

**DETERMINANTS INFLUENCING IMPLEMENTATION OF ADULT
BASIC EDUCATION PROGRAMME IN KAMUKUNJI DISTRICT,
KENYA ⁷**

•\it.-.<! u,. ' r Oh

¹ -KaJiiiuRosario

**A Research Project Submitted in Partial Fulfillment of the Requirements for
the- Degree of Master of Education in Curriculum Studies**

University of Nairobi

2012

DECLARATION

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



Kamau Rosario

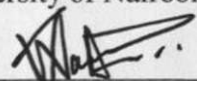
This research project has been submitted for examination with our approval as University Supervisors.

P o U

Dr Gracl Jiyagah

Senior Lecturer and Chairperson

Department of Educational Administration and Planning

University of Nairobi


Mrs Lucy Njagi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

DEDICATION

I dedicate this research project to my husband Yusuf Mbuno for inspiring me and my two sons, Steve Mbuno and Dennis Mbuno for their patience and understanding throughout the study period.

ACKNOWLEDGEMENTS

I am extremely grateful to God for giving me the knowledge and strength to pursue my Master's studies. I cannot forget the support given to me during the course of this study which is immeasurable .I therefore wish to acknowledge the contributions of some of the people whose support made this study successful though it is not possible to mention all of them by name .First I wish to express my sincere and profound gratitude to my supervisors Dr.Grace Nyagah and Mrs. Lucy Njagi for their invaluable suggestions and positive scholarly criticism that shaped my study.

I am also grateful to the entire teaching staff of the Department of Educational Administration and Planning for instilling in me knowledge and for their contribution and guidance during the entire study period. Special thanks go to the Department of Adult Basic Education, Nairobi county and in particular, the Provincial Director of Adult Basic Education, Mrs Juliet Rotich for her sincere unconditional assistance and encouragement, the office staff at Nyayo House; and the Kamukunji district Adult Education Officer, Mr. Samuel Ngigi who went out of his way to assist me in coordinating data collection. I cannot forget to appreciate the adult basic education facilitators and the adult basic education learners for the co-operation they accorded to me in the course of my research. This enabled me to carry out this study and eventually complete the research project.

I also owe a lot of gratitude to my husband Yusuf for his financial and emotional support throughout the study period. Thank you for being a pillar of inspiration in my life; Sons, Steve and Dennis for their patience, emotional support and their understanding and encouragement; My mother Mary Wahito Kamau for her encouragement and prayers; My sister and my brothers for their encouragement and inspiration, Claire Wairimu my niece who took her time to edit my work; Tabitha Kagunya my cousin for in her own way she made this study possible; My colleagues in the Master of Education class of 2009/2010 and in particular David Ngugi, Eunice and Kihoro for their comradeship and assistance in various study groups.

May God bless you all.

TABLE OF CONTENT

Content	Page
Title page.....	i
Declaration.....	ii
Dedication.....	in
Acknowledgements.....	iv
Table of content.....	vi
List of tables.....	ix
List of figures.....	x
List of abbreviations and acronyms.....	xi
Abstract.....	xii

CHAPTER ONE

INTRODUCTION

1.1 Background to the study.....	1
1.2 Statement of the problem.....	9
1.3 The purpose of the study.....	10
1.4 Objectives of the study.....	10
1.5 Research questions.....	10
1.6 Significance of the study.....	11
1.7 Limitations of the study.....	11
1.8 Delimitations of the study.....	12
1.9 Basic assumptions of the study.....	12

1.10 Definition of significant terms.....	13
1.11 Organization of the study.....	14

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	15
2.4 Professional and academic qualifications of teachers and their influence on effective implementation of ABE.....	18
2.6 Supervision and monitoring by quality assurance supervisors on effective implementation of ABE.....	21
2.7 Summary of literature review.....	22
2.8 Theoretical framework.....	23
2.9 Conceptual framework.....	24

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	27
3.2 Research design.....	27
3.3 Target population.....	28
3.4 Sample size and sampling procedures.....	28
3.5 Research instruments.....	30
3.6 Instrument validity.....	32

3.7 Reliability of instruments.....	33
3.8 Data collection procedures.....	33
3.9 Data analysis techniques.....	35
4.1 Introduction.....	36
4.2 Questionnaire return rate.....	36
4.3 Demographic information of respondents.....	37
4.4. Teaching and learning resources.....	37
4.5 Academic and professional qualifications of ABE facilitators influence on implementation of ABE.....	49
4.6 Influence of socio-cultural factors on effective implementation of ABE in Kamukunji district.....	50
4.7 Supervision and monitoring influence on ABE implementation.....	53
4.8 Linear regression model.....	61
4.9 Summary of the findings.....	63

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	69
5.2 Summary of the study.....	69
5.3 Conclusions of the study.....	70
5.4 Recommendations for the study.....	71

5.5 Suggestions for further study

References

Appendices

Appendix A: Letter of introduction

Appendix B: Questionnaire for centre managers

Appendix C: Questionnaire for adult education facilitators...

Appendix D: Questionnaire for adult education learners

Appendix E: Focus group guide for adult education learners

Appendix F: Research authorization

Appendix G: Research permit

LIST OF TABLES

Table 4.1: Age of respondents.....	39
Table 4.2: Time of the day when classes were offered.....	42
Table 4.3: Adequacy of teaching/ learning resources.....	43
Table 4.4: Availability and adequacy of physical facilities.....	45
Table 4.5: Socio-cultural factors influencing effective implementation of ABE programme in Kamukunji district.....	54
Table 4.6: Model summary.....	62
Table 4.7: Anova ^b	62
Table 4.8 : Co-efficient.....	77

LIST OF FIGURES

Figure 1.1 Conceptual framework.....	25
Figure 4.1: Questionnaire return rate.....	37
Figure4.2: Gender of respondents.....	38
Figure 4.3: ABE centre managers' academic qualifications.....	41
Figure 4.4 Academic qualifications of facilitators.....	50
Figure 4.5: Professional experience of ABE centre managers.....	51
Figure 4.6: Attendance of in service training.....	53
Figure 4.7: Training adequately prepar©i facilitators for implementation.....	54
Figure 4.8: Frequency of visits by qdalij^ssurancfe supervisors.....	60

LIST OF ABBREVIATIONS AND ACRONYMS

ABE	Adult Basic Education
ABEC1	Adult Basic Education Curriculum
ACE	Adult and Continuing Education
AEC	Adult Education Certificate
DACE	Department of Adult and Continuing Education
EFA	Education for All
KNALS	Kenya National Adult Literacy Survey Report
IMOE	Ministry of Education
NALSIP	National Adult Literacy Strategic Investment Plan
NFE	Non-formal Education
PLP	Post-Literacy Programme
PEAP	Poverty Eradication Action Plan
QAS	Quality Assurance Supervisors
SSA	Sub-Saharan Africa
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to examine the factors influencing effective implementation of adult basic education (ABE) programme in Kamukunji district, Nairobi County, Kenya. Four research questions were formulated which included teaching and learning resources, professional and academic qualifications of ABE facilitators, socio-cultural factors and supervision and monitoring. The study adopted a descriptive survey design to establish the determinants influencing effective implementation of ABE programme. The study targeted all the 17 ABE centre managers, all the 61 ABE facilitators where census survey was used and 1960 ABE learners out of which 196 learners were sampled using systematic random sampling. Questionnaires were used as instruments of data collection. Quantitative data were analyzed using descriptive statistics supported by tables, frequency distributions and percentages. To test validity, the draft questionnaires were tested to ascertain the appropriateness of items in obtaining information to minimize potential percentage of errors when carrying out the research. To determine reliability of instruments, a prior test was carried out for each questionnaire during piloting. The piloted questionnaires were then scored manually and then subjected to computing using Statistical Package for Social Services in order to prove its reliability. The Beta Coefficients in the regression showed that teaching and learning resources, academic and professional qualifications, social and cultural factors showed positive relationship with effective implementation of ABE. Conclusions for the study indicated that physical facilities were inadequate; majority of ABE facilitators had undergone professional training and were able to manage adult literacy classes. The study also revealed that social cultural factors affected implementation of ABE. The findings on monitoring and supervision indicated that most of the centers had not been visited in the recent times for assessment of the facilities and service provision. The study thus concluded that effective implementation of Adult basic education programme was hampered by inadequate teaching and learning resources in the Kamukunji district. The study recommended that for ABE programmes to be effectively implemented, facilitators must undergo professional training. The Department of Adult Basic Education should intensify inspection and monitoring services to ensure that the programme is effectively implemented in all the ABE centers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Adult Basic Education (ABE) is a major component of Adult and Continuing Education (ACE) sub-sector of education. It is a form of non-formal education (NFE) which provides basic education and opportunities for adults and out-of-school youth aged between 15 and 18 years who either missed their chances in the formal education during their childhood or dropped out of school before obtaining sustainable and functional literacy (MoE, 2007).

Since education is an intensely political enterprise, it affects majority of citizens in all aspects of life. Lack of political and financial commitment hurt implementation practices of ABE. States are expected to commit themselves in the Bele'm Framework for Action which stated that governments should include the ACE programmes in the budgetary allocation (Hinzen, 2010).

Most countries of the world, both developed and developing, have the whole population which does not go through the formal school system successfully. A certain fraction of the population drops out of the system before completing their studies forming the bulk of the illiterate and semi-illiterate adults (Bishop. 1995).

There are considerable variations across countries with respect to implementation of ABE. North America for example, developed the use of electronic curriculum to enhance implementation of ABE curriculum as many learners could access the programme from the media (Organization of Economic Cooperation and Development, 2003). The Brazil government which had a total of 18 million »illiterate people in 1970 embarked on a natural effort to eradicate illiteracy by obtaining financial resources and then it availed classrooms for use. Later a volunteer teacher's body and publishing firm to produce learning materials was put in place. From the government commitment the Brazilian government population responded positively to the campaign and the adult literacy rate improved to 26 per cent in 1973 (Bishop, 1995).

> In the case of Latin America, Ferreiro (1992) stated that the low literacy level of many adults especially among the poor are as a result of the low quality of schooling received in their primary levels.. Thus the level of illiteracy in developing countries is higher than that of developed countries. The Soviet Union according to Bhola (1984) had a successful literacy campaign which was rated at 87 per cent. The success was attributed to efforts in provision of instructional materials (Bishop, 1995).

Developing countries also have a majority of the population which consists of illiterates and semi -illiterates creating a need to provide basic education and skills to the large unschooled population (Hinzen, 2009). This population which has attained the school going age is the one that is targeted by the ABE institutions. In sub-Saharan Africa, several innovative policies have had a positive impact on ABE. 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 (Hinzen, 2009).

In Botswana, Legwaila (1993) carried out a study on learner enrolment in adult literacy classes and found out that learner enrolment rate was declining and drop-out rate was increasing. To solve this declining problem Botswana embarked on a social mobilization programme which was successful. People were sensitized about the value of adult education. This led to participation of teachers, learners and supporters in National Literacy programme (Legwaila, 1993).

The government of South Africa Reconstruction and Development policy placed great emphasis on community development in which adult literacy and community development were linked. In-deed, the new South Africa's constitutional and legislative framework states that adult basic education is integral to South Africa's economic growth and development (McKay, 2007).

According to Ajibola (2008) to enhance curriculum implementation for adult education in Nigeria, the government made policy changes on instructional language where use of Nigerian languages in non-formal education was emphasized in order to accommodate the illiterate population. Ayiende (2009) studied financing of adult and non-formal education in Nigeria and concluded that „ lack of funding by the government affected effective implementation of ABE.

Similarly, adult basic education in Uganda has been inadequate, in-consistent and un-coordinated. Using the international declarations, civil society organizations in the country engaged the Central Government to prioritize and mainstream adult education within national development frameworks such as the Poverty Eradication Action Plan (PEAP) and the National Adult Literacy Strategic Investment Plan (NALSIP). This guided the government on policy guidelines for effective implementation of ABE (Hinzen, 2009).

In Kenya some important policy documents have been key in influencing the implementation of ABE in the country. For example, the rationale for the National Adult and Continuing Policy Framework (2010) is enshrined in the Education For All (EFA) goals agreed upon at the World Education Forum (UNESCO, 2000). Poverty Reduction Strategy Paper (2001-2003) and Economic Recovery Strategy for Wealth and Employment Creation (2003-2007) recognize

that education for adult learners plays an important role in human resource development and is an important strategy for poverty reduction and economic recovery.

