

**FACTORS INFLUENCING THE IMPLEMENTATION OF ADULT  
LITERACY EDUCATION PROGRAMMES: A CASE OF  
KAJIADO COUNTY**

**BY**

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## DECLARATION

This Research Project Report is my original work and has not been presented  
for any award in any other university

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## **DEDICATION**

This research report is dedicated to my family: Solomon and Susan Luyali, Patrick Lifuleze, Gregory Samia, Snyder Khasimwa and Gerry Abuyeka.

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## **ACRONYMS AND ABBREVIATIONS**

|                 |   |   |
|-----------------|---|---|
| <b>AIC</b>      | - | African Inland Church   |
| <b>BAE</b>      | - | Board of Adult Education                                      |
| <b>EDUCAIDS</b> | - | Education Aids  |
| <b>EFA</b>      | - | Education for All   |
| <b>FBOS</b>     | - | Faith Based Organizations                                     |
| <b>KNALS</b>    | - | Kenya National Adult Literacy Survey                          |
| <b>KNBS</b>     | - | Kenya National Bureau of Statistics                           |
| <b>NFECs</b>    | - | Non Formal Education Centers                                  |
| <b>NFE</b>      | - | Non Formal Education  |
| <b>NFSs</b>     | - | Non Formal Schools  |
| <b>NGO</b>      | - | Non Governmental Organizations                                |
| <b>NALA</b>     | - | National Adult Literacy Agency                                |
| <b>PEER</b>     | - | Programs of Education for Emergencies Reconstruction          |
| <b>UNEP</b>     | - | United Nations Education Program                              |
| <b>UNESCO</b>   | - | United Nations Education scientific and Cultural Organization |
| <b>UNICEF</b>   | - | United Nations International children's Emergency Fund        |

## **ABSTRACT**

It is important for the adult literacy projects to be implemented adequately for them to realize the objectives which lead to them being initiated. The main Endeavour of this study was to establish the challenges that influence the implementation of adult literacy programs and how they can be overcome. It concentrated on Adult literacy centers in Kajiado County. The objectives of the study were: to determine how multiple responsibilities, teaching methodology, availability of learning resources and the ratio of teachers to learner influence the implementation of adult literacy education programmes in Kajiado County. The study used the descriptive survey design. This is because the problem is specific with variables that already exist for the population in mind to describe. It emphasized on how the independent variables relate to the dependent variables. Its interest was on the population of learners, teachers and officers in charge of the thirty-eight literacy centers that implement the adult literacy education program in Kajiado County. Simple random sampling technique was used using random numbers generated by the computer to select 241 learners. All the teachers and officers were selected to make the number 287 people. Data was collected mainly by questionnaires with both open and closed ended questions. Its aim was to solicit ideas from the respondents with regards to the variables. Personal interviews were considered especially for those who could not fill the questionnaires (illiterate), observation and focused group discussions were also used in centers where learners were in session. Drop and pick method was used for questionnaires as agreed with the respondents. Secondary data was also used to analyze and classify variables related to the problem's data analysis while the data was analyzed by both descriptive and analytical methods. From the findings, teacher learner ratio, learning resources and multiple responsibilities of the adult students have the highest influence on the implementation of the adult literacy education programmes. Learning resources would speed up the learning process. Teaching methodology was the least that influences the adult literacy programme, this study suggests, more teachers should be employed on full time basis. This will enable the learners to attend classes at any time of the day when it's convenient for them. More materials should be provided in the centers. The programme should also focus on getting permanent premises. The centers also need to be increased so that they can be easily accessible by the people who want to join the programme.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the study**

Education for adults is known as adult education because adulthood and maturity defines its limits Lindeman, (1926). Adult education can be seen in five perspectives, including the work of certain institutions, a special kind of relationship, a profession or a scientific discipline, historical identification with spontaneous social movements and uniqueness to their kind of education Smith (2001) it can also be defined as activities intentionally designed for the purpose of bringing about learning among those whose age social roles, or self perception define them as adults. Merriam and Brockett (1997)

Typical adult learning theories encompass the basic concepts of behavioral change and experience. From there, complexities begin to come up. Specific theories and concepts in an eclectic barrage of inferences, Up until the 1950's basic definitions of learning were built around the idea of change in behavior (Merriam and Caffarella, 1999). After this point more complexities are introduced such as whether one needs to perform in order for learning to have occurred or whether all human behavior is learned. Due to the complexities that adults possess the andragogy theory by Knowles was formulated to deal with the learning nature and needs of adults. Andragogy that was initially defined as "the art and science of helping adults learn," has taken on a broader meaning through time. The term currently defines an alternative to pedagogy and refers to learner-focused education for people of all ages.

In 1966, UNESCO world conference on adult education focused attention on the question of basic education for those who had not been able to attend traditional education. There was a feeling that literacy was a basic tool for socio economical liberation of a country. For accelerated development, a community should be able to interpret government plan and understand a wide range of public issues most of which

are in the document some of the events that influence the development of adult education in Kenya may include, political, social or economic.

The Kenya National Adult Literacy Survey (KNALS) conducted between June and August 2006 by the Kenya National Bureau of Statistics (KNBS) in collaboration with the Department of Adult Education, UNESCO Nairobi Office and other key partners with the purpose of generating accurate data on the status of literacy in the country. The specific objectives were to; determine the magnitude, levels and distribution of adult literacy for persons aged 15 years and above, Obtain comprehensive data and information on adult literacy education institutions and providers Identify issues of concern, which need to be addressed in the promotion of adult literacy. According to the Kenya National Adult Literacy Survey (KNALS 2007), 61.5% of the adult population has attained minimum literacy level leaving a balance of 38.5% or over 7.8 million adults illiterate. Only 29.6% of Kenyan adult population has mastered desired levels of competency in literacy. Close to 29.9% of the youth aged 15 to 19 years and 49% of adult aged 45 to 49 years are illiterate. According to this survey, high regional and gender disparities in literacy attainment were depicted.

Despite their findings, in Kajiado north district, there is still a high prevalence of illiterate individuals even after centers of adult literacy have been established to deal with the problem. In the centers, there is high enrollment of learners most of whom are female. At the moment, many of these centers have less than 50% attendance in the sessions offered at the centers as compared to the initial number enrolled. There is also minimal optimism for the learners progressing to the post literacy programme since there is only one centre in the county offering that, that is AIC (OngataRongai) yet the centers are more than 20km apart. Most of the centers are run by churches and nongovernmental organization making it quite clear that its emphasis is from the private sector. From the information from the district director, learners in the centers are individuals from the informal settlements mostly mothers. Despite of efforts by the government, Non Governmental Organizations and even faith and community based organizations, one of the centers within OngataRongai Center has been closed down, an issue to be addressed within the department of adult education to ensure

continuity and relevance in the program. The second goal of literacy education is to participate fully in development activities within his/her community. (Basic functional literacy curriculum, (2007) it is through this that the research seeks to understand the factors influencing the implementation of adult literacy education programmes in Kajiado County

## **1.2 Statement of the Problem**

The implementation stage of adult literacy education program is important and has to be evaluated often if its objectives have to be realized so as to understand the challenges facing it at different times and find ways of dealing with them. One of the strategies was to offer courses for adult education teachers, which was a joint venture between the Kenya Institute of Education, the Department of Adult Education, the College of Continuing and Distance Education, and the University of Nairobi kenyaweb.com (2001).

