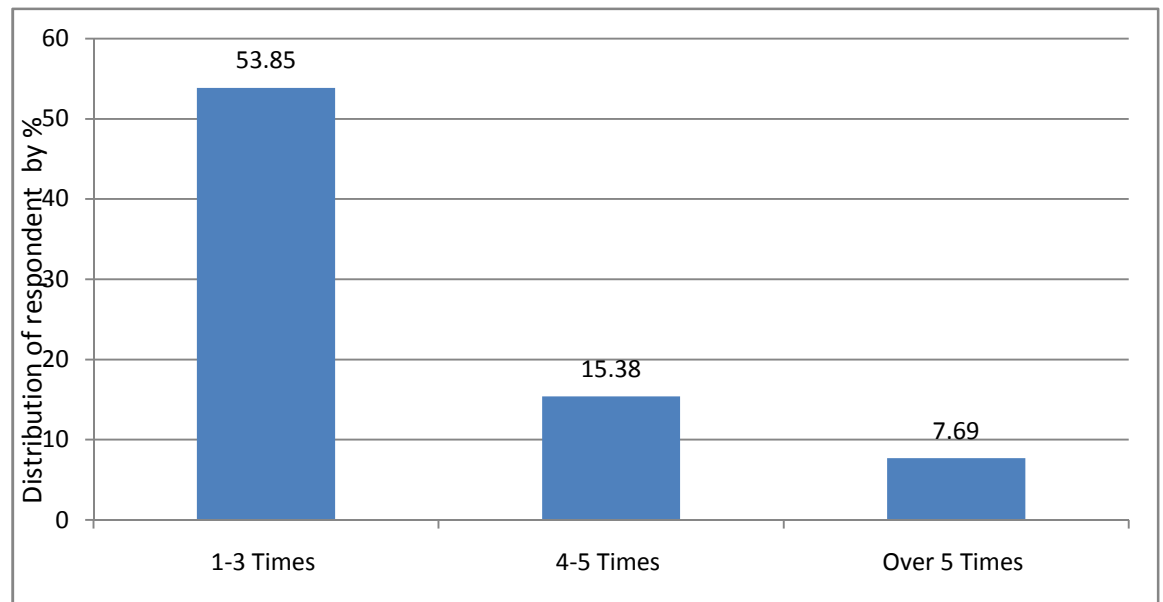
4.9 Supervision and monitoring influence on effective implementation of adult education

This section analyzed how supervision and monitoring influence facilitators in the implementation of adult education in Nyatike district. The results were presented in the following subsections.

4.10 Frequency of visits by quality assurance supervisors

The researcher asked the centre managers during interview scheduled to indicate the number of time quality assurance supervisor had assessed the centres in the previous 2 years. The responses are presented in figure 4.13.

Figure 4.13 Frequency of visits by quality assurance supervisors



The results presented in figure 4.13 revealed that quality assurance supervisors had visited the adult learning centres on fairly occasions with 53.85% of the respondent indicating having been supervised 1-3 times while 15.38% indicating 4-5 times and 7.69% indicating over 5 times and there was none centre that had not been supervised. This concurs with (MOE, 2010) report on supervision and monitoring in public primary schools which stated that frequency of supervision

helps in maintenance and improvement of standards and also acts as a link between the centres and the ministry. The study revealed that for adult education curriculum to be fully implemented, supervisors must make regular visits to adult education centres so as to stimulate and improve facilitators overall performance and effectiveness in the implementation of the curriculum since they will always advise on how to improve. The findings concur with Oghuvbu (2011) Mwanzia (1995) and Okumbe (2011) who observed that effective supervision depended on availability of personnel and the priority accorded to education programmes as supervision requires constant visitations by supervisors to check on physical facilities, administration and actual curriculum implementation.