' Sessional Paper No. 1 of 2005 recognizes ABE as a vehicle for transformation and empowerment of individuals in society. It devotes attention to NFE, highlighting the low quality provision, lack of linkage to the formal education system thus advocating for appropriate policy. Kenya Education Sector Support Programme (KESSP) (2005-2010) is a government and donor initiative for funding programmes to fulfill the Millennium Development Goals and the EFA goals. The Kenya Vision 2030 will provide globally competitive quality education by the year 2030 where the overall goal in the Medium Term Plan is to reduce illiteracy by improving access to education and achieving 80 per cent adult literacy rate (Sector Plan for Education and Training, 2008-2012).

In 2010, Adult and Continuing Education (ACE) policy was developed in Kenya. The policy statement recognizes the important role played by adult basic education and continuing education as a vehicle for transforming and empowerment of individuals in the society. (MoE, 2010).The policy endeavors to provide guideline to ACE providers, stakeholders and policy implementers. It provides a framework to ABE for effective co-ordination and lays a foundation

for improved quality of service delivery in all ABE programmes (Republic of Kenya ACE Policy, 2010). Adult Basic Education (ABE) is the entire body of the learning process within the perspective of lifelong learning whereby adults and out of school youth are given opportunities to develop abilities, enrich their knowledge and improve their skills to meet their own needs and those of their societies (MoE, ACE Policy, 2010).

During the fifteenth anniversary of Kenya's independence in 1978, President Daniel Arap Moi decreed that a national program be launched to eradicate illiteracy. The Department of Adult Education (DAE) in the Ministry of Culture and Social Services was then established to spearhead the promotion of literacy and adult education. It included 3,000 full-time adult education facilitators, 5,000 part-time adult basic education facilitators, and many volunteers who provided their services after short induction training courses in adult education.

The government co-ordinates the ABE programmes in the country through the DACE. This kind of education though not compulsory, has been neglected by the government up until 2010, when the Department of Adult and Continuing Education was adopted by the Ministry of Education (MoE, ACE 2010). Currently, Adult Basic Education in Kenya is organized and co-ordinated by the Directorate of Adult and Continuing Education (DACE) within the MoE.

The ABE programme is provided through the DACE using the Basic Literacy Programme (BPL), Post-Literacy Programme (PLP) and Continuing Education Programme (CEP). The ABE sector is multi -sectoral and heterogeneous in nature in that, it groups together diverse learning areas. There are many varied providers ranging from the government, Faith Based Organizations (FBOs) and individuals.

The ABE curriculum is broad in nature and provides the learners with the opportunity to acquire knowledge, skills and attitudes for individual and national development. Due to its flexibility it allows entry at any time, dropping out and even re- entry at any level (World Bank, 2007). The programme covers two areas; mainly the basic literacy and the post -literacy programmes. Basic literacy is mainly provided to equip illiterate adults and out-of-school-youth with numeracy, reading, writing and communication skills.

Post-Literacy (PL) on the other hand is a follow -up of basic literacy. It is an integrated learning process that helps create a reading culture and assists the graduates of basic literacy to retain, improve and apply their basic knowledge and skills (Post-Literacy Curriculum, 2000). Adult Basic Education (ABE) therefore, Is essential to the view point of ensuring the fundamental human right of

individuals and the impact it can have on the overall social development of a country (JICA, 2005).

Researches have indicated that enrolment figures in basic adult education in Kenya have been characterized by declining rates. Karani (1996) carried out a study on decline in enrolment of ABE in Kenya. He identified factors that contributed to this decline as inability to recruit adequate and qualified facilitators, socio-cultural factors, lack of adequate classes enough to attract adults and non availability of appropriate reading materials. The study concluded that learner enrolment was low as a result of lack of adequate facilitators.

- A study carried out by the Kenya National Bureau of Statistics (KNBS) in 2006 on the state of adult literacy in Kenya revealed that 7.8 million youth and adults, that is, 38.5 per cent were illiterate. The number of adult basic facilitators had also dropped from 18000, in 1979 to 4,881 in 2006, indicating a 72.8 per cent decline. The study also indicated that Nairobi province had an illiteracy level of 12.8 per cent (Kenya National Bureau of Statistics, 2007). From the findings of this study some policy implications and recommendations were made for strengthening of ABE.

Kamukunji district, in Nairobi county is where this study was carried out. Statistical evidence from Nairobi Provincial Department of Adult and Continuing Education (DACE) 2011 indicated that there were 1960 adult education learners distributed in the 17 centers within Pumwani, Rastleigh and Bahati divisions in Kamukunji district (November 2011 monthly statistical returns). The acute shortage of adult education facilitators in the district was likely to undermine the ability of the DACE to effectively implement ABE. This study looked at teaching-learning resources, facilitator's professional and academic qualifications, social-cultural factors, supervision and monitoring as some of the determinants influencing implementation of ABE in the district.

1.2 Statement of the problem

Learner enrolment rate in Kamukunji district in Nairobi province between 2010 and 2012 increased by 0.8 per cent which indicated low enrolment. This is an insignificant increase since a literacy survey carried out in 2006 by the Kenya National Bureau of Statistics (KNBS) indicated that Nairobi province as a whole had 46 per cent illiterate adults who were not participating in any ABE programmes for diverse reasons. (KNBS, 2007). Based on the fact that there were only 11 trained adult basic education facilitators in Kamukunji district and learner enrolment rate was low (0.8%), it was of paramount interest to carry out a study on the determinants influencing implementation of ABE in the district.

1.3 The purpose of the study

The purpose of this study was to investigate the determinants of effective implementation of adult basic education in Kamukunji district.

1.4 Objectives of the study

The following were the specific objectives of the study:

- i. To determine the extent to which teaching -learning resources influence effective implementation of ABE in Kamukunji district.
- ii. To establish the extent to which professional and academic qualifications of adult education facilitators influence effective implementation of ABE in Kamukunji district.
- iii. To determine how socio-cultural factors of adult learners influence effective implementation of ABE in Kamukunji district.
- iv. To establish how supervision and monitoring influence effective implementation of ABE in Kamukunji district.

1.5 Research questions

The following were the research questions that guided this study.

- i. To what extent do teaching- learning resources influence effective implementation of ABE?
- ii. To what extent do the professional and academic qualifications of ABE

facilitators influence effective implementation of ABE?

- iii. How do socio-cultural factors that influence effective implementation of ABE?
- iv. How does supervision and monitoring supervisor's influence effective implementation of ABE?

1.6 Significance of the study

The findings of this study may benefit the Ministry of Education (MOE) and the DACE as they may act as a pointer as far as effective implementation of ABE is concerned. The study findings, may lead the government to put in place initiatives aimed at addressing the shortcomings in the implementation process of ABE programme. The study findings may contribute to the body of literature on adult basic education. The study may be of benefit to other future researchers as it will open more research gaps in the field of ABE programme.

1.7 Limitations of the study

Limitations refer to constraints which the researcher has no control over (Ogula, 1998). It was not possible to control the respondents' attitudes towards answering the questionnaire which could have affected the validity of their responses. To counter this, the researcher reassured them of confidentiality and anonymity in their responses. Accessing some of the centres was a challenge since some are

situated in slum areas where there is insecurity. The researcher made arrangements for own security.

Some centres and ABE facilitators who were there in the initial stages of the study did not participate in the actual study as some centres had also closed down. The researcher thus had to rely on the findings of the 15 ABE centres. The study findings may not be generalized to the whole country as the research was only done in one district.

1.8 Delimitations of the study

Delimitations involve the scope of the study. The study was confined to Kamukunji district. This is because statistical evidence indicated that learner enrolment stood at 0.8 percent and there was a high shortage of ABE facilitators in the district. The study targeted all the adult education centres in the district. The sample only comprised of ABE centre managers, facilitators and adult learners although other groups also had important inputs.

1.9 Basic assumptions of the study

The following were the assumptions of the study.

- i. The information given by the respondents was accurate, that is they provided honest and truthful responses to the questions asked.

- ii. All the adult basic education centers in Kamukunji district follow the same curriculum programmes.

1.10 Definition of significant terms

The following terms were defined as used in the context of this study.

Adult basic education refers to education whereby adults and out of school youth are given opportunities to develop their abilities, improve their skills and knowledge to meet their own needs and those of the society.

Centre refers to an institution where adult education takes place.

Full-time facilitator refers to an adult teacher employed by the government under permanent and pensionable terms.

Implementation refers to execution of a plan leading to empowerment of individuals and society through improved illiteracy level.

Out of school youth refers to all persons aged between 15 years and 18 years who for various reasons are not engaged in learning in the formal school education system.

Part-time facilitator refers to an adult teacher who is paid token allowance (Honorarium) by the government for their services.

Self -help facilitator refers to a volunteer teacher who is not paid by the government but participate in adult literacy as a teacher.

1.11 Organization of the study

The study is organized into five chapters. Chapter one represents the introduction which has the background to the study, statement of the problem, purpose of the study, research objectives, and research questions, limitations and delimitations of the study and definition of significant terms. Chapter two includes the introduction, literature review under the following sub-sections; an over-view of adult basic education, teaching and learning resources, teacher's professional and academic qualifications, the social -cultural factors and the quality assurance supervision and monitoring. Finally, the summary of literature review, theoretical and conceptual frameworks. Chapter three represents a description of the research methodology to be used in the study. This includes research design, target population, sample and sampling techniques, research instruments and data collection procedures. Chapter four represents data analysis and data interpretation whereas chapter five covers a summary of the study, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The reviewed literature is related to the implementation of Adult Basic Education (ABE). This literature is presented under the following sub-headings: an overview of adult basic education, the teachers' professional and academic qualifications, learning and teaching resources, socio-cultural status of adult education learners and the influence of quality assurance supervisors on effective implementation of ABE. Finally, there is the summary of literature review, theoretical framework and the conceptual framework.

2.2 An overview of adult basic education

Adult Basic Education (ABE) is a form of education which takes place outside the
k
l
formally organized school system with the aim of eradicating illiteracy. It is the alternative of formal education. Formal education is defined as a highly institutionalized chronologically graded and hierarchically structured educational system running from primary school up to the university level (Combs and Ahmed, 1974).

Adult Basic Education (ABE) tends to be conceptualized and defined as literacy and livelihood-related skills and training (UNESCO, 2000). According to UNESCO (2000), literacy is the ability to read and write simple statements on ones daily life. ABE provides the opportunity to those who for various reasons could have dropped out of school receive education (UNESCO, 2005).It is mainly provided to equip illiterate adults and out- of school youth with numeracy, reading, writing, Kiswahili, English and any other language that may be of interest to the learners. (MoE and KIE 2007).At the end of one year, the learners sit for proficiency test. Once results are out learners can opt to enroll for post-literacy curriculum (MoE and KIE 2007). In Kenya the Board of Adult Education is the statutory body mandated to co-ordinate, advice and regulates promotion of ABE and enhances its effective implementation (Republic of Kenya, National ACE policy, 2007).

2.3Physical facilities and teaching and learning resources influence on implementation of ABE

Physical facilities include materials like, administrative offices, classrooms, tables, desks, equipment, stores and playgrounds. Teaching resources and learning materials are used by adult learners or the facilitators to facilitate learning. They may include time, human skill, energy and knowledge (Moya, 1988 and Wilkins, 1975). Learning resources are important because the centre uses them to advance

the learning opportunities offered to adult learners. They include text books, tables, classrooms, desks among others. According to Jarvis (1992) sources of teaching and learning resources depend on the needs of the group. The materials to use will depend on the group's level of education and needs (Moya, 1988).

Knowles (1978) states that the adult education facilitator should be innovative enough to gauge the needs of the learners. This can be done through preparing learning resources which are relevant to the needs of the learners. Ekundayo (2000) contend that resources should be used in the most natural and logical manner known to reinforce a particular learning activity. Resources make it possible for learners to acquire concepts and skills which will enable them to relate to the world around (Gregory, 2002 and KIE, 2002).

A study carried out by Ondiko (2002) on the use of post-literacy materials by adult education learners in Rachuonyo district showed that physical facilities and teaching resources affected curriculum implementation. Ngigi (2000) carried out a study on factors contributing to low enrolment rate in adult literacy in Makadara division and concluded that human and teaching resources influenced the enrolment rate of adult learners in the division. This study therefore, seeks to establish the extent to which physical facilities and teaching resources influence implementation of ABE.

2.4 Professional and academic qualifications of ABE facilitators and their influence on effective implementation of ABE

Teachers are vital for the transmission of quality education. Non-qualified adults working as teachers do not have the right measures towards handling of adult learners and out of school youth (Nsubuga, 2000). Highly qualified teachers can have a positive impact on literacy and implementation of ABE. Sitima (1994) and Nwobuku (1996) as cited by Okwach (2000) observed that 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 Uganda, ABE facilitators receive a few days of training with very little supervision. Mozambique offers literacy teachers with Grade 7 schooling, the chance to upgrade their formal education and eventually be employed as full-time teachers in literacy programmes. This may affect the implementation of the programme. Such methods of training affect implementation of adult education in these countries negatively as the governments allocate meager funds to the sector (UNESCO, 2006).