Despite the Ksh.19,949,310, MOE strategic plan(2008-2012) there is still a huge illiterate population in Kajiado County according to information from the DEOs office, many adult learners enroll in the Adult learning classes but drop or become inactive almost immediately they enroll. The records show an enrollment of 602 learners but the numbers drop by more than 30% after 3 months. This shows that there is a motivation towards enrollment and a de-motivator making the numbers drop drastically from the programme. In Rift valley, there are 1,850 centers but only 38 centers are in Kajiado county. The number of teachers also decreased from 4,425 in 2005 to 3089 in 2006 while that of learners decreased by 3,791 from 33, 409 ( Directorate of adult and continuing education-Kajiado district)

## **1.3 Purpose of the Study**

The purpose of the study was to assess the factors that influence the implementation of adult literacy education programmes in Kajiado County

## **1.4 Objectives of the Study**

The study was guided by the following objectives

- i. To determine how multiple responsibilities of adult literacy learners influence the implementation of adult literacy education programmes in Kajiado County.
- ii. To assess how teaching methodology influences the implementation of adult literacy education programmes in Kajiado County.
- iii. To find out how availability of learning resource influence the implementation of adult literacy education programmes in Kajiado county
- iv. To find out how the teacher-learner ratio influences the implementation of adult literacy education programmes in Kajiado County

### **1.5 Research Questions of the Study**

The study was guided by the following research questions

- i. How do multiple responsibilities of adult literacy learners influence the implementation of adult literacy education programs in Kajiado County?
- ii. To what extend does the teaching methodology influence the implementation of adult literacy education programmes in Kajiado County?
- iii. How do the available learning resources influence the implementation of adult literacy education programmes in Kajiado County?
- iv. How does the teacher-learner ratio influence the implementation of adult literacy programmes in Kajiado County?

### **1.6 Significance of the Study**

The study endeavored to find out the relationship between different factors and the implementation of adult literacy education programmes in Kajiado County. Its recommendations are envisioned to be useful in ensuring that adults find value from the programme. The study would help the department of adult education and the Kenya Institute of Education which would refer to it when allocating resources to various head offices according to the needs of people in the County.

The adult literacy learners will benefit from it when instructors refer to it when planning for the adequate materials to be used for instruction in the adult learning centers. The government will utilize it by referring to it when allocating financial



assistance to the different programmes in its ministries in the districts, the adult literacy centers by referring to it when they are facing challenges with the program to find out the possible challenges and how to deal with them effectively and also the teachers who will benefit from the possible action taken which might improve their working environment.

### **1.7 Assumptions of the study**

The study assumed that all the information collected was true and can be used to make true conclusions and recommendation. It also assumed that the recommendations can be applied country wide and that there will be a positive impact felt through the adult literacy programmes

### **1.8 Limitation of the Study**

According to Best and Khan (2008) limitations are conditions beyond the control of the research that may place restrictions on the conclusions of the study and their application to other situations. The limitation that was outstanding was that the centers where adult literacy programmes are implemented are spread across a large area in Kajiado and therefore it was difficult for the researcher to access all the centers

### **1.9 Delimitation of the Study**

Although adult literacy education program is a countrywide programme, the study was limited to Kajiado County. This was after consideration of the diverse communities in the country available which put the researcher in a beneficial position. The researcher was able to access information conveniently. It was expected that findings would be representative to generalize the challenges faced to other centers countrywide.

### **1.10 Definitions of significant terms**

**Adult literacy** – the ability of an individual above the age of 15 years being able to read and write

**Education programme** – the ability of an individual above the age of 15 years being able to read and write

**Education Programme** – a set of activities that are done with the objective of teaching training and learning so as to improve knowledge and develop skills in people.

**Literacy centres** - a place where adult learners learn how to read and write.

**Multiple Responsibilities** - Having more than one duty to attend to at a specific time

**Teaching Methodology**- the methods and principles used when giving instruction

**Learning Resources** - The supply of materials, which ensure that knowledge is acquired when reading and studying

**Teacher-Learner Ratio** - The relationship between teachers and learners that shows which one is greater.

**Sustainability of Centres**– The ability of the adult literacy programmes to be supported, upheld and be confirmed

**Transition Rate** – Movement from one level of education to the next level

### **1.11 Organization of the study**

The study has five chapters. Chapter one comprises of introduction which gives information on adult education in general, statement of the problem , purpose of the study, objectives of the study, research questions of the study, assumptions of the study, limitations of the study, delimitations of the study and definition of significant terms. Chapter two comprises of relevant literature review of adult education and factors influencing the implementation of adult literacy education, a conceptual framework and a summary. Chapter three contains the methodology, which covers research design, target population, sample size, sampling procedures, data collection instrument, data collection procedures, reliability and validity, data collection procedures and data analysis techniques. Chapter four represents the data analysis, presentations, interpretation and discussion of the research findings while chapter five consists of the summary of the research finding, discussion, conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter discusses literature of studies related to the adult literacy education. It encompasses reviewing of related literature that will help the researcher to appreciate the current opinions given in those studies, and identify drawbacks associated with earlier studies so as to overcome them in relation to the implementation of adult literacy education programmes in Kajiado County.

#### **2.2 Adult Literacy Education in the World**

The United Nations Educational, Scientific and Cultural Organization (UNESCO) defines literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society. This idea has forever changed the landscape of information access, and is integral in an understanding of Literacy as a practice, in the 21st Century. It is not sufficient to consider whether a student can 'read' and 'write', but necessary to consider more meaningful aspects of literacy in education and in society as a whole. Many policy analysts consider literacy rates as a crucial measure to enhance a region's human capital. This claim is made on the grounds that literate people can be trained less expensively than illiterate people. They generally have a higher socio-economic status and enjoy better health and employment prospects (Lankshear, C. &Knobel .M (2006). The literacy also increases job opportunities and access to higher education. Below are situations in countries in the world and their effect on their situation.

In a study carried out in Ireland in 2009, by National Adult Literacy Agency (NALA) reported that there was an economic gain for individuals, the companies they worked

for the exchequer as well as the economy. This shows that literacy contributes directly towards a holistic approach towards development.

In Europe according to Harvey Graff a historian says that the introduction of mass schooling was in part an effort to control the type of literacy that the working class had access to. Literacy learning was increasing outside of formal settings (such as schools) and this uncontrolled, potentially critical reading could lead to increased radicalization of the populace. In his view, mass schooling was meant to temper and control literacy, not spread it. Graff also points out, using the example of Sweden, that mass literacy can be achieved without formal schooling or instruction in writing. Graff, Harvey J. (1991). This case can be practical in other types of literacy's like health but not financial and basic since the skills of read and writing are needed

In America the literacy level has continued to improve. The gap in illiteracy between white and black adults continued to narrow through the 20th century, and in 1979 the rates were about the same. Gordon, Elaine H.; Gordon, Edward E. (2003) The literacy rate of Canada, being almost 99% in 2003, has declined, and will be under world's average literacy rates for adults in the next two decades, depending on the rate of declining. Gordon, Edward E. (2003). In 1964 in Brazil, Paulo Freire was arrested and exiled for teaching the Brazilian peasants to read according to Lownd, Peter. "Freire's Life and Work this led to Brazil being less developed than other countries.