4.11 Summary of the findings

4.11.1 Instructional Resources

The study revealed that there were adequate supply of the instructional resources according to the responses from the facilitators, managers and the learners. However some centres received the resources late and therefore resorted to borrowing from other centres and even when they have inadequate supply of the same. The providers of the resources are the ministry of education the NGO's, CBOs and FBOs. The resources were selected based on a combination of factors, learners ability, class size and the lesson objective. The study therefore revealed that instructional resources availability influences the facilitators in the

implementation of adult curriculum since the facilitator's scheme, plan and prepare in good time to teach the learners.

4.11.2 Academic and professional qualification

The study revealed that there were adequate trained facilitators with certificate holders standing at 30.3% followed by diploma holders at 29.8% and 3.3% having been qualified to teach after having received recognized certificates by the adult department to teach. There were 15% KCPE and 21.6% KCSE holders meaning that these were also qualified academically but lack professional skills to give quality education. Being that the facilitators have the above qualifications, the study therefore reveals that the facilitators have confidence to discharge their duties and thus were influenced by their academic and professional qualifications to implement adult education curriculum. The study also revealed that the facilitators get in-service training to enhance their work in curriculum implementation though some indicated not regularly but the effort is enough to be praised.

4.11.3 Instructional strategies

The study revealed that there were a number of strategies used by the facilitators of which a combination of strategies emerged as the best strategy standing at 43.43%, followed by demonstration at 21.21 respectively. Demonstration too was

chosen as the most effective method/strategy and it was revealed that the strategies were also acceptable to the learners meaning that the instructional strategies employed by the facilitator's influences them to implement the adult curriculum and the influence is even acknowledged by the learners.

4.11.4 Language use

The study revealed that the language used by the facilitators at the centres and during teaching was English which emerged to be the most preferred language. The language used motivated the facilitators and the learners since the learners felt motivated to learn English and the facilitators felt motivated to use a language they had all along used in their academic and professional work thereby get influenced to implement the adult curriculum.

4.11.5 Syllabus coverage

The study revealed that depending on the entry level of the learners, determination of the facilitators and the learners the coverage is always in time and this has been reflected in the performance of the learners in the exams. Effective and timely coverage of the syllabus influences the facilitators in the implementation of the adult curriculum.

4.11.6 Monitoring and supervision

The study revealed that supervision was from within by managers and from outside by the quality assurance supervisors. The supervision influence the facilitators and the managers to implement the adult curriculum in that there were given constant advise which enabled them to do their work as the syllabus and the ministry of education guidelines stipulates.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter looked at the summary of the findings obtained from respondents who included learner's facilitators and centre managers of adult education centres in Nyatike district, Migori County. It also contained the conclusions of the study, recommendations and suggestions for further study.

5.2 Summary of the study

The purpose of the study was to examine the factors influencing facilitators in the implementation of adult education programme in Nyatike district, Migori County, Kenya. To achieve this, six research questions were formulated on the institutional factors influencing facilitators in the implementation of adult curriculum. These were instructional resources, professional and academic qualification of adult education facilitators, instructional strategies, syllabus coverage, language use and monitoring and supervision.

The study established that instructional resources were adequate at the learning centres. The study further revealed that facilitators and managers do go for in-service training. For effective implementation of adult education, the facilitators and the centre managers should have professional training to enhance proper implementation of the adult curriculum. Syllabus coverage was aptly done and the

language used was quite influential for both the learners and the facilitators plus the centre managers. Supervision was meant to advise the facilitators and the centre managers on how best to implement the adult curriculum.

5.3 Conclusions of the study

Based on these findings, the study arrived at the following conclusions.

Instructional resources adequacy influences facilitators in the implementation of adult education programmes in Nyatike district, the study concluded that academic and professional qualification of managers and facilitators enhances adult education implementation programmes, instructional strategies should be used as a combination to enhance efficiency in implementation of adult curriculum, syllabus coverage in time enhances adult education curriculum implementation and thus good academic performance, language used at the centres is a motivational factor both for learners and the facilitators plus the centre managers and hence a factor in the implementation of adult education and supervision should be regular and timely so that the advice given is used to enhance curriculum implementation.