In Kenya the training of adult basic education facilitators is offered by the Directorate of Adult and Continuing Education (DACE). Facilitators are trained for two years where they undergo an in service course (Republic of Kenya, ACE

policy. 2010). They later sit for an exam and are issued with a Foundation Course certificate after passing. A diploma course as well as a degree course is also offered for two and four years respectively in the universities (MoE, 2010).

After training, the facilitators are employed by the government on full-time or part-time basis. The part-time facilitators' allowance (honorarium) is so low and does not act as an incentive (DACE report, 2012). The self-help facilitators also referred to as volunteer teachers sometimes cannot be depended upon and are known to abandon the centres. Karani (1996) observed that volunteer adult education facilitator in most cases has no previous teaching experience which affects implementation of ABE. Kiarie (2000) carried out a study on constraints encountered by the non-formal schools in provision of basic education in Kariobangi division and concluded that for effective implementation, facilitators need to have the right qualifications.

According to Mbiti (1981), evaluation of adult learners in form of proficiency test is done by the facilitator. It is the facilitator who initiates, develops and directs learning. This study therefore sought to find out how facilitators' academic and professional qualifications influence implementation of ABE.

2.5 Socio-cultural factors influence on effective implementation of ABE

Socio-cultural differences within a society may determine curriculum implementation outcome. A study carried out by Kenya National Bureau of Statistics 2007 in Kenya, found out that the social cultural factors of adult learners influenced implementation of ABE. Quite a number of adult learners were not enrolled in any ABE institutions for diverse social and cultural reasons despite being aware of the programmes (Kenya National Bureau of Statistics, 2007).

Woolfolk, 1998 and Newborn, 1999 as cited by Nguju (2010) stated that gender stereotypes attributes roles, behaviour and aspirations to individuals or groups solely on the basis of gender which at times can influence a persons' decision. According to Nguju discrimination based on gender may influence one to enroll or not to enroll or even drop out. This may influence the implementation process of ABE.

A research conducted by Oburu and Rogers in Kibera in 1997 on adult literacy enrolment as cited by Ngigi(2002)attributed the failure of the programme to introduction of cost-sharing in the programme which affected the social status of adult learners as some were too poor to enroll. Mokah (2005) noted that adult learners must find interest, enjoyment, relevance and use in what they are learning and at the end they must be convinced that what they learnt is relevant to their

daily needs. He therefore, stated that it is important to take into account societal considerations in order to make the programme relevant to the adult learners. This study therefore sought to find out how the social-cultural factors influenced implementation of ABE.

2.6 Supervision and monitoring by quality assurance supervisors on effective implementation of ABE

The Ministry of Education Science and Technology (1994) stipulated the role of inspectorate in the education sector as the professional arm of DACE charged with the maintenance and improvement of educational standards. It also acts as the link between the centres and the Ministry. Oghuvbu (2011) stated that supervision stimulates and improves teacher's overall performance and effectiveness in implementation of the school 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. (Bessy Report, 1972).

According to (MoEST, 2001) among the many challenges faced by non formal education programmes in Kenya is lack of supervision and monitoring. Okumbe (1987) observed that effective supervision depended on the availability of personnel and the priority accorded to education programme by the political and

the administrative authority. Supervisors are expected to improve the quality and standards of teaching using the available resources. This would help in enhancing effective implementation of ABE. Mwanzia (1995) carried out a study on the school plant and its impact on curriculum implementation in Kitui district and concluded that supervision required constant visitations by supervisors to schools to check on physical facilities, administration and the actual implementation of a curriculum. It was therefore important for the study be carried out in order to find out how supervision and monitoring influenced effective implementation of ABE.

2.7 Summary of literature review

From the literature review it is evident that in most countries, adult education was meant to equip the learners with the skills for development whether individually or as a community. The review shows that teaching methods is regarded as important for successful implementation of the programme. This is hampered by inadequate training for the facilitators as majority lack teaching skills (Nzioki, 1982). It is clear from the review of literature that adult education has never been given priority in terms of allocation of resources by government and other stakeholders such as the NGOs. In order for the country to attain the millennium development goals, this sector should be given more consideration. Though the review has highlighted some factors affecting implementation of adult education programme, the review shows no study on the determinants of curriculum

implementation of adult education programme, hence a knowledge gap. The proposed study therefore seeks to fill the gap by finding out the determinants of effective implementation of adult basic education programme in Kamukunji district, Kenya.

2.8 Theoretical framework

The Rand Change Agent study, undertaken from 1973-1978, focused on three stages of the change process, that is, initiation, implementation and incorporation (Hunkins & Ornstein, 1988). Implementation brings into reality the anticipated change. In this case implementation was viewed as a change process which occurs when the proposed change and the school are both changed and change become part of a permanent part of the system.

Successful implementation in Rand model was characterized by planning for adapting a change to the local setting. Staff training was provided to meet the needs of local school personnel. Finally, a critical mass of innovations to provide support to one another and a receptive institutional setting were required for effective implementation of the programme. Implementation outcomes depended on internal factors such as organizational climate, motivation of participants, and the implementation strategy used by the stakeholders and the scope of change. The model significantly expanded knowledge about variables necessary for

implementing a programme. This makes implementation a change process in which proposed changes are carried out during implementation in order to achieve effective implementation of the programme.

The model explored the programme implementation in terms of whether it was implemented as originally intended or it had evolved into a new or different form. Crandall (1982) in reference to the Rand study confirmed that credible facilitators' training, well defined curricular and instructional practices among others contributed to effective implementation. Revisiting these findings in light of ABE implementation, made the theory suitable for this study. The study adopted this theory because issues of teaching and learning resources, facilitator's professional and academic qualifications, quality assurance supervisors and socio-cultural status, influenced effective implementation of ABE as demonstrated by the Rand model.

2.9 The Conceptual framework

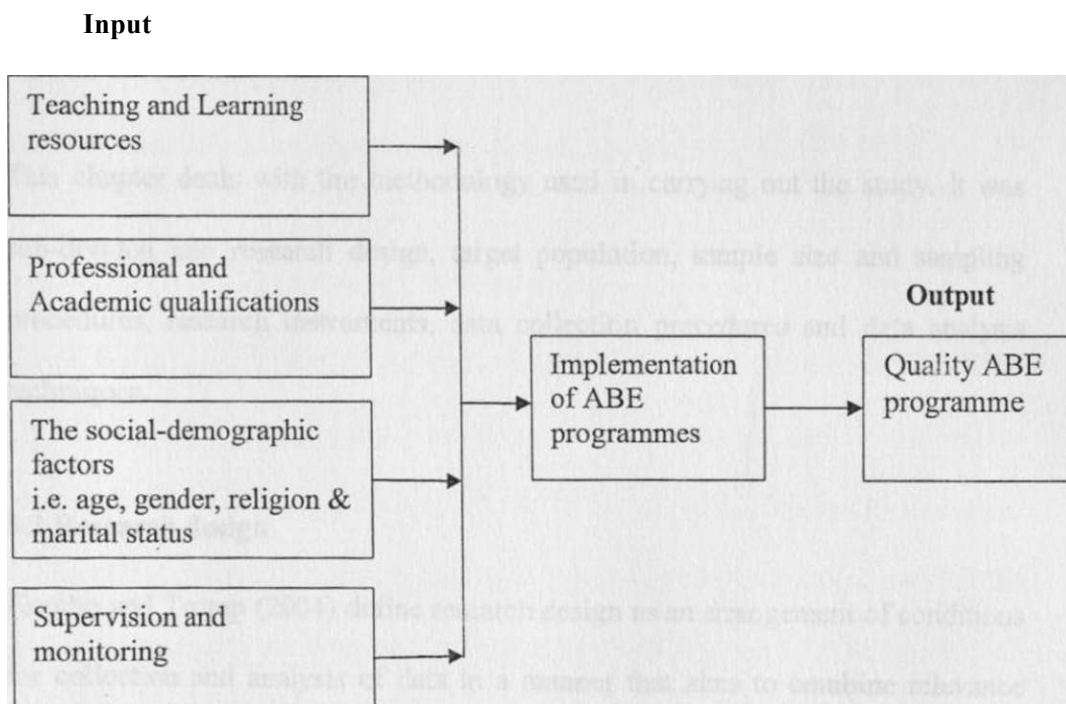
Conceptual framework is a model of how one makes logical sense of the relationships among the several factors that have been identified as important to the problem (Ogula, 1998). The dependent variable (the implementation of ABE programme) was the process in this study whereas the input comprised of the independent variables which were, teaching and

learning resources, professional and academic qualifications, social-cultural related issues, supervision and monitoring. These had an influence on the dependent variable. The output is the provision of quality ABE programmes.

Capability of the instruments; it is assumed that if facilitators have relevant skills and knowledge in teaching they will be in a position to plan and disseminate information appropriately. On the availability of teaching resources, the facilitators should be provided with adequate relevant resources so as to be in a better position to teach. Learners should have adequate time to interact with all materials so that they can grasp difficult concepts not internalized during class time. The theory strongly points out some determinants of curriculum implementation which are key in realization of improved literacy levels. This study is based on the concept that implementation of adult basic education curriculum would be eased if the facilitators are properly prepared for programme delivery which includes proper training on suitable teaching methods for adults which should be applicable, learning styles that suit the needs of the learners, and instructional language should be simple, understandable and to the level of the learners. The teaching learning resources should offer guidance on proper implementation of the curriculum. Therefore the availability of resources for adult education learning is an important input to ensure effective implementation of the curriculum so as to enhance the levels of adult basic education

Figure 4.8

Relationship among variables related to the implementation of ABE.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the methodology used in carrying out the study. It was sub-divided into research design, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis techniques.

i

3.2 Research design

Kombo and Tromp (2004) define research design as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. The study adopted the descriptive survey design which involved collecting data in order to answer questions concerning the current status of the subject (Orodho, 2004). The design was suitable in that it allowed data collection regarding the determinants of implementation of ABE using questionnaires and focus group discussions for the respondents. Descriptive survey sought to obtain information that described existing phenomena. The study described how the situation was in as far as implementation of ABE in Kamukunji district was concerned.

3.3 Target population

Population is a set of people that the researcher will focus on and to which the results obtained the sample will be generalized (Orodho, 2004). The target population in this study therefore was all the 61 adult basic education facilitators, all 17 centre managers and all the 1960 adult basic education learners in the 17 ABE centres (DACE monthly returns, Kamukunji district).

3.4 Sample size and sampling procedures

A sample is a small size of the target population. According to Best and Khan (1998) the ideal sample size should be large enough to serve as adequate representation of the population about which the researcher wishes to generalize the findings. It is important to note that the larger the sample the smaller the sampling error with a 95 percent level of confidence as given by Kathuri and Pals (1993).

A census survey was used to select a sample size for literacy centres, adult education facilitators and centre managers since the population was small. Census survey attempts to collect data from each and every member of a population (Gall; Mills & Airasian, 2006). The method v/as appropriate because the population was small and manageable. Therefore, 17 centres with 17 centre managers and 61 adult education facilitators participated in the study.

A manageable size was selected for the adult learners since it was not possible to include the entire population in the study. Out of the targeted 1960 adult basic learners, 10 per cent of the population was studied which was 196 adult basic learners. This representative sample of 196 adult learners was considered a fair representation. The following formula was used to calculate the sample size for each centre where 196 adult learners were the desired sample size,

$$n = \frac{\text{School Population}}{\text{Target Population}} \times \text{Desired Sample Size}$$

Where n = School Sample Size

To select a representation of the desired sample size of adult learners from each centre, systematic random sampling was done. For each class, the number of learners were divided by the desired centre sample size earlier established to get a sampling interval (k). Using randomized class lists the first number of students were determined between 1-K (Mugenda & Mugenda, 2003). Once the researcher established the starting point every 10th adult learner throughout the list was selected systematically.

For the focus group discussion, adult basic learners were sampled using simple random sampling. The focus group included 10 participants selected from the sample size of each centre. Numbers selected a second time were ignored (Mugenda & Mugenda, 2003).

3.5 Research instruments

In order to address the research objectives and research questions data were collected by use of questionnaires and focus group discussions which were designed by the researcher.