It has been realized that for the development of 3rd world countries, there is the need to aware the inhabitants of those countries about changing social and political as well as economic factors. The majority of those countries have remained illiterate just because of poverty and rigidity to the cultural values, which is the major hindrance in the way of development of those countries or nations. By realizing this fact, a number of 3rd world countries have launched certain projects and programs in order to achieve development fruits. In Pakistan, for example, National Commission for Human Development (NCHD) is a major organization which is striving to convert the illiterate adults, especially female adults, of Pakistan to literate ones. Before the enrollment of adults to the formal learning process, it is vital for the community

developer / activist to understand about the nature of adults regarding learning. In this regard, four matters - adults have accumulative knowledge, adults are goal oriented, adults are self directed and they can apply knowledge in the practical field - should be the primary focus of the community developer or activist because adults have different learning psyche than that of younger ones. Akram, M. (2011)

In this era of economic deficiency, adult literacy is not so simple task. To convert the illiterate adults to literate ones, it is fundamental to urge them for learning - we have to motivate them to join the learning practices. To motivate the adult learners, we can motivate them by quoting multiple attractions such as the enhancement of social relationships, engagement in social welfare, advancement of personal attributes, and achievement of certain spiritual and mental satisfactions. In the traditional societies which are almost include in 3rd world countries, religion oriented motivation is most effective. Akram, M. (2011)

Besides, a number of so effective tools and techniques of adult literacy, there are a number of such barriers which remain hindering the way to make a society 'literate'. These affect upon the achievement of predefined goals and objectives of the implemented projects and programs about literacy. As the literacy program's success depends upon the maximum participation or involvement of learners, they have a number of obstacles in the way to participate in the learning process such as the lack of time, lack of confidence, lack of information about learning opportunities, traditional theoretical approaches, feelings to be ashamed, and scheduling programs. But if the community worker - community developer - is the competent, he or she can overcome these barriers tactfully and for this purpose, the community developer / activist must process the peak attributes of motivation. Akram, M. (2011).

### **2.3 Adult Literacy Education in Africa**

In Sub-Saharan Africa, literacy is associated with colonialism, whereas ability to speak in oral is associated with native traditions. Christopher L. Miller. (1990). In Ethiopia, a national literacy campaign introduced in 1975 increased literacy rates to

between 37% (unofficial) and 63% (official) by 1984 "Literacy". Ethiopia: A Country Study. However, literacy in the Amharic language is seen as negative among other ethnicities, leading to greater amounts of illiteracy in that country. The Education Programme of the UNESCO Nairobi Office covers the six countries which make up the UNESCO-Nairobi cluster. Namely: Burundi, Eritrea, Kenya, Rwanda, Uganda and Somalia. The programme is carried out in close collaboration with education ministries and other partners. It has two strategic thrusts: (1) Education for All (EFA) and monitoring progress toward the realization of the six Dakar goals; and (2) the building and implementation of UNESCO education sector support strategies.

According to EFA Goal 3 which is to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills there is a question to be raised since as much as many pre schools have been set up in different places including day care centers which caters for developmental needs for children under the age of three, very few adult education centers have seen the light of day. As much as there are a few centers most of them are government sponsored, church based or under the nongovernmental organizations. The question concerning why no private proprietors do not venture in to the adult learning centers is a question which needs to be answered. Basically it might emanate from the need of money and profit from the centers. This goal was put in place to ensure that efforts to raise the level of skills among youth and adults are marginal in the cluster countries that have conducted evaluation of skills development programs. Though progress remains difficult to assess on a cluster basis, considering the EFA Goal 4 which is geared towards achieving a 50 per cent improvement in all levels of adult literacy by 2015, especially women and equitable access to basic and continuing education for all adults according to reports, the adult literacy rates reported for Kenya, Rwanda and Uganda are above 60 percent which is a percentage undertaken from the general population the adult literacy % should be based on the level literacy among the illiterate by the time the study started being carried out. The levels of literacy among some Districts such as Kajiado North are way below the 60% stipulated. As noted by the study, these countries will need to seriously step up literacy efforts to achieve the target by 2015. At present Kenya, Rwanda and Uganda are at serious risk of not achieving the literacy goal by 2015.

#### **2.4. Adult Literacy education in Kenya: Post independent era**

According to Audi Oluoch (2002) Literacy education means learning to live better, accessing useful information, taking appropriate action, earn more, take up more responsibilities, be more accountable, improve your incompetence and yearn for more knowledge. A gap in its implementation therefore leads to gaps in the above named aspects in an individual who is illiterate. Prior to independence there was no attention to adult literacy. Voluntary organizations were the most concerned with the literacy projects in the country, though they were just a few of them. Social welfare officers were assumed to be in charge of them. Between 1945 and 1952, most successful literacy projects were carried out by the churches. This was due to their loyalty to the faith that they had in their religion and the urge to be able to read the Bible.

In 1959, the ministry of education started a pilot literacy project in KangundoMachakos district, mainly as a center action against mau Mau influence. Since then there has been interest from the government towards adult literacy. Immediately after independence the government became fully concerned for education opportunity for all Kenyan children and adults. The board of adult education, (BAE) by an act of parliament in 1966 was formed as a major step towards the program. Its work was to co-ordinate all adult education activities in the country D.A ongewe (1980)

In 1967, the president, Jomo Kenyatta launched the national literacy campaign. The primary objective was the achievement of universal literacy. After about three years it was found that the country lacked personnel required to make the campaign successful. The momentum of the campaign consequently slowed down due to the factors which include; Inability of illiterate to see the need for literacy, lack of common language of communication through the country, lack of personnel and well trained instructors, lack of accurate monitoring and evaluation procedures and hence the tendency to get insufficient and incorrect statistics

The campaign did not bear much fruit thus the increased number of illiterate adults. Another problem faced was inadequate funds until 1979 thus having a limited impact

on the general development of the country. Kenya 1978, 1978, 1983 development plan singled out the eradication of illiteracy as one of the major National development objectives and consequently the president His Excellency Daniel ArapMoi gave a directive on elimination of illiteracy in a period of 5 years, as part of the Jamuhuri day celebration speech. This lead to the establishment of the department of adult education in February 1979 in the Ministry of culture and social services, the short term goals were to eradicate poverty while the long term goal included; To create opportunities for education to help adults themselves in self improvement, to sustain literacy through continuing education, to provide relevant skills and attitude for work, to create self confidence, positive attitude and behavior towards life and society, to promote Nationalism, patriotism, and awareness of the roles of the individual in National development and Create awareness of Kenya's place in the international community

Through the board of adult education, the University of Nairobi was asked to provide courses for diploma in adult education at the institute of adult studies based at Kikuyu campus which was established in 1970. The division and Department of Adult Education were amalgamated to form the department of adult education. The department started operation with 3000 full time teachers 5000 part time teachers and over 187 senior offers D.A Ongewe (1980). The nongovernmental organization also took part in the program and organizations included, National Christian Council of Kenya, The Catholic Church, Women groups in the rural areas and National council of Kenya Muslims. "Having adequate and competent staff is an important factor for implementing and sustaining community based projects." (Mancini 2003) according to him, a major obstacle to project success and sustainability is centred on lack of staff that is well trained or educated. This initiative was geared towards ensuring that the programs have enough personnel trained to implement the program country wide. Though it was done, many centres which were set up continue facing a natural death while the learners drop out from the program before they achieve their initial objective of joining the program. A few learners get the proficiency examination certificate but that is where they end they are unable to continue to the post literacy program this research therefore will endeavour to find out whether the challenges identified are influencing the implementation of the adult literacy education programs. In the Economic survey of 2010, adult education is designed to provide and enhance



literacy levels of the illiterate population. The 1999 population and housing census estimated there were 4.2 million illiterate adults in Kenya with women comprising 61% and men 39% of the total. Enrollment in adult literacy programme has been characterized by declining rates, for example from 415,074 in 1979 when it was launched to 93,052 in 2001. The trend has however changed upwardly with enrolment increasing by 38.8% between 2008 and 2009.

As much as there this increase in Kajiado County according to information from the district literacy education office, the number of illiterate adults is still very high especially in the rural areas. According to 4Cs working group initiative (2003) skills barriers exists where a project needs technical expertise and employ them and later realise additional management skills are also needed posing a challenge of work expectations since the staff are trained to management work and not people. This is a case that can be related to the case in OngataRongai in Kajiado County where there is only one trained teacher for adult literacy while there are seven other centres where the learners are taught by individuals who are not trained in adult education. Apart from the teachers dealing with the technical bit, they are also in charge of mobilisation and enrolment as well as teaching.