5.4 Recommendations of the study

In view of the findings discussed, to improve and strengthen the implementation of adult education programmes the following recommendations need to be taken into account.

- i) The Ministry of Education should come up with advocacy strategies to ensure that all stakeholders in education are brought on board so that new adult centres are built and fully equipped through devolved funds so that Kenya can achieve the vision 2030.
- ii) Training and regular in-service training for facilitators so as to keep them abreast with the developing society to make them prepare the learners who can adapt and participate in a highly developed and sophisticated society as envisaged in the vision 2030.
- iii) Instructional strategy should always focus on the learners since they have innumerable knowledge with them.
- iv) There should be regular and intensified supervision by the quality assurance supervisors to ensure that the adult programmes are effectively implemented in all the adult centres and therefore more qualified curriculum specialists should be employed and deployed to do the same in time.

5.5 Suggestions for further study

The study proposes the following suggestion for further study:-

- i) The study did not involve other stakeholders such as parents, local administration government officials and FBOs, NGOs and therefore a similar study should be carried out to get their input into this.
- ii) The study did not look at administration s an institutional factor influencing facilitators in the implementation of adult education curriculum and even other factors. This need to be studied.
- iii) A similar study should be carried out in other districts and in other counties to get a picture of the whole country. This will shed a lot of light on where the policy efforts should be concentrated so as to improve on the implementation programme.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

University of Nairobi,
Department of Educational
Administration and Planning
Box 30197,
Nairobi

Department of Adult Education,
District Adult Education Office,
Nyatike District,
Box I,
Nyatike.

Dear Sir,

REF: INTRODUCTION LETTER

I am a postgraduate student at the University of Nairobi conducting a research on institutional factors influencing the facilitators in the implementation of adult education programmes in Nyatike District. I am seeking for your authority to carry out the research in your centres. Any assistance given will highly be appreciated.

Thank you in advance.

Yours faithfully,

Peter Ocharo.

APPENDIX II: QUESTIONNAIRE FOR FACILITATORS:

You have been selected to take part in this research.

The research purpose is to examine the institutional factors influencing the facilitators in the implementation of adult education programmes in Nyatike District.

INSTRUCTION:

The questionnaire is divided into sections, A and B and C and D,

Please complete each section according to the instruction given. Do not write your name or the name of your centre to ensure confidentiality.

Place a (√) in the bracket inform of the most appropriate responses and where explanation is required use the space provided

Section A: Background Information

1. Gender Male [] Female []
2. Indicate your marital status. Married [] Not Married, []
3. Indicate your age. (i) 15-20 [] (ii) 21-29 [] (iii) 30-39 [] (iv) 40-49 []
(v) Over 50 []
4. Indicate your highest academic qualification.
(i) K.C.P,E [] (ii) K.C.S.E [] (iii) Diploma [] (iv) Degree []
(v) Others (Specify)

5. Indicate your employment terms (i) Part time [] (ii) Permanent [] (iii) Volunteer [] (iv) Self Help [] (v) Any other (Specify)_____

6. Indicate the number of years in instructional facilitation _____

Section B: Instructional Resources

7. When do learners attend classes in your schools?

(i) Morning [] (ii) Afternoon [] (iii) Morning & Afternoon []

b. Is the time adequate to complete the syllabus?

YES [] NO []

8. To what extent is the curriculum relevant to the learners?

(i) No extent [] (ii) Small extent [] (iii) Moderate extent []

(iv) Large extent [] (v) very large extent []

9. Who provides for instructional resources? _____

10. Are teaching / learning resources adequate? _____

11. Are materials relevant for use by adult learners? YES [] NO []

12. Are there a variety of instructional resources for learners? YES [] NO []

13. What problem do you encounter in acquiring instructional resources for

teaching the three R:S? Unavailability in the centre [] Inadequate in

number [] Any other Specify _____

14. How do you select instructional resources? Lesson size [] Class size []
Learners ability [] Nature of content [] Time available []