3.5.1 Questionnaires

Three sets of questionnaires were designed to collect data for the centre managers, ABE facilitators and for the adult learners. The choice of questionnaires was made because questionnaires are useful in reaching a large group of respondents within a short time with little cost. Self completion questionnaire can be filled in the absence of the researcher hence limit biases resulting from personal characteristics of the researcher.

a) The centre managers' questionnaire

The centre managers' questionnaire mainly verified information given by the facilitators. It had five sections, A, B, C, D and E. Section A sought the background information of the administrator. The other sections sought the centre managers' opinions on determinants of effective implementation of ABE.

b) Adult basic education facilitator's questionnaire

The questionnaire had five sections, A, B, C, D and E where section A had the personal data. The other sections contained structured questions pertaining to determinants of implementation of ABE.

c) Adult basic learners' questionnaire

The questionnaire was divided into section A and B. Section A collected background information of the adult learners. Section B collected data on the social cultural factors and teaching and learning resources influencing implementation of ABE. The three questionnaires were in a five point scale from Likert type scale.

3.5.2 Focus group discussion guide

The study used focus group discussions especially to collect data from the adult literacy learners selected from the sample. Focus group guide was suitable since it enabled the adult basic learners who could not comprehend the questionnaires give relevant information for the research study. The respondents who were involved in group discussions were not eligible to respond to questionnaires since the instruments had been administered to them and they had provided the required information.

3.6 Instrument validity

Validity is the degree at which results obtained from the analysis of the data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). It was necessary to test the validity of the instrument before it was used to assess the clarity, spellings and ambiguity of the instrument. A pilot study was conducted in two centres in the neighboring Starehe district to test the clarity of the questionnaires as stated by (Kathuri & Pals, 1993).

Kombo and Tromp (2006), define piloting as the process of trying out in the field the questionnaire to be used. The centre manager, all the facilitators and all adult learners in the centres participated in the pilot study. Validity was enhanced by the researcher contacting experts in the area of content analysis (Koul, 1972). To test the validity of data, the draft questionnaires were tested to ascertain the appropriateness of items in obtaining information according to research objectives of the study-in order to affirm this case the university supervisor scrutinized the questionnaires to confirm that they are valid. Subjecting the document to scrutiny helped in minimizing potential percentage of errors when carrying out research.

3.7 Reliability of instruments

Reliability refers to the degree to which test scores are free from measurement errors (Best & Khan, 1998). This is the consistency in giving almost same results every time an instrument is used to collect data. Test re-test was the feasible approach to the working out of the reliability of questionnaires in this study. In reliability of instruments, the researcher carries out prior test of each questionnaire to the pilot sample. Prior testing was done to check the draft questionnaires structure and whether it is meaningful- this was done on another centre outside the targeted area of study. The prior testing is preceded with the scoring manually the piloted questionnaires, the manual scoring is then subjected to computing using Statistical Package for Social Services {SPSS} in order to prove its reliability. Computation of the correlation between the scores of the two sets was carried out and coefficient obtained became the reliability estimate (Gay, L.R & Airasian, P 2003). To compute the coefficient, the researcher used the following formula:

$$Re = \frac{2r}{r+1}$$

Where Re = reliability of the original test

r = reliability of the coefficient resulting from correlating the scores of the odd items with the scores of the even items (Gay, L & Airasian, P 2003).

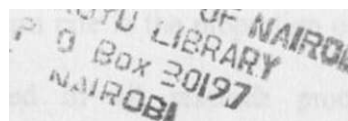
The study used Cronhach's Alpha coefficient to test the reliability. The instrument reliability coefficients were 0.8 and so it was considered to be reliable since an instrument is considered to be reliable if it is next to the recommended 0.7 and 0.8 reliability coefficients (Howell, 1997). The Cronhach's Alpha was used for the study to test the instruments' reliability.

3.8 Data collection procedures

The researcher sought a permit from the National Council for Science and Technology using a letter obtained from the University. The permit was then used to seek permission from the Department of Adult and Continuing Education to carry out research in adult education centres in Kamukunji district. The researcher visited all the centers to book for appointment with the centre administrators on the actual dates to administer questionnaires and conduct the focus group discussions. On the material day the researcher then grouped respondents differently, and explained to them in details the aim of the research and assured them of confidentiality of their responses .The researcher then elaborated on the areas that needed explanation and interpretation then allowed them to complete the questionnaire. 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 then collected the data on implementation of ABE in Kamukunji district for analysis.

3.9 Data analysis techniques

Data were edited to identify and eliminate errors made by respondents. Coding was done to translate questionnaire responses into specific categories. Data were analyzed both qualitatively and quantitatively. Quantitative data were analyzed by use of descriptive statistics such as frequency distribution and percentages with the aid of computer software. Qualitative data were analyzed by the use of content analysis which involved categorizing and indexing of responses and other field notes into common themes. The coded items were analyzed with the aid of Statistical Package for Social Sciences (SPSS statistics 17.0) software to enable us get results in table, pie charts and figure formats.



CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and presentation of the findings of the data collected using questionnaires and focus group discussions. 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 the analysis of the questionnaire return rate and then presented the analysis of the demographic information of the respondents which included the age and gender, and teaching experience, academic and professional qualifications. This section covers themes which attempted to answer the research questions in relation to availability of teaching and learning resources, professional and academic qualifications, socio-cultural factors and supervision and monitoring. This was followed by a discussion on how each of the variables influenced implementation of Adult Basic Education (ABE) in Kamukunji district.

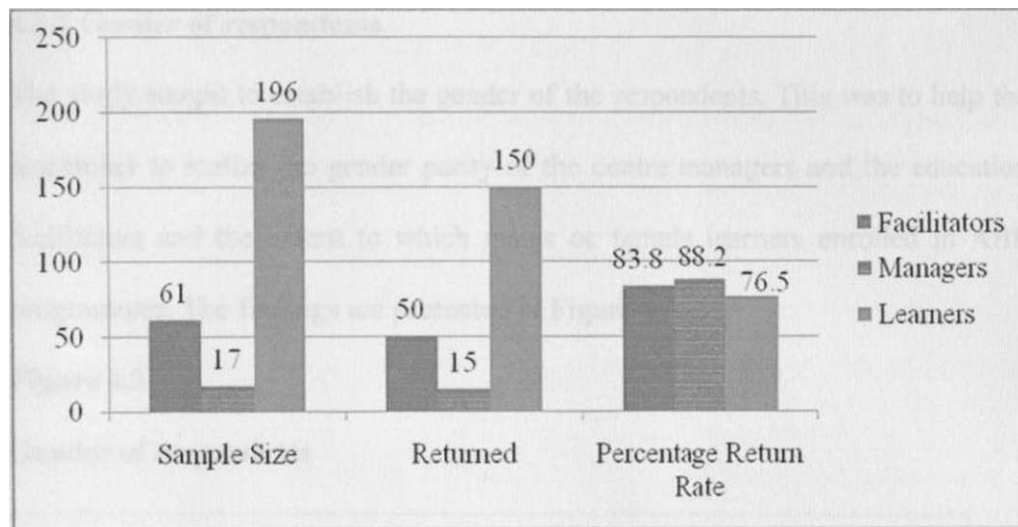
4.2 Questionnaire return rate

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 a sample of 17 adult education centre managers, 61 adult

education facilitators and 196 adult basic learners. The respondents filled in the questionnaires and the questionnaire return rate is presented in Figure 4.1.

Figure 4.1:

Questionnaire return rate



According to Figure 4.1, out of a sample of 61 adult basic education facilitators, 50 (83.3%) returned the questionnaire and out of 17 centre managers, 15 duly filled and returned the questionnaire making 88.2% return rate, whereas 150 out of the sampled 196 adult basic learners returned the questionnaire, making a return rate of 76.5%. The average questionnaire return rate was 82.7% which was satisfactory and a fair representation of the target population (Kothari, 1999).

4.3 Demographic information of respondents

This section presents the analysis of the demographic information of respondents as revealed from the data collected from the ABE centre managers, the facilitators

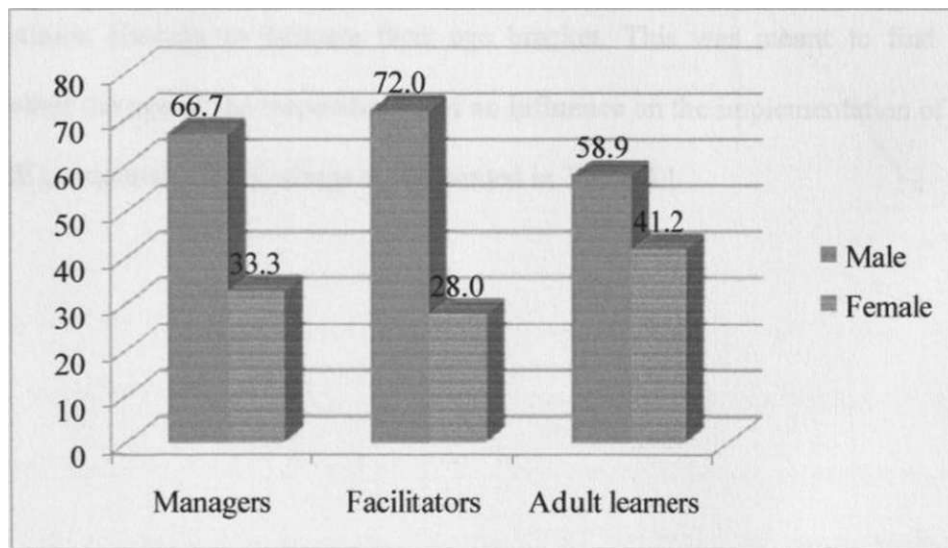
and the adult basic education learners in Kamukunji district. This included respondents' gender, age, teaching experience and highest academic qualifications.

4.3.1 Gender of respondents

The study sought to establish the gender of the respondents. This was to help the researcher to realize the gender parity of the centre managers and the education facilitators and the extent to which males or female learners enrolled in ABE programmes. The findings are presented in Figure 4.2.

Figure 4.2

Gender of respondents



The findings in Figure 4.2 indicated that male center managers were 66.7 percent. The study revealed that male facilitators were 72.0 percent while 28.0 percent

represented female facilitators. The findings further revealed that male adult basic education learners were 58.9 percent and female had 41.1 percent. These findings indicated that males working as centre managers and facilitators outnumbered female colleagues. This was an indication of awareness of the programme among the male adults which contradicted various study findings carried out in 2006 on the state of adult literacy in Kenya by the Kenya National bureau of statistics. The study revealed that most of the female adults were more aware of the programme than the male adults (Kenya National Bureau of Statistics, 2007).

4.3.2 Age of respondents

The researcher requested centre managers, ABE facilitators and adult basic education learners to indicate their age bracket. This was meant to find out whether the age of the respondents had an influence on the implementation of the ABE curriculum. The findings are presented in Table 4.1.

Table 4.1:**Age of respondents**

Age Bracket	Managers		Facilitators		Learners	
	F	%	F	%	F	%
15-18	-	-	-	-	18	12.0
19-22	-	-	-	-	30	20.0
23-26	-	-	4	8.0	15	10.0
27-30	4	26.7	16	32.0	30	20.0
31-34	6	40.0	12	24.0	42	28.0
35-40	3	20.0	6	12.0	6	4.0
41-45	2	13.3	4	8.0	3	2.0
Over 45 years	-	-	8	16.0	6	4.0
"Total	15	100.0	50	100.0	160	100.0

The findings in Table 4.1 revealed that 32.0 percent of the facilitators were in the age bracket of 27-30 years while 24.0 percent were in the age bracket of 31-34 years. The study finally revealed that 40.0 percent of the center managers were in the age category of 31-34 years. However, 26.7 percent of the centre managers were in the age category of 27 and 30 years. These findings indicated that the respondents were mature people who could be trusted by the adult basic learners

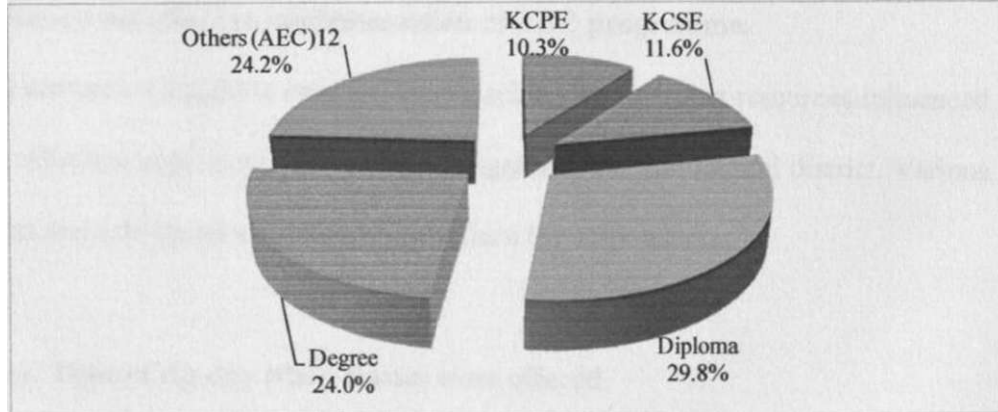
to offer relevant curriculum and thus obtain suitable, quality curriculum programmes.