## 2.5 Learning Theories Relating to Adult Learning

Jean Piaget states that there are "four invariant stages of cognitive development that are age related" Merriam & Caffarella, (1999,). According to the authors, Piaget contends that normal children will reach the final stage of development, which is the stage of formal operations, between the age of twelve and fifteen. Adult literacy education focuses on learners above that age thus the importance of exploring theories which constitute the adult education perspective. According to a literature review by Ross (2002), humanism, personal responsibility orientation, behaviorism, neo behaviorism, critical perspectives, and constructivism are all important facets of, and perspectives on, adult learning theory. The most common treatments of the research of these areas of self-directed adult learning are learning projects, qualitative studies, and quantitative measures. Collins (1991) explores adult learning as the interactive relationship of theory and practice. In basic terms, the adult learner studies a

particular theory and then puts it into practice when presented with the opportunity to do so. Thus, the understanding of an adult learning theory can prompt practice and practice can prompt adult learning theory revision.

There are many theories of learning that this study is based on since the program majorly focuses on the challenges facing the implementation of the program which entails learning. The major theory is the andragogy theory by Malcom Knowles and others as discussed below

### 2.5.1 Andragogy theory

Kabuga (2004) refers to pedagogy as a theory that employs techniques which are apprehensive, silencing and domesticating among other ills. This was basically because it used to develop the mind of children but andragogy comes in to ensure that the developed mind of an adult is taught in a way which ensures that it is stimulated to encourage learning to take place.

Malcom Knowles (1968) contrasted the “concept of andragogy, meaning “the art and science of helping adults learn,”...with pedagogy, the art and science of helping children learn” Merriam & Caffarella, (1999,). Knowles, (1980,) states that andragogy as the technology which facilitates the development and implementation of learning activities for adults. This emerging technology is based on five andragogical assumptions of the adult learner which include: Self-Concept; as a person matures, he or she moves from dependency to self-directness, Experience which explains that adults draw upon their experiences to aid their learning. Readiness; the learning readiness of adults is closely related to the assumption of new social roles. Orientation; as a person learns new knowledge, he or she wants to apply it immediately in problem solving and Motivation (Later added); as a person matures, he or she receives their motivation to learn from internal factors.

The learning opportunity needs to be relevant and applicable to a person’s set of experiences. Argote, McEvily, and Reagans (2003) point to experience as an important factor in one’s ability to create, retain and transfer knowledge Andragogy

assumes the following about the design of learning: Adults have the need to know why they are learning something, they learn through doing they are problem-solvers and learn best when the subject is of immediate use.

According to Knowles (1984, Appendix D) an example used to apply the principles to personal computer training, can be related to adult literacy where the instructors should; Explain why certain skills are taught (functions, commands), task oriented instead of memorizing, tasks should be common tasks, take diversity into play, Acknowledge different learning levels and experience and allow adults to learn on their own and from their mistakes just as M. Knowles(1984) states.

Burns (1995) ‘conceives of learning as a relatively permanent change in behavior with behavior including both observable activity and internal processes such as thinking, attitudes and emotions.’ Burns includes motivation in this definition of learning. He considers that learning might not manifest itself in observable behavior until sometime after the educational program has taken place. This shows that the until one goes through the adult literacy program comprehensively, and completes, the effect of the program cannot be felt in the endeavor to add value to development

### **2.5.2 Transformative learning**

Mezirow (1990) states that transformative learning for emancipation is the business of adult education. This is because transformative learning is the process of getting beyond gaining factual knowledge alone but goes ahead and be changed by what one learns in some meaningful way. Adult literacy therefore should have its focus on ensuring that the learners learn content which they can apply in their day to day life. It has the ability to do this as Mezirow (2000) focuses upon the idea that learning occurs as a result of reflecting upon experiences so that much of his work is relevant to understanding the learning process in socialization and in non formal learning situations. With this, the learning experiences should be derived from the context of the learners’ environment.

### **2.5.3 Sensory stimulation theory**

Traditional sensory stimulation theory has as its basic premise that effective learning occurs when the senses are stimulated Laird, (1985). In his research, 75% of an adult's knowledge is through vision, 13% through hearing while the other sense of touch smell and taste is about 12%. By stimulating the senses, especially the visual sense, learning can be enhanced. However, this theory says that if multi-senses are stimulated, greater learning takes place. Stimulation through the senses is achieved through a greater variety of colors, volume levels, strong statements, facts presented visually, use of a variety of techniques and media.

Adult literacy education finds this theory important since through its suggestion on how adults learn, appropriate learning materials and content are formulated for the learners. As it suggests most of the content will tend towards having activities which will stimulate the sense of sight and hearing and be complemented with the other senses where necessary.

### **2.5.4 Reinforcement theory**

This theory was developed by the behaviorist school of psychology, notably by B.F. Skinner and Laird (1985), Burns (1995). Skinner believed that behavior is a function of its consequences. The learner will repeat the desired behavior if positive reinforcement (a pleasant consequence) follows the behavior. Negative reinforcement also strengthens behavior and refers to a situation when a negative condition is stopped or avoided as a consequence of the behavior. This theory is important to the study as it helps the implementers be able to identify areas which are able to positively reinforced since positive language like that is great, may last for short period after which the individual may want more tangible reinforcement. This is an important aspect because, when the learner has had positive satisfactory reinforcement, then they are able to be retained in the programs for a long period of time.

### **2.5.5 Facilitation theory (the humanist approach)**

The basic premise of this theory as by Carl Rogers and other theorists propose is that learning will occur by the educator acting as a facilitator that is by establishing an

atmosphere in which learners feel comfortable to consider new ideas and are not threatened by external factors Laird (1985).

Other characteristics of this theory include: a belief that human beings have a natural eagerness to learn, there is some resistance to change and unpleasant consequences of, giving up what is currently held to be true, and the most significant learning involves changing one's concept of oneself. It suggests that facilitative teachers are; less protective of their constructs and beliefs than other teachers, more able to listen to learners, especially to their feelings; they are inclined to pay as much attention to their relationship with learners as to the content of the course. The teachers are also expected to be apt to accept feedback, both positive and negative and to use it as constructive insight into themselves and their behavior

The learners on the other hand are encouraged to take responsibility for their own learning, provide much of the input for the learning which occurs through their insights and experiences, they are encouraged to consider that the most valuable evaluation is self-evaluation and that learning needs to focus on factors that contribute to solving significant problems or achieving significant results

## 2.6 An Overview of Adult Learners and Adult Learning

Most adult learners are twenty four years of age or older and have been out of school for a period time Benshoff and Lewis (1992). They define the adult learner as an adult who returns to school full or part time while maintaining responsibilities such as employment, family, and other responsibilities of adult life. While the definition fits the adult literacy learners, the part of being out of school does not necessarily fit their description comprehensively. The literacy learners are mostly those who have not had a chance to enroll in school or dropped off school before they learned the basic skills of learning like reading and writing.

These nontraditional students return to school for a variety of reasons: they may wish to advance in their current jobs; they may be experiencing family life transitions, such as death, divorce, or marriage; or they may have more leisure time and a desire to acquire more knowledge. They may also be returning to school to pursue new interests, or they may wish to resume their education after having dropped out of

school for reasons such as financial problems, competing responsibilities, or a lack of focus, maturity, or motivation. Clayton and Smith as cited in Benshoff and Lewis, (1992)

To add to the above reasons why adult learners go back to school it is important to note that some of the literacy learners go for the programs as a requirement by the government, the organization they are affiliated to or their churches for illiteracy eradication. These learners often have multiple non-school-related commitments and responsibilities that they must also attend to while pursuing their educational goals. They may have families and full-time jobs, and going to school often means major changes in their lifestyles. Adult learners often lack support from family or employer to return to school. Conrad, (1993) contends that it would be difficult to live in a quickly changing society without constantly learning new things.