Section C. Professional and Training of Facilitators

15. Have You Been Trained To Teach Adult Education Learners? YES [] NO []

16. What areas did you cover in the training:_____

17. Have you ever missed class for any reason? If so state how you compensated for the missed lesson._____

18. What positive changes does adult education bring to the learners?

19. What areas would you appreciate to be trained in? Give reasons

20. Have you have attended any in service training, seminars or workshops on implementation of basic adult education? YES [] NO []

If yes state how the training has adequately prepared you in the implementation of adult education?_____

21. What are the instructional strategies you frequently use in the center and why?_____

**APPENDIX III: FOCUS GROUP DISCUSSION GUIDE FOR ADULT
BASIC LEARNERS**

INTRODUCTION:

1 Peter Ocharo, a post graduate student of the University of Nairobi carries out a research on Institutional factors influencing the facilitators in the implementation of adult education curriculum in Nyatike District.

I kindly request you to give finest responses during the discussion. The information obtained shall remain confidential.

PROBES

- 1) Are there enough instructional materials at the centre?_____
- 2) Are there enough facilitators to attend to you during classes?_____
- 3) What are the challenges you face as adult learners?_____
- 4) What are the socio-economic problems you encounter which interferes with your class attendance and how?_____
- 5) Who provides for the teaching learning resources/materials used in the centres?_____
- 6) What do you say on time allocated for learning in the centres. Is it adequate?

- 7) Shortly talk about the instructional strategies at the centre and the teacher's competence and their motivation_____
- 8) What positive changes has adult education brought to you? _____
- 9) What language of instruction is used by facilitators?_____

APPENDIX IV: INTERVIEW GUIDE FOR CENTRE MANAGERS:

1. What is your opinion about the implementation of adult education curriculum in Nyatike District? _____
2. Do you consider time for the implementation of adult education adequate? _____
3. How effective are the facilitators in terms of their participation in the implementation process of adult education when motivated? _____
4. How do you motivate the facilitators and especially the self sponsored? _____
5. How effective are the instructional strategies used by the facilitators? _____
6. What are the problems faced by facilitators when implementing adult education curriculum? _____
7. What roles does the community play in promoting the education of adult learners? _____
8. Do you find the physical facilities adequate? _____
If yes state how. _____
9. What do you do for a living other than being a manager? _____
10. How often do you get supervised by the department of adult education?

11. How often do you and other facilitators go for in-services or seminars to sharpen your skills? _____

12. For how long have you been a manager in the department of adult education?

13. Do you experience dropout in your centre? If so, why?

14. Have you ever been subjected to a warning by the department of adult education for lack of implementing a policy of the government?

If so state why and how? _____

APPENDIX V: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1073**

Date: **18th June 2013**

Peter Otieno Kasuku Ocharo
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **11th June, 2013** for authority to carry out research on "*Institutional factors influencing the facilitators in the implementation of adult education programmes in Nyatike District, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Nyatike District** for a period ending **31st August, 2013.**

You are advised to report to **the District Commissioner and District Education Officer, Nyatike District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in blue ink, appearing to read 'M. K. Rugutt'.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Nyatike District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development"

APPENDIX VI: RESEARCH PERMIT

PAGE 2 **PAGE 3**

Research Permit No. NCST/RCD/14/013/1073

THIS IS TO CERTIFY THAT: **Date of issue** **18th June, 2013**

Prof./Dr./Mr./Mrs./Miss/Institution **Fee received** **KSH. 1000**

Peter Otieno Kasuku Ocharo

of (Address) University of Nairobi

P.O Box 92-0902, Kikuyu

has been permitted to conduct research in

Location

Nyatike District

Nyanza Province

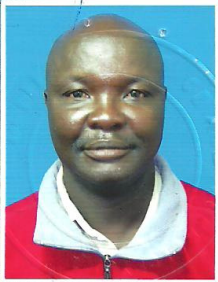
on the topic: Institutional factors influencing

the facilitators in the implementation of adult

education programmes in Nyatike

District, Kenya.

for a period ending: 31st August, 2013.



Signature **For Secretary**

National Council for

Science & Technology