4.3.3 Centre managers' highest academic qualification

The researcher asked the centre managers of adult basic education centres in Kamukunji district to indicate their highest academic qualification. This was carried out in order to reveal whether they were qualified to manage ABE centers as heads. The findings are presented in Figure 4.3.

Figure 4:3

ABE managers' highest academic qualification



The findings in Figure 4.3 indicated that 29.8 percent of the centre managers had Diploma certificates while 24.2 percent had an Adult Education Certificate. These findings are an indication that majority of the centre managers had minimum academic qualification to handle ABE learners and manage the centres

professionally. This is due to the overriding fact that highly qualified facilitators can have a positive impact on literacy and implementation of ABE (Nsubuga, 2000) and also quality of teachers affect the quality of the programmes they offer, a reflection of the teacher education programmes they undergo.

4.4. Teaching and learning resources

The findings of the analysis of the data obtained from the centre managers, facilitators and adult basic learners as well as the focus group discussion guide are presented in the subsequent sections.

Research Question 1: The extent to which teaching and learning resources influence the effective implementation of ABE programme.

The researcher sought to establish how teaching and learning resources influenced the effective implementation of ABE programmes in Kamukunji district. Various items were designed to elicit responses from the respondents.

4.4.1. Time of the day when classes were offered

The researcher sought from the adult basic learners 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 learn at their own convenient time since some of them had responsibilities to play at home as parents. The responses are tabulated in Table 4.2.

Table 4.1:

Time of the day when classes were offered

Response	Frequency	Percentage
Morning	40	26.7
Afternoon	30	20.0
Morning and afternoon	30	20.0
Evening	50	33.3
Total	150	100.0

Data in Table 4.2 indicates that adult learners (33.3%) were taught in the evening while 26.7 percent were taught in the morning. This revealed that the ABE centres catered for the needs of adult learners putting in mind the principle that adults learn at their own pace. It was evident that most of the adult basic learners were able to attend literacy classes after attending their daily chores.

4.4.2 Adequacy of teaching and learning facilities

The study sought from the centre managers, adult basic facilitators and the adult basic learners' information on the adequacy of teaching and learning resources in ABE centres in Kamukunji district. Their responses are presented in Table 4.4.

Table 4.1:**Adequacy of teaching / learning resources**

	Very adequate		Adequate		Inadequate		Not available		Total	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Centre Managers										
Exercise books			10	60.1	5	27	2	13.2	17	100
Teaching Aids			7	40.1	6	33.4	4	26.7	17	100
Textbooks			5	27.3	9	52.6	3	20	17	100
Writing materials			12	73.2	3	20	2	7.3	17	100
Facilitators										
Exercise books	2	4	32	52.4	24	39.1	3	5.3	61	100
Teaching Aids			28	46.7	25	40.5	8	13.3	61	100
Textbooks	3	5.1	18	30.4	31	50.4	9	14.5	61	100
Visual aids			24	40.1	25	40.4	12	20.3	61	100
Writing materials			38	62	16	25.6	7	12.3	61	100
Learners										
Exercise books			122	62.3	69	35	5	2.7	196	100
Teaching Aids			98	50	89	45.4		5.1	196	100
Textbooks				45.1		53.3	9	1.9	196	100
Writing materials	16	8.1	139	70.8	30	15.3	12	6	196	100

According to the findings presented on Table 4.3, 52.6 percent of the centre managers indicated that there were inadequate textbooks while 27.3 percent indicated that the textbooks were adequate. On learning and teaching resources, 50.4 percent of facilitators showed that there were inadequate textbooks while 53.3 percent of the learners indicated that the same resource were inadequate. The study revealed that 60.1 percent of the centre managers indicated that exercise books were adequate while 52.4 percent of the facilitators indicated that the resources were adequate. The study Further revealed that majority of the centre managers agreed that writing materials were adequately distributed at the centres, 62.3 percent of the facilitators showed that writing materials were adequate while majority of the adult basic learners indicated that similar materials were adequately distributed in the school. The results implied that most of the teaching and learning resources were inadequate hence hampering implementation of ABE.

Learners involved in the focus group discussion revealed that the centres had inadequate instructional resources. They noted that reading books and other learning materials were very few and they at times had to supplement what the government provided. Further, the centre managers stated that the Department of Adult Education in the Ministry of Education provided teachers with chalks, black boards, lesson plan books and schemes of work and a few textbooks which were not sufficient. The facilitators also indicated that sometimes they were forced to

buy their own instructional materials like chalk, textbooks and chalkboards to supplement what the government offered.

Inadequacy of the teaching and learning resources was an indication that adult learners found it hard to be taught in class properly. Teaching aids assist learners to get clear images of the content being taught and their inadequacy indicated that curriculum content was not being delivered properly to the 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 study revealed that if adult basic education learners lack instructional resources, recruitment of ABE learners becomes a problem because many would not be attracted to enroll in the programme thus affecting the implementation process.

4.4.3 Adequacy of physical facilities

The study sought from the centre managers, facilitators and adult learners of ABE centres in Kamukunji district the current information on the availability and adequacy of physical facilities at the ABE centres. Their responses are presented in Table 4.4.

Table 4.4**Availability and adequacy of physical facilities as reported by respondents**

	Very adequate		Adequate		Inadequate		Not available		Total	
	N	%	N	%	N	%	N	%	N	%
Managers										
Classrooms	0	0	6	34	9	53.3	2	13.3	61	100
Library/Book box	0	0	7	40.2	9	53.2	1	6.9	61	100
Playground	0	0	7	40.3	8	47	2	13.4	61	100
Toilets/latrine	0	0	8	47.4	9	52.7	0	0	61	100
Facilitators										
Classroom	3	5.2	18	30	30	50.1	10	14.6	61	100
Library/Book box	0	0	28	45.4	30	50	2	4.8	196	100
Playground	2	4	29	47.3	30	49.2	0	0	196	100
Toilets/latrine	0	0	30	49	31	50.9	0	0	196	100
Learners										
Classroom	9	4.4	108	55	60	30.6	20	10	196	100
Library/Book box	14	7.1	82	42	98	50	3	1.3	196	100
Playground		5.3		48.7		40.1		4.5	196	100
Toilets/latrine		10		40.4		44.6		5	196	100

According to the results presented in Table 4.4, a majority (53.3%) of the centre managers indicated that classrooms were inadequate while 50.1 percent of the facilitators observed that classrooms were inadequate. The centre managers indicated that the library box was inadequate (53.2%) while 50.0 percent of the

facilitators showed that they were inadequate. The same sentiments were echoed by adult learners who stated that the same facility was inadequate (50.0%). On the adequacy of toilets/latrines, 52.7 percent of the managers stated that they were not adequate. On inadequacy 50.9 percent of the facilitators indicated that toilets were inadequate while 44.6 percent of the learners agreed with the sentiments. The findings meant that teaching and learning facilities were inadequate thus affecting negatively implementation of ABE programmes.

Data gathered from the focus group guide indicated that some of the facilities were not adequate and that some of the classrooms were poorly ventilated hence hindering learning processes. The study observed that due to age, some adult basic education learners had poor eye sight thus if the classes did not have proper lighting such learners were not able to read or write well and so would eventually drop out. The study indicated that physical facilities were inadequate for the implementation of ABE curriculum. Facilities such as classrooms, libraries or book box, playground toilets, and water among others had a direct bearing on the implementation process. These resources were instrumental for the implementation of ABE programme.

The researcher sought from the facilitators on whether physical facilities affected implementation of ABE curriculum. Majority of the facilitators 35 (70%) agreed

that physical facilities influenced the implementation of adult basic education because they were used to advance the learning opportunities offered to adult basic education learners hence affecting the quality of educational output as they influenced the learning process. The findings of this analysis concur with Ngigi (2000), Ondiko (2002) and Ekudanyo (2000) who concluded that when resources are availed and used in the most natural and logical manner, they reinforce particular learning activities.

4.5 Academic and professional qualifications of ABE facilitators influence on implementation of ABE

This section analysed how academic and professional qualifications of the facilitators influenced the implementation of ABE programmes in Kamukunji district. The findings were presented in the subsequent sections.

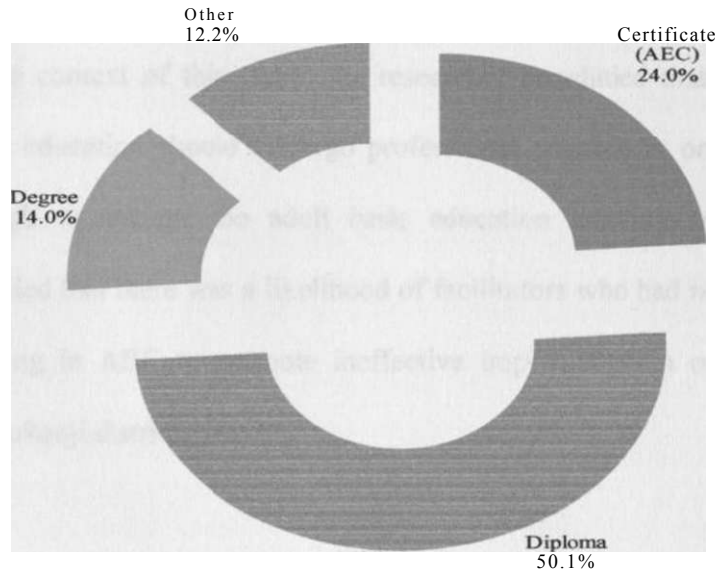
Research question 2: Extent to which academic qualifications of adult education facilitators influence effective implementation of ABE.

4.5.1 Academic qualification of ABE facilitators

The study sought to establish the influence of professional and academic qualifications on the implementation of ABE. The researcher asked the facilitators to indicate their highest professional qualification. Figure 4.4 presents the findings.

Figure 4.4

ABE facilitators' academic qualifications



As presented in the findings the study indicated that an average majority of facilitators, 25 (50.1%) had attained a Diploma certificate. The study also revealed that 24.0 percent of the respondents had attained AEC certificate in Adult Basic Education whereas 12.0 percent had certificates not related to the ABE centre, for example O level certificates and thus had no training on facilitation of ABE. The six persons who had trained in areas outside ABE were also used as facilitators, which according to Walden (1973) is inappropriate to use untrained facilitators to manage adult literacy classes because facilitators should undergo professional training in order for them to work effectively. The findings indicated that majority of facilitators are Diploma holders. From this data, it is

evident that the adult education facilitators had attained a minimum threshold to enable them teach adult education.

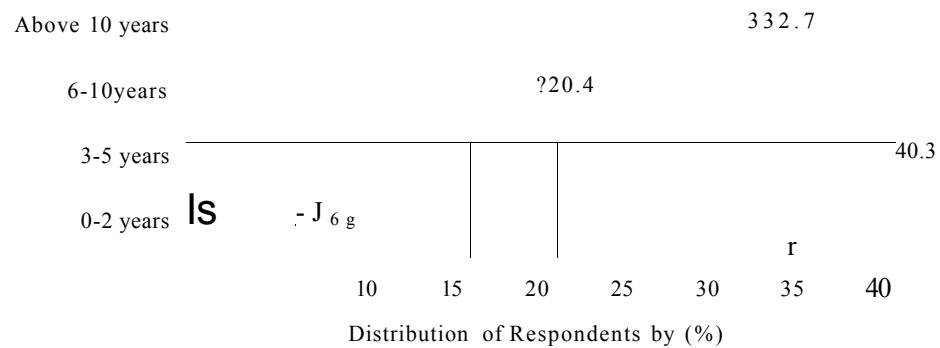
In the context of this study, the researcher concluded that facilitators of adult basic education should undergo professional training in order to be competent enough to manage the adult basic education learning centres. The findings revealed that there was a likelihood of facilitators who had not attended advanced training in ABE to promote ineffective implementation of adult education in Kamukunji district.

4.5.2 ABE centre managers professional experience

The study sought to find out the experience of managers to enable effective implementation of ABE in centres. The responses are presented in Figure 4.5.