Due to rapid changes in the economy, information systems, and technology, some jobs have been eliminated and others modified, while many new jobs have arisen. New standards of job requirements are needed. Heelan (2001), citing a growing demand for global education and global competence, states that the need for distance education through technology is on the rise. According to Heelan, this need makes it important for more adult learners to be technologically literate if they want to keep their jobs, seek promotion, or change careers. This goal for going back to school is way beyond those who have not been able to access education at any point thus the need for adult literacy programs which will enable them to move up the ladder of academia informally.

In an early study becoming a better-informed person, preparing for a new or current job, spending spare time enjoyably, meeting new and interesting people, and carrying out everyday tasks at home as Johnston & Rivera, (1965) cites are several reasons adult enroll for the literacy programs. The results expected include becoming a better-informed person, preparing for a new or current job, spending spare time enjoyably, meeting new and interesting people, and carrying out everyday tasks at home.

One of the most problems faced by literacy education centers is retention as the most perplexing problem. Two obvious barriers to retention and attainment of educational goals are time and money. Others include, inability to obtain financial aid and poor

financial planning; lack of persistence or motivation; gender; age; language; lack of support from employers, friends, and family; socioeconomic status; educational background; intelligence; poor study skills; poor stress management; lack of counseling services; and lack of flexible class scheduling. Despite these barriers, adult learners of any age can learn and succeed in their pursuits if they are afforded the opportunity, assistance, and support they need. According to Reio and Reio (2000), this shows that as much as few adult literacy learners are retained in the centers in Kajiado County, it is possible to come up with ways which are going to ensure that they are retained; they complete the literacy level and move on to the post literate stage and onwards.

In 1978, Nyiva Mwendwa encouraged the post literacy skills and deepen knowledge of adult learners and enable them play a more effective role in the national socioeconomic progress. According to Oluoch Audi 2002:4, Kenya post literacy project Handbook Adult education and development, Journal 56 2001 pages 53 and 54 by editor Herbert Hirizeu there are the joint goals for individual development (1990-2000) which are the expansion of early childhood care and development activities including family and community interventions especially for poor disadvantaged and disabled children.

Universal access to and completion of primary education or whatever higher level of education was considered basic by the year 2000. Improvement in learning achievement such as an agreed percentage of an appropriated age cohort, the % of 14 year olds attains or surpasses a defined level of necessary learning achievement.

Expansion of provision of basic education and training in other essential skills required by youth and adults with program effectiveness assessed in terms of behavior change and impacts on health employment and productivity.

Increased acquisition by individual and families of knowledge, skills and values required for better living and sound and sustainable development made available through all traditional and modern communication and social action with effectiveness assessed in terms of behavior change.

Nonformal education (ElimuyaGumbaru) was previously under the Ministry of Social and Cultural Affairs, but was moved under the Ministry of Labor and Human Resource Development. There are other nongovernmental agencies (NGO) that serve as nonformal education resources, such as the Ministry of Culture and Social Services, which was created to provide services to help eliminate illiteracy among Kenyan adults.

UNESCO-Nairobi has developed support strategies for Eritrea, Kenya Rwanda and Uganda for 2008-2009.it also has developed regional programme of education for emergencies, reconstruction and Culture of Peace. (UNESCO-PEER)The following are priority areas for UNESCO-Nairobi education support that were stipulated in 2008-2009. They include; increasing access and quality of early childhood education, reducing illiteracy levels, providing alternative means of access to education to those who miss out on the formal system and promoting EDUCAIDS, and a comprehensive education sector response These priorities are legible to be put in the spot light in Kajiado County since the literacy levels are way below the expected targeted

## **2.7 Factors influencing the implementation of adult literacy Education Programmes**

In this section the factors that influence the implementation of adult literacy education programmes in Kajiado County are discussed. The factors sought to determine how multiple responsibilities of the learners influences the implementation of adult literacy education programmes in Kajiado County ,to assess how teaching methodology influences the implementation of adult literacy education programmes in Kajiado County, to find out how availability of learning resources influences the implementation of adult literacy education programmes in kajiado county and to find out how the ratio of teachers to learner influences the implementation of adult literacy education programmes in Kajiado Count

### **2.7.1 Multiple Responsibilities of the Adult Learners and Adult Literacy Education**

According to Ken Bain, motivation s the expectation of failure while Brennen, (2006) says that motivation is the level of effort an individual is willing to expand towards the achievement of certain goals.Motivation can either be intrinsic or extrinsic, Mc



Devitt, (2006) most adult learners derive their motivation from outside learning thus if the literacy classes will add value to their daily activities they will tend to be more active and the reverse can also apply. Sullivan (2003) takes it that the biological or neural basis of motivation holds that neural activities in the brain guides us towards or away from particular results and it is these synaptic events that influence behavioral outcomes. Mulira (1978) when objectives are not properly defined, it becomes difficult and sometimes impossible to make assessments. Adult literacy programs have become one of the objectives and not an essential one to be fulfilled immediately. This then reflects to the attendance of adult learners in the centers and hence the outcome of the objectives. It should be a means to the end which is economical development but in many cases, adult learners want economical development to be the means to the end (literacy) which then leaves the program not able to achieve. Oluoch and Ayodo in a study show that financial constraints was the most obvious distinctive in adult literacy that was identified by all respondents. Many spend a lot of time with their family matters which interfere with their learning.

Oluoch and Ayodo (2008) state that sound policy and planning require an understanding of good practices in the learning and teaching of literacy. Since the literacy classes have people from diverse backgrounds, it is important for instructors to find diverse ways in which they are going to teach or deal with each learner in respect to their diversity.

### 2.7.2 Teaching methodology and Adult Literacy Education

Communication is the activity or process of expressing ideas feelings or giving people information Hornby( 2002) Lack of or inaccessibility of information regarding the projects, their application in practice on ground, options for applying them under variable circumstances barriers to their use and other information as it pertains to the purpose and support activities of the projects initiatives is primary challenge to the initiatives , implementation and sustainability of the projects 4cs working group, (2003) The aim of media and communication in projects is to increase awareness and Knowledge of local communications UNEP (2005)

United Nations Education scientific and Cultural Organization define a literate person as one who can be able to read and write. UNESCO (2003) some 862 million adults,

two thirds of whom are women are illiterate and they cannot read, write or do simple numerical calculations. Though illiteracy affects the whole nation, majority are in the developing counties thus achieving education for all can be a dream.

The Republic of Kenya (2006) reports that according to the population and housing census (1999) it was estimated that 4.2 million adults in Kenya were illiterate. In 2003 when the government introduced free primary education, many out of school youth and even adults comeback to school only to find themselves learning together with much younger children. This called for the government to call for the collaboration of other partners (FBOS) in provision of adult education. Republic of Kenya (2004) the point is to collect individual experiences and discuss them jointly with the notion of experiences. The results show, that many barriers arise because of cultural diversities among the learners; e.g. difference ways of employing concepts and regard the objects in the world. In making policies, therefore, account must be taken on a local and individual level as well as on a transnational and collective level. Hallberg, (2010); this has the concept of communication as one of the barriers which makes adult literacy program fail to achieve its objectives.

Research shows that students tend to learn a second language more readily when content is presented in a contextualized form (Facella, 2005).most of the learners in the centers are eager to understand English and Swahili and even to write it. They are therefore required to be presented with it in a context which they will understand. However, merely teaching a thematic unit does not necessarily mean that students will develop second language skills. Gersten and Baker (2000) found that incorporating language into content area instruction does not necessarily increase students' language ability. This calls for reviewing of how the content will be organized to be more of a lifestyle than mere acquisition.

Youngman and Singh (2005) explain that there is need for more innovative training programs that integrate theory and practice, enable collaborative participatory learning address the personal values of the adult educator and show greater concern for adult educations social and political role. Oluoch and Ayodo (2005) explain that educational programs should bring about change and make the beneficiaries function better. The skills acquired in Literacy education centers (basically reading and

writing) are useful but how well are they going to help individuals in their specific communities. For one to be able to find a skill useful, they should be able to use the same. Most of the learners need to find the skills applicable in their daily life for the program to remain relevant.

### 2.7.3 Learning Resources and Adult Literacy Education

Nafukho.Amutabi and Otunga (2005) Adult illiteracy rates are high in much of Africa. Due to inadequacy of resources basic adult literacy is very expensive. Most countries find themselves in vicious cycles of poverty and their priority is to meet their basic needs, where high rates of illiteracy exists both male and female are disadvantaged. The government recognizes the importance of adult literacy hence the endeavors to provide an environment which is favorable to the adult learners.

According to the adult education policy adult education is free for all adult illiterates. The department of adult education is expected to supply all the necessary learning and teaching materials and both teaching support personnel to all literacy classes. This is a requirement that has faced death a long time ago since the adult learners in Kajiado north are required to have their own materials which pauses the problem of retention and a high dropout rate of learners.

A program needs to have adequate resources in order to be implemented adequately. These resources range from financial, human and even natural resources. At present financial resources can be viewed to be an impediment to all the other resources in one way or another. (Cailloids 1989). The financial crisis facing adult literacy has been particularly due to lack of funds for capital and non salary expenditure especially outlays for teaching materials.

Human resources also contribute to the success of a program. The government needs to employ enough teachers to serve all the centers adequately. But in most cases, the centers depend on unpaid volunteers or privately hired sponsors who tend to lose their motivation fast and look for other better paying jobs Okech (2004) notes that in Uganda in spite of the financial boost that functional adult literacy received as a result of being included as a key strategy under the Poverty Eradication Action Plan (PEAP)

the funding still remains inadequate because it does not cater for all the human resources salaries adequately.

#### **2.7.4 Teacher -Learner Ratio and Adult Literacy Education**

The realization of KESSP and Vision 2030 goals, call for an all inclusive education. The Ministry is therefore committed to the promotion of Non-Formal Education, whose key characteristic is availability of flexible curriculum delivery channels. This is particularly to the out-of-school and hard-to-reach children. The NFE is offered in two types of institutions, namely, the Non Formal Schools (NFSs) and Non Formal Education Centers (NFECs). NFSs follow formal curriculum, but it is flexible in the other aspects of learning like uniforms and standard of learning facilities; whereas, NFECs do not follow the formal curriculum.

There were 1,395 NFE institutions recorded as at November 2007 countrywide with Nairobi Province recording the highest number at 640. Nairobi equally had the highest enrollment at 90,997 pupils and 5,928 teachers. Teacher to Pupil ratio is more favorable in Eastern and Rift Valley with 1 teacher for every 6 and 4 children respectively. In such regions there is potential for increased enrollment. Most of the teachers (65%) in these institutions are still untrained,(UNICEF's Directory of Non Formal Education in Kenya).

Learners' Enrolment by Province by Gender 2003-2007The overall learners' enrolment increased from 108,431 in 2003 to 129,311 in 2006, which was an increase of 19.3% (percent). However, there was a decline in the overall enrolment in 2007 which stood at 126,724 in comparison with 2006 enrollment of 129,311. It is worth noting that men enrolment improved from 31,305 in 2003 to 38,902 in 2005, the enrolment dropped in 2006 but subsequently increased in 2007. In Kajiado County the ratio of teachers to learners is seen to be way above the speculated number as per the survey. Since each center has one teacher in most cases. (Directorate of Adult and Continuing Educatio

## 2.8 Conceptual Framework

The conceptual framework below is a summary of how the independent variables are interrelated causing effect to the implementation of adult literacy education programmes

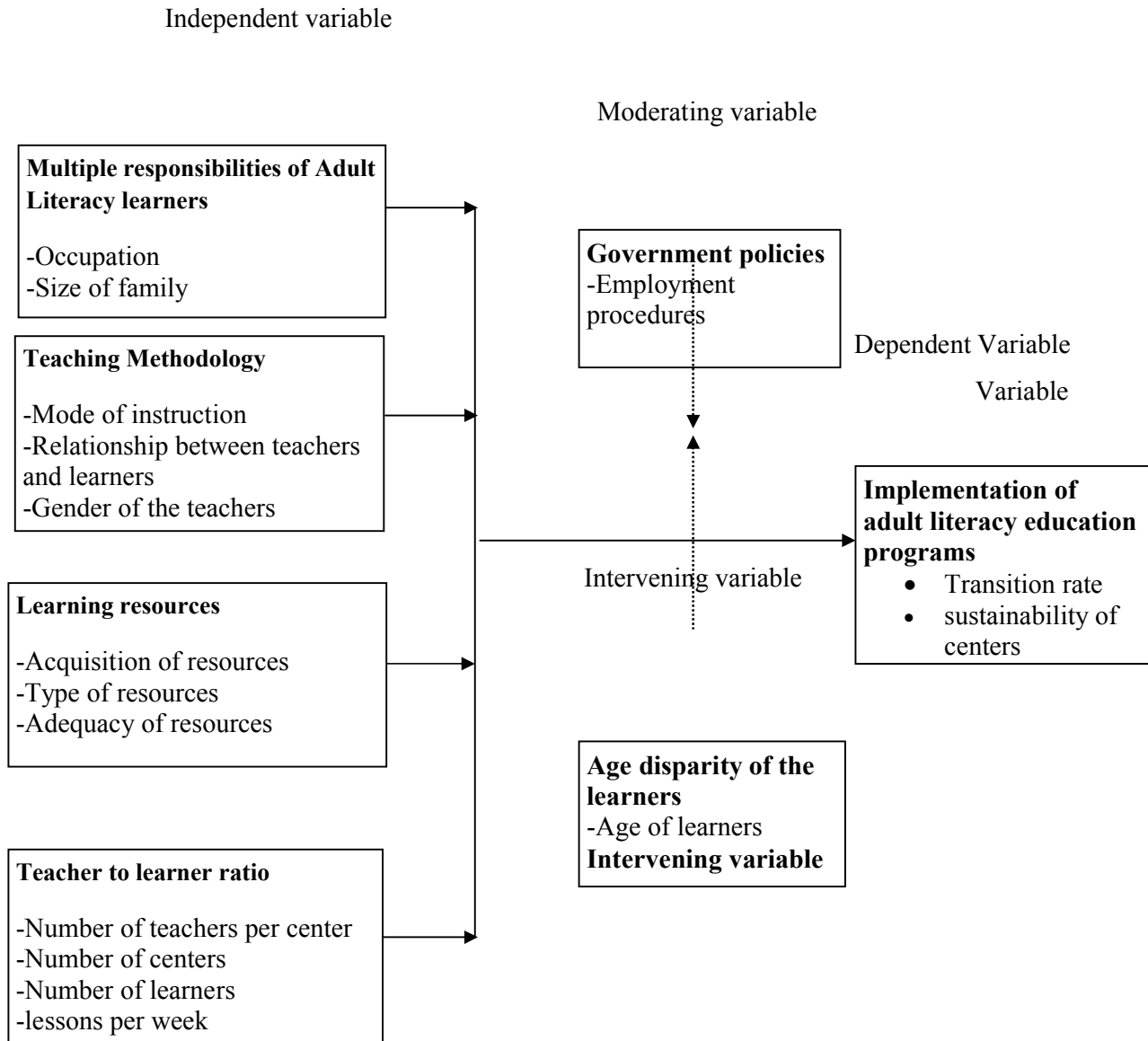


Figure 1: Conceptual Framework

### 2.8.1 Discussion of the conceptual framework

The conceptual framework shows how the independent variables are interrelated causing effect to the implementation of adult literacy education programmes. The dependent variable is implementation of adult literacy education programmes which depends on multiple responsibilities of the learners, teaching methodology, availability of resources and teacher to learner ratio. The implementation of the adult literacy programmes is entirely dependent on the independent variables which each is important in it self. The government is in charge of education in Kenya. This is done through the ministry of education. The policies that have been formulated to deal with education programs affect them directly or indirectly. Adult Education is under the department of directorate of adult and continuing education. The responsibility accorded to it is to ensure that teachers are trained, employed, learners enrolled in the centers, materials supplied for learning and also carry out monitoring and evaluation through the education officers. One of such effects is felt in Kajiado County is the fact that there are six hundred and two learners while there are twenty two teachers making the ratio to be approximately 1:28 which is a large number for a literacy class. Adult education deals with learners above 15 years who have not had the opportunity to go to school or continue with their education due to different reasons. People from different cultures join the program at their level bringing in the complexity of responsibility and age. The program has to therefore deal with each learner individually. The easiest way for centers is to have many sessions so as to accommodate the needs of the different groups like youth married and old people. This is therefore a variable which affects how the literacy programs will be implemented.