Figure 4.5

Professional experience of ABE centre managers



The study findings presented in Figure 4.5 indicated that 20.4 percent of the centre managers had an experience of 6-10 years while 32.7 percent of the respondents had an experience of above 10 years. The findings were an indication that majority of managers, 8 (53.1%) had an experience (above 6 years) that could be said to be enough to ensure effective implementation of ABE in Kamukunji district. This further points to the fact that some of the centre managers were not under going in -service training which is very useful in ensuring they become efficient, capable and useful in handling ABE centres and adult basic education learners. This is because in -service training is a pre-requisite to improvement of performance in ABE centres leading to quality educational output. The in-service training keeps teachers abreast with current educational innovations (Shiundu and Omulando, 1992).

According to the responses from the focus group discussions, learners indicated that some adult learners had dropped out because they could not cope with the situation. Some of them cited facilitators who were too fast while teaching; facilitators who taught too many concepts at the same time and within a short time hence learners ended up being confused. In a study by Mualako, Odero and Obaki (2009), the researchers established that the facilitators did not teach what the adult learners wanted to learn, they were not caring for the learner's interests. Further, the researchers found out that most facilitators were seen as incompetent by

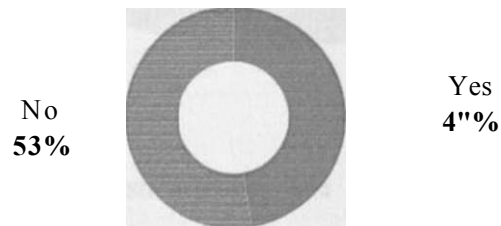
learners because they failed to understand different abilities of the adult learners. This brought about some of the reasons that contributed to learners missing classes which had an effect on effective implementation of ABE programmes in Kamukunji County.

4.5.3 Attendance of in-service training by facilitators

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

Figure 4.6

Attendance of in-service training



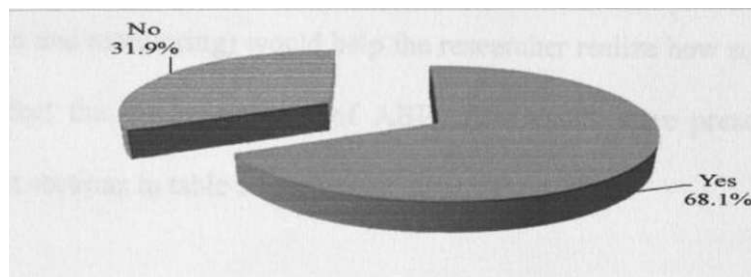
The study sought to find out whether the facilitators had attended any in-service training at the centers. As presented in Figure 4.6, a simple majority (53.0%) indicated that they had not attended any in-service training. However, 47.0 percent indicated that they had attended in-service training. The results showed that in-service training is wanting at the learning centers to enable effective

implementation of ABE programme. The findings contradict the fact that in Kenya facilitators are trained for two years where they undergo an in service course (Republic of Kenya, ACE policy, 2010).

4.5.4 In-service training of ABE and effective implementation of ABE programme

Figure 4.7

Whether training adequately prepared facilitators for implementation



The study sought to establish whether the in-service training received by facilitators had helped them in the implementation of ABE programme. The finding presented in Figure 4.7 indicated that majority (68.1%) agreed that in-service training had prepared them adequately for effective implementation of ABE programme. The findings meant that training helped equip facilitators for the implementation of ABE in the learning centers thus affecting the implementation of the programme. This agreed with the fact that training affects

implementation of adult education in several countries negatively as the governments allocate meager funds to the sector (UNESCO, 2006). This confirms the need for all facilitators to be subjected to training.

4.6 Influence of socio-cultural factors on effective implementation of ABE in Kamukunji district

The section was intended to find out how social cultural factors influenced effective implementation of ABE in Kamukunji district. The factor (age related complications, marital problems, cultural issues, family responsibilities and supervision and monitoring) would help the researcher realize how social cultural factors affect the implementation of ABE. The results were presented in the subsequent sections in table format.

Research Question 3: How socio-cultural factors influence effective implementation of ABE programme in Kamukunji district.

The study sought from learners the reasons for missing classes, dropping out or absenteeism. This was meant to find out whether these factors had an influence on effective implementation of ABE. The findings are presented in Table 4.5.

Table 4.5

Socio-cultural factors influencing effective implementation of ABE programme in Kamukunji district

	Always often (%)				Most often								Often (%)		
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N
Age related complications	5	31	21	34.1	55	28	5	37.2	21	35	76	39	5	32.2	19
Cultural practices	7	38.4	25	40.3	83	42.1	5	32	19	30.4	66	33.7	6	33	18
Family Responsibilities	10	42.7	24	40	79	40.1	4	24	17	27.3	79	40	6	5	20
Forceful withdrawal		16.4	12	20.3	39	20	6	35.1	19	31.7	79	40.4	8	49.4	30
Marital problems	3	19.9	15	25.4	47	24.1	5	28.2	19	30.4	67	34.3	9	52	27
Peer pressure	3	18.7	12	20	83	42.1	7	41.3	24	40	55	28.3	7	40	24
Religious activities	8	44.5	27	45	75	38.3	4	29.3	19	30.2	79	40.1	4	25.3	15

Data in Table 4.5 indicated that there were a myriad of socio-cultural factors that affected the implementation of adult basic education programmes. As presented in the findings, 37 percent of the centre managers indicated that age related complications most often affected the effective implementation of ABE. The study revealed that 35 percent of the centre managers indicated that forceful withdrawal mostly affected implementation of ABE while 39 percent of adult learners indicated that the same most often affected the implementation. According to the study, 52.0 percent of the centre managers indicated that marital problem often affected the implementation of ABE while 44.5 percent of the facilitators stated that marital problem often affected the implementation of ABE.

According to the study, the findings further revealed that 42.7 percent of the centre managers agreed that family responsibilities always affected the implementation process. Similarly, 40.0 percent of the learners agreed that the same factor most often affected the effective implementation of ABE. The presented findings showed that centre managers (38.4%) agreed that cultural practices always affected the implementation of ABE while on the same factor 40.3 percent of the facilitators indicated that it affected the implementation always. The study noted that peer pressure most affected the implementation of ABE; this was indicated by 41.3 percent of the centre managers. Again the study

realized that 44.5 percent of centre managers showed religious activities always affected implementation.

The findings revealed that socio-cultural differences, challenges, expectations, roles and attitudes within a society may influence effective implementation of ABE curriculum in adult education centers. This concurs with a study by Kenya National Adult Literacy Report (2007) which indicated that social -cultural factors of adult learners influenced implementation of ABE programmes.

Further, response elicited from the focus group discussions indicated that some learners came to class late or never attended classes completely due to religious activities such as church choir training, church committee meetings and seminars. Those with Islamic religious affiliations were noted not attend classes during religious celebrations such as the holy month of Ramadhan and Friday afternoon when they visited the mosque for prayers. Due to involvement in religious activities, most learners did not get time to attend to adult education classes and would eventually drop out.

Family responsibilities also caused decline in enrolment. For instance women spent most of the time on domestic chores. Some women were involved in family duties that they sometimes missed classes. This irregular attendance forced the

female adult basic learners to terminate learning hence the low enrolment rate of female adult basic learners in the district.

4.7 Supervision and monitoring influence on effective implementation of ABE

This section analyzed how supervision and monitoring influenced effective implementation of ABE in Kamukunji district. The results were presented in the following subsections.

Research question four: How supervision and monitoring influence effective implementation of ABE.

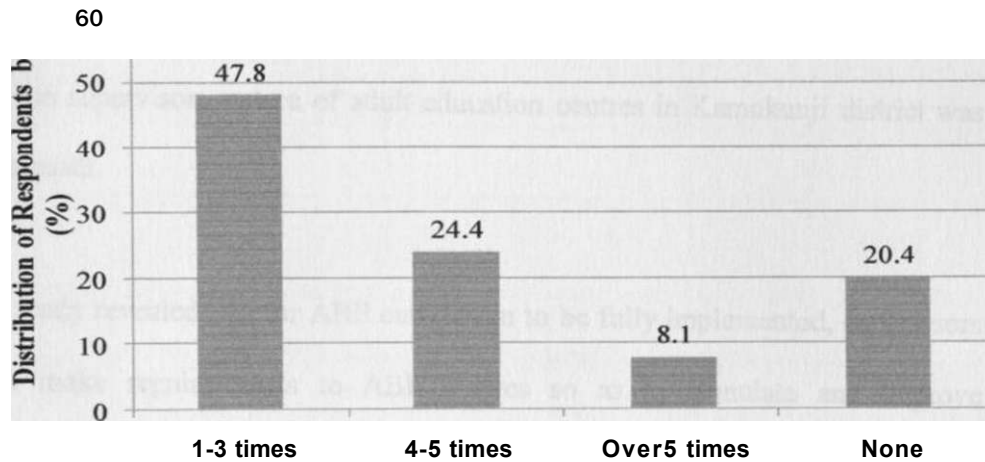
The study sought to establish the influence of supervision and monitoring on the implementation of ABE in Kamukunji district.

4.7.1 Frequency of visits by quality assurance supervisors

The researcher asked facilitators to indicate the number of times quality assurance supervisors had assessed them in the previous 3 years. The responses are presented in Figure 4.8

Figure 4.8

Frequency of visits by quality assurance supervisors



According to the results presented in Figure 4.8. the study revealed that quality assurance supervisors had visited the adult learning centres on rare occasions with 24 (47.8%) respondents indicating having been supervised 1 - 3 times while 24.4 percent indicated that they had been supervised 4 -5 times. This concurs with the (MoEST,1994) 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.

Responses from the focus group discussion with adult basic learners indicated that adult basic education learners concurred with the fact that supervision of the adult education centres improved the quality of teaching. Learners indicated that

frequent visits by supervisory officers to check on the quality of teaching and learning resources, the facilitators and the physical facilities would help in enhancing effective implementation of ABE. The results of this analysis revealed that the supervisory nature of adult education centres in Kamukunji district was inadequate.

The study revealed that for ABE curriculum to be fully implemented, supervisors must make regular visits to ABE centres so as to stimulate and improve facilitators' overall performance and effectiveness in the implementation of the curriculum. The findings concur with Oghuvbu (2011), Mwanzia (1995) and Okumbe (1987) who observed that effective supervision depended on the availability of personnel and the priority accorded to education programmes as supervision requires constant visitations by supervisors to centres to check on physical facilities, administration and the actual implementation of a curriculum.

4.8 Linear regression model on the input and output variables

A linear regression was done to determine the relationship between effective of ABE and all the variables i.e. teaching and learning resources, academic and professional qualifications, social and cultural factors and supervision and monitoring.

Table 4.6

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.983 ^a	.966	.939	.127

Predictors: (Constant), Teaching and learning, academic and professional qualification, social and cultural factors and monitoring and supervision.

The R Squared showed that the independent variables that included teaching and learning, academic and professional qualifications, social and cultural factors and monitoring and supervision explain approximately 98 percent of the variance of the implementation of ABE. The results suggested that nearly all the variables in this model are significant predictors of effective implementation of ABE (at the 95 percent confidence level).

Table 4.7

ANOVA"

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.319	4	.580	35.809	.001 ^a
	Residual	.081	5	.016		
	Total	2.400	9			

a. Predictors: (Constant), teaching and learning, academic and professional qualifications, so. and cultural factors and monitoring and supervision.

b. Dependent Variable: Effective implementation of ABE.

The regression results showed that the significance value (*p-value*) of F statistics is less than 0.05 (it is actually 0.000). This implies that the test is statistically significant. The identified variables thus could influence effective implementation of ABE programme at the learning centers.

Table 4.8

Co-efficients⁸

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-1.567	.313		-5.013	.004
Adult basic education facilitators adequate	1.086	.133	1.016	8.189	.000
Highest academic qualification	.281	.072	.380	3.909	.011
Determination of social cultural factors	.338	.053	.617	6.330	.001
Frequency by which Quality assurance supervisors visit the center	-.071	.102	-.092	-.700	.515

a. Dependent variable: Effective implementation of ABE

The regression model is written as: Effective implementation of ABE = $-1.567 + 1.086 * \text{teaching and learning resources} + 0.281 * \text{academic and professional qualifications} + 0.338 * \text{social and cultural factors} - 0.071$

The Beta Coefficients in the regression showed that three of the predictor variables (teaching and learning, academic and professional qualifications, social and cultural factors) showed positive relationship with effective implementation of ABE. This implies that a unit increase in teaching and learning resources will lead to a 1.086 unit change in the implementation of ABE. The results further show that a unit changes in academic and professional qualification will result to a 0.281 unit change in the implementation of ABE.

The study finally showed that a unit change in social and cultural factors will result to 0.338. However, the Beta Coefficient for monitoring and supervision was negative. This implies that there exists a negative relationship between monitoring and supervision and the implementation of ABE. But the regression results showed that all the predictor variables except supervision and monitoring are statistically insignificant as the p-values are greater than 0.05. This therefore implied that there were other factors that could influence the implementation of ABE at the learning centers.

4.9 Summary of the findings

4.9.1 Teaching and learning resources

The study revealed that 52.6 percent of the managers indicated that there were inadequate textbooks while 27.3 percent indicated that the textbooks were adequate. On a similar learning and teaching resources, 50.4 percent of facilitators showed that there were inadequate textbooks while 53.3 percent of the learners indicated that the same resource were inadequate. The study revealed that 60.1 percent of the centre managers indicated that exercise books were adequate while 52.4 percent of the facilitators indicated that the resource were adequate. The study further revealed that majority of the centre managers agreed that writing materials were adequately distributed at the centres, 62.3 percent of the facilitators showed that writing materials were adequate while majority of the adult basic learners indicated that similar materials were inadequately distributed in the school.

4.9.2 Professional and academic qualifications

As presented in the findings the study indicated that an average majority of facilitators, 25 (50.1%) had attained a Diploma certificate. The study revealed that 24.0 percent of the respondents had attained AEC certificate whereas 12.2 percent had certificates not related to the ABE centre and thus had no training on facilitation of ABE. The study findings indicated that 20.4 percent of the centre

managers had an experience of 6-10 years while 32.7 percent of the respondents had an experience of above 10 years.

The findings were an indication that majority of centre administrators, 8 (53.1%) had an experience (above 6 years) that could be said to be enough to ensure effective implementation of ABE in Kamukunji district. As presented in the findings, a simple majority (53.0%) indicated that they had not attended any in-service training. However, 47.2 percent indicated that they had attended in-service training. The findings lastly indicated that majority (68.1%) agreed that in-service training had prepared them adequately for effective implementation of ABE programme.

4.9.3 The social-cultural factors

As presented in the findings, 37 percent of the centre managers indicated that age related complications most often affected the effective implementation of ABE. The study revealed that 35 percent of the centre managers indicated that forceful withdrawal by relatives mostly affected the effective implementation of ABE while 39 percent of adult learners indicated that the same most often affected the implementation. According to the study, 52.0 percent of the centre managers indicated that marital problems often affected the implementation of ABE while

44.5 percent of the facilitators stated that marital problems often affected the implementation of ABE.

According to the study, 42.7 percent of the centre managers agreed that family responsibilities always affected the implementation process. However, 40.0 percent of the learners agreed that the same factor most often affected the effective implementation of ABE. The presented findings showed that centre managers (38.4%) agreed that cultural practices always affected the implementation of ABE while on the same factor 40.3 percent of the facilitators indicated that it affected the implementation always. The study noted that peer pressure most affected the implementation of ABE; this was indicated by 41.3 percent of the centre managers. Again the study realized that 44.5 percent of centre managers showed religious activities always affected implementation of the programme.

4.9.4 Supervision and monitoring

The study revealed that quality assurance supervisors had visited the ABE learning centres on rare occasions. Responses from the focus group discussions with ABE learners concurred with the fact that supervision of the adult education centres improved the quality of teaching. Learners indicated that frequent visits by supervisory officers to check on the quality of teaching and learning resources,

the facilitators teaching process and the physical facilities would help in enhancing effective implementation of ABE.

The study established that teaching and learning resources and physical facilities were inadequate at the learning centres. The study further established that few facilitators had undergone in-service training. This had a negative influence on the implementation of ABE programmes. The study therefore realized that for effective implementation of ABE both center managers and facilitators should acquire professional credentials to enable proper implementation of ABE curriculum. In the case of social cultural factors the study showed that majority of ABE learners were involved in social cultural activities at the time they were meant to be attending classes. This hindered their access to basic education. The study also revealed that sufficient supervision and monitoring were lacking which affected implementation of ABE programmes.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter looks at the summary of the findings as obtained from respondents who included adult education basic learners, facilitators and centre managers of adult basic education centres in Kamukunji district, Nairobi county. It also contains 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 effective implementation of adult basic education programme in Kamukunji district, Nairobi County, Kenya. To achieve this four research questions were formulated on the determinants influencing effective implementation of adult basic education programme. These were teaching learning materials, professional and academic qualifications of ABE facilitators, socio-cultural factors and supervision and monitoring.

The study established that teaching and learning resources and physical facilities were inadequate at the learning centres. The study further established that few

facilitators had undergone in-service training. This had a negative influence on the implementation of ABE programmes. The study therefore realized that for effective implementation of ABE both center managers and facilitators should acquire professional credentials to enable proper implementation of ABE curriculum. In the case of social cultural factors the study showed that majority of ABE learners were involved in social cultural activities at the time they were meant to be attending classes. This hindered their access to basic education. The study also revealed that sufficient supervision and monitoring were lacking which affected implementation of ABE programmes.

5.3 Conclusions of the study

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

- i. Adult basic education programme was hampered by inadequate teaching and learning resources and physical facilities which was a major hindrance to the implementation of ABE programmes in the Kamukunji district.
- ii. The study concluded that academic and professional qualification was mandatory to enable effective implementation of ABE programmes.
- iii. Socio-cultural activities affected learner recruitment which hindered implementation of ABE programmes in the area.

- iv. The study revealed that monitoring and supervision was not adequately addressed hence the need for regular visits by supervisors to access and monitor implementation of the ABE programmes at the learning centers.

5.4 Recommendations for the study

In view of the findings discussed, to improve and strengthen the implementation of ABE programmes the following recommendations need to be considered;

- i. The findings revealed facilities were inadequate hence hampering implementation strategy. The recommends that the government through the Ministry of Education should take the initiative of putting up new and proper adult basic learning centers which are equipped with suitable teaching and learning resources and physical facilities for adult basic learners.
- ii. The study realized that in-service training was inadequate, therefore ABE should be designed in such a way that it prepares learners to be able to adapt and participate in a highly developed and sophisticated society.
- iii. According to the study, there was insufficient monitoring and supervision services at the centers. The study recommends that DABE should intensify inspection and monitoring services to ensure that the programme is being effectively implemented in all the ABE centers.

5.5 Suggestions for further study

The study proposes the following suggestions for further study:

- i. The study did not involve other stakeholders such as parents, local administration and the government officials and therefore a similar study should be carried out.
- ii. Since the study targeted ABE centres in Kamukunji district, Nairobi county only; a similar study should be carried out 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 of the programme.

REFERENCES

- Ajibola, M. (2008). *"Innovation atul curriculum development for basic education in Nigeria, policy priorities, challenges of practice and implementation."* Educational journal, (8) 51-58.
- Ayiende (2009). *Financing of adult and non-formal education in Nigeria*: MBY publishers.
- Best, J & Khan, V (1998). *Research in education*, Boston: Ally & Bacon.
- Bhola, H (1984). *Campaigning for literacy .Soviet Union*: Kingleys publishers.
- Bishop, G. (1993). *Curriculum development*. A textbook for students: London: Macmillan Publishers.
- Combs, P. and Ahmed, M. (1974). *Attacking rural poverty*, how education can help Baltimore; John Hopkins University Press.
- Crandall (1982). *People, policies, and practices: Examining the chain of school improvement: Andover*, New York.
- Ekundayo, J (2000). *Non-formal education backgrounder*: UNICEF, Nairobi, Kenya.
- Facilitators in Africa (2004). *Capacity building of literacy and non-formal Education*: Dakar Senegal.
- Ferreiro, E. (1992). *Literacy before schooling*. Exeter, NH: Heinemann Educational Books.

- Gregory, S., Gregory, B., Campbell, M., Farley, H., Snapping, S., Kennedy-Clark, S (2010). *Australian higher education institutions transforming the future of teaching and learning through 3D virtual worlds.*
- Gay, L.R, Mills, G. and Airasia, P (2006). *Education research: competences for analysis & applications*, (8th ed) prentice hall. Canada.
- Hinzen,H. (2010). *Adult education and development confmtea VI: Roland Schwartz: Germany.*
- Hinzen, H .(2009). *Adult education and development 40 Years divvy international: Roland Schwartz: Germany.*
- Hinzen, H. (2011) *Adult education and development e-learning and modern media: Roland Schwattz: Germany.*
- Hinzen, H. (2010) *Adult education and development confinteaVI: Roland Schwatz: Germany.*
- Howell,D.C (1997). *Statistical methods for psychology*, 4th edition: Duxubury, pp 490-493.
- Hunkins, F.P .and Ornstein A.C. (1988).*Curriculum: foundation, principles and issues: Englewood Cliffs, NJ. Prenticc Hall.*
- Jarvis, P. (1992) *Adult and continuing education: Routledge, London.*
- Karani, F. (1996). *Research priorities in adult education in Kenya Kenya adult educator: A journal for K.A.E.A. Vol. Nc.1.*

- Kathuri, N. and Pals, D. (1993). *Introduction to educational research*, Njoro: educational media centre, Egerton University.
- Kenya Institute of Education (2007) *National basic literacy curriculum ABE 1*: Republic of Kenya, Department of Adult Education.
- Kenya National Bureau of Statistics (2007) *Kenya national adult literacy Survey report*.
- Kenya Vision 2030 (2008): *Sector plan for education and training 2008-2012*: Government Printer.
- Kiarie, J. (*Constraints and problems encountered by non-formal schools in provision of basic education in Kariobangi division*: Unpublished research project, Nairobi University.
- Knowles, M.S. (1978), *The modern practice of adult education: from Pedagogy to Andragogy, reviewed*: Association Press, Chicago.
- Kombo, D. and Tromp, D. (2006). *Proposal and thesis writing: An introduction*. Nairobi: Pauline Publications Africa.
- Krejcie, R.V. and Morgan, D. (1970) *Determining sample size for research activities, journal of educational & psychological measurement*: vol.1.
- Koul, K (1984). *Methodology of educational research*: Vikas House, India.**

- Legwaila, M.L (1993). *Annual report on the literacy programme, 1993: Gaborone, Botswana. Department of non-formal education .Ministry of education*
- McKay, V (2007). *Introduction in literacy matters: a commemorative booklet on the first year of the UNISA, SANLI partnership.*
- Ministry of Education(1998). *Masterplan one education and training 1997-2010:Nairobi, Kenya.*
- Ministry of Education, CIDA GTZ, (2000). *Non-formal education:alternative approaches to basic education in Kenya: Report of stakeholders form on NFE - AABE, Nairobi.*
- Ministry of Education (2012). Directorate of adult basic education: Nairobi, Kenya.
- Ministry of Labour and Human Resource Development. *Kenya post -literacy curriculum (2003). Handbook for teachers and facilitators: Department of Adult Education: Nairobi.*
- Mokah, M. (2005). *Factors affecting enrolment rate in adult literacy programme in Kenya: A case of Mombasa district. Unpublished master of education project: University of Nairobi.*
- Moya, A.J. (1988). "School-Based Assessment in the 1989 Higher School Certificate." *Australian Educational Researcher*, Issue No.3
- Mugenda, O. and Mugenda, A. (2003). *Research methods: quantitative and qualitative approaches: ACTS press, Nairobi*

- Mulusa, T. (1990) Evaluation researches for beginners a practical guide. Bonn:
 German foundation for international development.
- Murani, N. (Feb, 02, 1987) Sunday Times Pg 7.
- Mwanzia, G.M. (1985). *Factors affecting inspection and supervision of primary Schools in Kitui District*. Unpublished research project.
 Kenyatta University.
- Ndagi, G. (1985).** *Primary school curriculum reforms in the western state of Nigeria: UNESCO.*
- Nsubuga, E. (2000) *Fundamentals of education research: Uganda, MK.*
- Nguju, M. (2010). Gender roles and their influence on adult learner enrolment in Nyamira district: Unpublished research project, Kenyatta university.
- Ngigi, S.(2002). *Factors contributing to low enrolment rate in adult literacy in Makadara division: Unpublished diploma project, Nairobi University.*
- Nzioki, S. D. (1982). *Evaluation of literacy programmes in Machakos district of Kenya: Unpublished diploma dissertation, University of Nairobi.*
- Ogula,A.(1998)./J *handbook on educational research: New Kemit publishers, Nairobi.*
- Oghubu, E. (2001). *Implementation of primary school curriculum in Nigeria. The role of supervision: Delta University, Paris*

- Okumbe, J. (1987). *Effectiveness of supervision and inspection in selected secondary schools in Kiambu district*: Unpublished project, Kenyatta university.
- C)kwach,A.(2000)Situational analysis of the education sector in Kenya. Nairobi
- Ondiko, F. (2002). *The use of post-literacy materials by adult learners in Rachuonyo district*: Unpublished Research Project. Kenyatta University.
- Organization for economic co-operation and development (2003): adult *learning policies and practices: highlights*. [Accessed April , 2012],
- Orodho, A. (2005). *Techniques of writing research proposal and reports in education and social sciences*: Harlifax Printers and General.
- Republic of Kenya (1982). *Education Act cap 211* :Nairobi, Government Printer.
- Republic of Kenya (1972). *Bessy education report*: Nairobi, Government Printer.
- Republic of Kenya (2003).*Economic recovery strategy for wealth and employment creation 2003-2007*: Nairobi, Government Printer.
- Republic of Kenya (2005). *Kenya education section support programmes (KESSP) 2005-2010*: Ministry of Home Affairs, Nairobi.
- Republic of Kenya and Kenya institute of education(2007)JVaf/o/ja/ **basic functional literacy curriculum**: Department of adult education. Nairobi.