### 2.9 Summary of the literature review

As Dean (1970) elaborates that there is evidence of the development of needed educational programs for older adults. These educational programs are directed towards the use of leisure time, retraining the older person for economic and cultural advantage, programs to assist the jobless adult who are the majority in the adult literacy education centers. Programs developed to cater for adult learners should have in mind the learning abilities and characteristics of older adults' motivational factors

for learning felt and real educational needs. Psychological development through the life span and the problems associated with learning in the years past fifteen years.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### **3.1 Introduction**

This chapter discusses the methods that were used to achieve the objectives of this study. It also discusses the description of the study area, the population and the sampling design used. Focus is also on the process of collecting, analyzing and interpretation of the data collected.

#### **3.2 Research Design**

The study adopted the descriptive survey design. This method is usually used to investigate populations by selecting samples to analyze and discuss occurrences. A survey provides a quantitative and numeric description of some part of the population Oso and Onen, (2005). This is because the survey method is effective in gathering data from a large group. It also facilitates the organization of data in an orderly way. Survey also helps to save time when conducting research. It has the advantage of allowing the researcher to understand the population by studying a part of it. It is a method used for collecting information by interviewing and administering a questionnaire to a sample of individuals with the intention of describing the nature of existing situation Kombo et al, (2006)

The purpose of the survey was to find out the challenges influencing the implementation of adult literacy education programs in Kajiado County. The study involved a number of learners' officers and teachers drawn from different centers in Kajiado County

#### **3.3 Target population**

This study was interested in the population of learners, teachers and officers in charge of the thirty eight literacy centers which implement the adult literacy education program in Kajiado County. Kajiado county has a total of 38 centers with an adult

learners population of 602 thus on an average, a centre has about 16 adult learners. The area has at least two centers with 6 students and this study will disregard them. The entire target population was a total of 602 adult learners, thirty eight instructors and eight officers in charge of the centers hence six hundred and forty eight.

This area was chosen because it is considered convenient and a typical representation of the social-economic situation of the country at large since there is developed and underdeveloped areas. (Kenya Open data 2005/6) the district has an 11.6% poverty rate. 42% of the population lives in urban areas while 58% live in rural areas while the average in Kenya is 32% living in rural areas. The study emphasized on conditions that surrounds the adult literacy learner for adequate learning to take place. The respondents were drawn from diverse social backgrounds, lifestyles and occupation. The researcher was interested in studying the relationship between the implementation of adult literacy education and the challenges that face it.

### 3.4 Sampling

This section presents sample size selection and sampling procedure

#### 3.4.1 Sample Size Selection

According to Yamane (1951),

$$n = \frac{N}{1 + Ne^2}$$

N = Target population = 602

e = 5% level of significance

$$n = \frac{602}{1 + 602(0,05^2)} = 241$$

All the 241 students were proportionately distributed among the 38 centers. For example beacon of hope as an adult literacy centre has a population of 43 learners. It was assigned  $(42/602)241=17$  learners. All the eight officers and the 38 teachers in charge of the centers were included making the sample 287



### **3.4.2 Sampling procedure**

To select the 241 learners, the study adopted the simple random sampling technique through use of random numbers generated by computer programme. A formula was created that generated pseudo random numbers. The teachers of the centers and the officers in charge of the zone were also included. This is because there was one officer in charge of centers in a division, while each Centre had only one teacher. The total population was two hundred and eighty seven. The number was considered to be representative enough to generalize the findings to the target population. The number facilitated the adequate capture of the large number of illiterate people.

### **3.5 Research instruments**

Data was collected by use of questionnaires and interviews with both open and closed ended questions. Kiss and Bloomquist (1985) observed that, a questionnaire offers considerable advantages in its administration. They give respondents freedom to express their views of opinions and also make suggestions. Focused group discussions and observation of the activities taking place were also used for the learners since they were assumed not to be in a position to read and write. These four tools comprehensively collected the data required for the study, where one failed to gather the targeted responses; the other was used to supplement in for it.

#### **3.5.1 Questionnaires**

Structured questionnaires were used to collect data. It was used to collect data from officers and teachers who are literate, male and female learners in the post iterate programs.

Section A was concerned with bio data including; age, level of education and occupation; this enabled the researcher to know the social background of the respondents and their characteristics which was important to categorize their views on adult literacy.

Section B was concerned with awareness on the purpose of adult literacy and their views on the challenges and how they can be overcome. This tool was used because of several reasons. Questionnaires save time, reduce administrative work and also make data analysis easier. Oso and Onen, (2005) some of the respondents are able to read and write and thus will be able to respond in writing. This tool also enabled the researcher to collect a lot of information over a short period of time. The information

that was needed for this research could be easily described in writing. The researcher used questionnaire also since the study was concerned with variables such as views, opinions and attitudes. Such information is best collected through questionnaires Touliatos and Compton, (1988).

### **3.5.2 Interview**

This tool enabled the researcher to obtain first hand information. This also enabled the researcher to gain control over the line of questioning. It was used to get information from learners and teachers who were able to get audience with the researcher and give detailed explanation of how adult learning is conducted, what importance it has added to their lives and how best it can be improved. The key informants were expected to bring in a new perspective in the research, they added in what the other readers could have left out, through them, clarifications were sought by the researcher and thus made the findings comprehensive. Dinicolo (1984) and Powney and Watts (1987) argue that interviews allow the researcher to obtain first hand information from the respondents. It also allows the researcher to have his/her questions clear to the respondent.

### **3.5.3 Focused group discussion**

Kothari (1992) states that the focused group discussion is meant to focus attention on the given experience of the respondents and their effects. Under it, the interviewer has freedom to decide the manner and sequence in which the questions would be asked and also offers the opportunity to explore reasons and motives of the respondents. This was used to get information from teachers and learners who mainly are the active participants in the adult literacy centers. One of their objectives is to ensure that literacy is used as a tool for development. This ensures that they contribute to the economy of the societies they live in. The researcher then gathered the important responses and included them in the data analyzed.

## **3.6. Reliability and validity of the Instruments**

### **3.6.1 Reliability of the Instruments**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials Mugenda and Mugenda (1999) it refers to the

internal consistency of a measure or research instruments Mulusa, (1988), Best and Singleton (1988). This means the extent of an instruments ability to evade variance errors by being clear, not leading and the objective. To ensure reliability, the questionnaires were piloted in St.Marys , Ngong and Olerai centers which ensured clarity of the items.

### **3.6.2 Validity of the instruments**

Validity of an instruments refers to the extent to which its intended purpose. Borg and Gall, (1996), and Kothari (2000)its primary concern is what is being measured. It is the accuracy and meaningfulness influences that are based on the research results. Mugenda and Mugenda (1999)the researcher ensured that care was taken when constructing the questionnaire and re-tested the instruments for reliability and validity.