- Republic of Kenya (2010). *National Adult and Continuing Education Policy*: Government Printer.
- Republic of Kenya (2008). *Ministry of education: policy for alternative provision of basic education*: Nairobi: Government Printer.
- Republic of Kenya (2009) *Nairobi North district development plan 2008-2012*, Nairobi: Kenya Vision 2030. Government Printer.
- Republic of Kenya (2001). *Poverty reduction strategy paper 2001-2003* Nairobi, Government Printer.
- Republic of Kenya (2008). *Vision 2030: Sector plan for education and training 2008-2012*: Nairobi, Government printer.
- Republic of Kenya (2005). Sessional paper No. 1 of 2005 *on policy framework for education training and research*: Government printer.
- Shiundu, J. A. (2008). *Research methods in education: A course for post graduate studies*, Unpublished handbook for research methods. Nairobi
- UNESCO, (2000). *Adult education and development No. 55*. Montreal: Institute for statistics.
- UNESCO (2006). *EFA Global monitoring report. Literacy for Life*: Oxford University Press
- Wilkins, D. A (1975). *Second-language learning and teaching*: Edward Arnold, London.

Woolfolk, A.E. (1998). *Educational Psychology (3rdEd)* Boston:

Allyn and Bacon.

World Forum Education for all (2000). *A Framework for action*: Wood Cliffs,

NJ. Prentice Hall. Dakar. Senegal.

APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi,
Department of Educational
Administration & Planning,
P.O.BOX 30197,
Nairobi.

Department of Adult Basic Education,
District Adult Education Office,
Kamukunji District.
P.O BOX 54827

Nairobi.

Dear Sir,

REF: REQUEST FOR COLLECTION OF DATA.

I am a post graduate student at the University of Nairobi conducting a research on *"Determinants influencing effective implementation of Adult Basic Education in Kamukunji district"*. I am seeking your authority to carry out the research in your centres. Any assistance given will be highly appreciated.

Thank you in advance.

Yours faithfully

Rosario Kamau

APPENDIX B

QUESTIONNAIRE FOR CENTRE MANAGERS

The purpose of this questionnaire is to establish determinants of effective implementation of the adult basic education (ABE) in Kamukunji district. Please read the questionnaire carefully and respond to each question as required. The information gathered will be used for this research purpose only.

SECTION A: Personal Information

Please tick () your responses in the spaces provided.

1. What is your gender? i) Male () ii) Female ()
2. Indicate your age: i) Over 50 years () ii) 40-49 years () iii) 30-39years () iv) 20-29 years () v) Below 29 years ()
3. For how long have you been an administrator in this centre?
(i) Below 2 years [] (ii) 2-6 years [] (iii) 7-10 years [] (iv) 11-15 [] (v) Over 15 years []

SECTION B: TEACHING AND LEARNING RESOURCES

4. How many adult education facilitators are in the center?
(i) Below 5 [] (ii) 5-10 [] (iii) 6-15 [] (iv) Above 15 []
5. Are the adult facilitators in your centre adequate? Yes [] No []
6. How would you rate the level of availability of resources listed below?

	Very adequate	Adequate	Inadequate	Not available
Classrooms				
Desks				
Text books				
Teachers guides				
Charts,				
playground				

9. Please provide the reason for your answer

7. Who is responsible for the provision of the learning resources in your region? i)

Ministry of Education [] (ii) Non Governmental Organization []

SECTION C: PROFESSIONAL AND ACADEMIC QUALIFICATION

10. Indicate your highest academic qualification? i) Certificate ()

ii) Diploma () iii) Undergraduate () Postgraduate (v) other

11. Have you received any in-service training? Yes [] No []

12. How long have you been a manager in Adult Basic Education fraternity?

i) Below 2 years [] ii) 2-5 years [] iii) 6-10 years [] iv) Above 10 years

SECTION D: SOCIO-CULTURAL FACTORS.

13. Do you have drop out in your centre? Yes [] No []

14. If yes, what are the reasons for the drop out?

15. To what extent do the following social cultural factors determine effective implementation of ABE?

Indicate using the following scale.

4: Determines Greatly

3: Determines Moderately

2: Determines slightly

1: Does not determines

	4	3	2	1
Age				
Marital status				
Family problems				
Religion				
Gender				

SECTION E: MONITORING AND SUPERVISION

16. How often do quality assurance supervisors visit your centre?

Quite often () Often () Not at all ()

17. Have you ever been subjected to warning for lack of implementation of issues

related to ABE? Yes () No ()

18. In your opinion, what determines effective implementation of ABE?

THANK YOU!

APPENDIX

B

QUESTIONNAIRE FOR ADULT EDUCATION FACILITATORS

This questionnaire is designed for the purpose of research on determinants of implementation of Adult Basic Education. It is for academic purposes only.

Kindly provide honest answers to these questions. Do not write your name.

SECTION A: Background Information

1. Gender Male () Female ()
2. Indicate your age? i) 20-29 () ii) 30-39 () iii) 40-49 () iv) Over 50 ()
3. Indicate your highest academic qualification? i) K.C.P.E ()
ii) K.C.S.E () (iii) Diploma () (iv) Degree () v) other (specify) ()

SECTION B: TEACHING AND LEARNING RESOURCES.

4. To what extent is the programme relevant to the learners? No extent [] Small extent [] Moderate extent [] Large extent [] Very large extent []

Explain your answer.

5. When do learners attend classes in your school?
i) Morning () ii) Afternoon () iii) Morning and Afternoon ()
b) Is the time adequate to complete the syllabus? Yes () No ()
6. What literacy are you teaching in your class? i) Basic literacy () ii) post-literacy () iii) Non-formal ()

7. Use the table below to rate the level of availability of resources in the centre? i)

Very adequate () ii) Adequate () iii) Inadequate () iv) Not available ()

Teaching /learning materials	I	ii	iii	Iv
Text books for learners/facilitators				
Teachers' guide				
Writing materials e.g. chalkboard				
Visual aids e.g. Charts				
Physical facilities	I	ii	iii	Iv
Desks, tables and chairs				
Blackboards				
Classrooms				
Playground				
Toilets				

SECTIONC: PROFESSIONAL AND ACADEMIC QUALIFICATIONS

8. What is your teaching experience?

i) 1- 5 years [] ii) 6-10 [] iii) 11-15 years [] (iv) Over 15 years []

9. Indicate your highest professional qualification? (i) Adult Education

Certificate I [] ii) Adult Education Certificate II [] iii) Diploma [] (iv)

Degree [] other, please specify

10. Have you ever attended any in-service training, seminars or workshops on implementation of adult basic education? YES No

b) If yes, in (10.a) above has the in-service training adequately prepared you in implementation of adult basic education? i) Yes ii)No

SECTION D: SOCIAL-CULTURAL FACTORS

11. Indicate the extent to which each of the social factors determines effective implementation of ABE in your centre using the scale below; whereby 4-Determines Greatly, 3-Determines Moderately, 2-Determines slightly and 1 -Does not determines

	4	3	2	1
Age				
Marital status				
Family problems				
Cultural practices				
Religion				

12. To what extent has culture affected the implementation of ABE? No extent
 Small extent Moderate extent Large extent Very large extent

b) What are some of these cultures?_

SECTION E: MONITORING AND SUPERVISION

13.) How many times have you been assessed by quality assurance supervisors in the last 3 years? i) 1-3 [] ii) 4-5 [] iii) Over 5 times [] iv) None []

14. As a facilitator, kindly mention some of the roles you play towards implementation of ABE

THANK YOU

APPENDIX B

QUESTIONNAIRE FOR ADULT EDUCATION LEARNERS

Please respond to the items given in this questionnaire as honestly and accurately as possible. All your responses will be treated with confidentiality and will be used for research purposes only

Please read each statement carefully and tick (**V**) appropriately

SECTION A: PERSONAL INFORMATION

1. What is your gender? i) Male () ii) Female ()
2. What is your age: i) Over 40 years () ii) 30-39 years () iii) 29-20years () iv) Below 20 years ()
3. Marital status: i) Married () ii) Single () iii) Other ()

SECTION B: TEACHING AND LEARNING RESOURCES.

4. What time of the day do you attend literacy class? i) Morning ()
ii) Afternoon () iii) Morning and afternoon () IV) Evening ()
5. What language of instructions is used by the facilitators?
i) Kiswahili and English () ii) Mother tongue () iii) Both
6. Are the learning materials used in class enough for everybody? Yes () No ()

SECTION C: SOCIAL-CULTURAL FACTORS

7. Have you missed class for any reason? Yes () No ()

b) If yes, tick the reasons that keep you from not attending class in the table

below using the given scale. 3: Most often 2: Often 1: Always

	3	2	1
Age related complications			
Marital problems			
Family responsibilities			
Cultural practices e.g. early marriages, circumcision			
Religious activities			
Forceful withdrawal by parents			
Peer pressure			

THANKYOU

APPENDIX B

FOCUS GROUP DISCUSSION FOR ADULT BASIC LEARNERS

Introduction

My name is Rosario, a post graduate student in the University of Nairobi. I am carrying out a research on *determinants of effective implementation of adult basic education*. I hereby kindly request you to give honest responses during the in the discussion. Information obtained shall remain confidential.

PROBES

1. Are the materials used for learning and teaching adequate at the centre?
2. What would you say about the availability of physical facilities in your centre and are they in good condit'on to promote learning processes?
3. Are there enough teachers to attend to you during classes?
4. What challenges do you face as an adult education learner at the cenire?
5. Do you think that the time allocated for learning is enough to cover the syllabus?
6. What social problems do you encounter from home which interferes with class attendance and how?

APPENDIX F
RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

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

NCST/RCD/14/012/758

Date: 20th June 2012

Rosario Wanjiku Kamau
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Determinants of effective implementation of adult basic education programme in Kamukunji District, Kenya,*" I am pleased to inform you that you **have** been authorized to undertake research in **Kamukunji District** for a period ending **30th September, 2012**.

You are advised to report to **the District Commissioner and the District Education Officer, Kamukunji 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.

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

Copy to:

The District Commissioner
The District Education Officer
Kamukunji District.

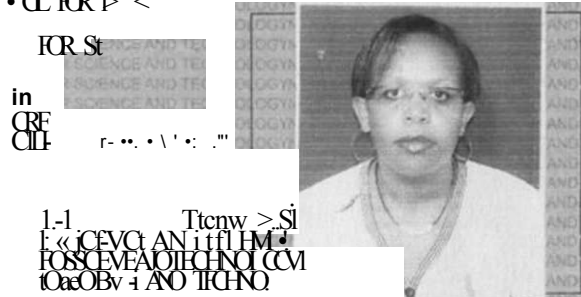
APPENDIX G : RESEARCH PERMIT

PAGE 2
 NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY
 Research Permit No. NCST/RCD/14/012/758

PAGE 3
 Date of issue 28th June, 2012
 Fee received KSH. 1,000

THIS IS TO CERTIFY THAT:
 Prof. Dr. /Mr./Mrs./Miss/Institution
 Rosario Wanjiku Kaniau
 of (Address) University of Nairobi
 P.O.Box 30197-00100, Nairobi,
 has been permitted to conduct research in

for cc.ei.
 Date of issue
 Fee received



Kamukunji Location
Nairobi District
 Province

on the topic: Determinants of effective implementation of adult basic education programme in Kamukunji District, Kenya.

1-1
 Tchnw > Si
 FOR SCIENCE AND TECHNOLOGY
 NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

SECRETARY
 NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Applicant's
 Signature

National Council for
 Science & Technology

for a period ending: 30th September, 2012.

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY
 SECRETARY