### **3.7. Data collection procedure**

The selected sample was categorized by occupation; education level attained and area of specialization in line with adult literacy education programs. This facilitated representation of individuals' concerned with the implementation of the programme. There was a letter of introduction from the University of Nairobi, and permission sought from National Council of Science and Technology and administration of the different bodies which implement the adult literacy programmes. The respondents were also explained to the importance of the study to avoid resistance in volunteering information. The questionnaires were administered and collected within the shortest period possible to avoid alteration and discussion.

### **3.8 Data analysis techniques**

Two basic data analysis procedures were used namely descriptive and analytical. Computer based Excel program were used for data entry and statistical package for social sciences (SPSS) program were used for data processing and analysis.

To ensure that the focus and objectives of the study was captured, all the major variables were analyzed on the basis of challenges facing the implementation of adult literacy programs. Data collected was computed in percentages. The differences in

means were computed for all interval or ratio scale variables and cross tabulation of all nominal scale variables were applied.

### 3.9 Operationalization of variables

Table 3.9 gives a summary of the variables which were used in the study to find out the factors influencing the implementation of adult literacy education programmes.

| Objectives   | Variables   | Indicator  | Measure  | Data collection tools                     | Scale              | Type of analysis |
|--|---|--|--|---|--------------------|------------------|
| 1 To determine how multiple responsibilities of the learners influence the implementation of adult literacy education programmes | <b>Dependent variable-</b> implementation of adult literacy education programmes<br><b>independent variable</b> multiple responsibilities of learners | Graduation percentage of adult learners, occupation of the learners and size of the families of the learners | Do the adult learners complete the course? Do their family sizes affect the implementation of the programme? | Observation Focused group discussions     | Nominal<br>Nominal | Descriptive      |
| To assess how teaching methodology influences the implementation of adult literacy education projects                            | <b>Independent variable</b><br><b>teaching methodology</b>  | Language of instruction and the relationship between the teachers and the learners                           | What language is used for instruction? How do the teachers and learners relate                               | Focused group discussions<br>. Interviews | Nominal<br>Nominal | Descriptive      |

|  |   |  |   |                              |                              |             |
|--|---|--|---|------------------------------|------------------------------|-------------|
| To find out how learning resources influences the implementation of adult literacy education projects                | <b>Independent variable learning resources</b>            | How resources are acquired, the type of the learning resources and the adequacy of the material acquired | How do the centers acquire the learning resources? How do the materials acquired influence the implementation of the adult literacy education programmes?   | Questionnaires<br>Interviews | Nominal<br>Ordinal           | Descriptive |
| To find out how the ratio of teachers to learners influences the implementation of adult literacy education programs | <b>Independent variable ratio of teachers to learners</b> | Influence of the ratio of teacher to learner ratio and lessons taught in the centre                      | Does the ratio of teachers to learners affect the implementation of the programmes? How does it affect the implementation of the programme? Do the number of lessons taught influence the implementation of the adult literacy education programmes | Questionnaires<br>Interviews | Ratio<br>Ordinal<br>interval | Descriptive |
|  |   |  |   |                              |                              |             |
|  |   |  |   |                              |                              |             |

### 3.10 Ethical consideration

The respondents were expected to participate on voluntary basis. They were also assured of confidentiality in that they were not to reveal their identity and the purpose of the study was revealed to them. The Institutions were also asked for permission to be participants in the study.

### 3.11 Summary of Research Methodology

This chapter describes the research methodology and design used in the study. It includes the Research design, area of study, target population, sample selection and size, research instruments reliability and validity of instruments, data collection procedures data analysis techniques and ethical considerations. At the end of this study, the researcher wanted to find out how multiple responsibilities, learning resources, teaching methodology and teacher to learner ratio influences the implementation of adult literacy education program together with cultural factors and government policies.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

The data obtained was analyzed, presented and interpreted in this chapter. It was analyzed using Statistical Package for social sciences and findings obtained and presented in frequency tables and percentages. The chapter presents and interprets the findings of the study based on the research objectives. The administration and collection of the research questionnaires and other relevant discussions and observations which went into informing the study were conducted

#### 4.2 Questionnaire return rate

A total of 287 questionnaires were dispatched as follows, 241 to adult literacy students. 197 were fully filled and returned accounting for 81.74% return rate. 38 were issued to teachers and 31 were fully filled and returned which accounted for 81.58% return rate. Of the 8 dispatched to officers, all of them were filled and returned accounting for 100% return rate. The total number of students sampled was 241, 38 instructors and 8 officers. This response rate was favorable according to Mugenda and Mugenda (2003) that asserts a 50% response rate is adequate, 60% good and above 70% is rated very well. According to Nachmias and Nachmias (1992) a return rate of 90% is an average of personal interviews while 20-40% is average for mail interviews. For this study, 80.74%, 81.58% and 100% rates very well to draw conclusion from the finding.

### 4.3 Demographic Data of teachers

The study sought to determine the characteristics of the teachers based on their age, gender, professional qualification and number of years in service. This enabled the study to determine the influence of demographic characteristics on the enrollment of adult literacy students. Table 4.1 shows the finding

**Table 4.1 Distribution of teachers by gender**

| <b><u>Sex Ratio</u></b> | Nos. | %   | Cum% |
|-------------------------|------|-----|------|
| Male                    | 11   | 35% | 35%  |
| Female                  | 20   | 65% | 100% |
| Total                   | 31   |     |      |

Of the 31 schools surveyed, 35% of the teachers were male while 65% Table 4.1 shows that the highest percentage was presented in the age category of 30-39 years which was 45% followed by 23% of those between 20-29 and 40-49 years. The least were the teachers aged 50-59 who were just 10 %

#### 4.3.1 Duration of Service of teachers

The study sought to find out how long adult literacy teachers have been teaching. The teachers were requested to record the years of service which they have been with the Basic adult literacy programme to determine consistency in the teaching methodology. The results are as shown in Table 4.2.

**Table 4.2 Duration of Service of teachers**

| <b><u>Duration of Service</u></b> | Nos. | %    | Cum% |
|-----------------------------------|------|------|------|
| 1-2 Years                         | 14   | 45%  | 45%  |
| 2-3 Years                         | 10   | 32%  | 77%  |
| 4 and Above                       | 7    | 23%  | 100% |
| Total                             | 31   | 100% |      |



From Table 4.2, the highest number of years which teachers have served is between 1-2 years (45%), 32% have been in service for 3-4 years while 23% of the teachers have been teaching for the past 4 years. The percentage reduces by the years because most of the teachers find other jobs that occupy them for longer periods as well as compensate them better for their services.

#### 4.3.2 Professional qualification of the teachers

In the questionnaire, the teachers were requested to fill in their highest qualification in order to find out their level of professional training. Their responses are shown in Table 4.3.

**Table 4.3 Professional qualification of the teachers**

| <b><u>Academic Qualification of Teachers</u></b> | <b>Nos.</b> | <b>%</b> | <b>Cum%</b> |
|--|-------------|----------|-------------|
| Dip Adult Ed                                     | 14          | 45%      | 45%         |
| P1   | 1           | 3%       | 48%         |
| Other  | 16          | 52%      | 100%        |
| Total  | 31          |          |             |

From Table 4.3, majority of the teachers were volunteers from other professions represented by 52%. The others were PI teachers and those that have a Diploma in Adult Education at 3% and 45% respectively.

#### 4.3.3 Type of Adult Literacy Centers

Through the study, the teachers were required to indicate the type of centers that they run by selecting one of the options given in the questionnaire. This was to find out what types of resources in terms of infrastructure exist for adult literacy education. Table 4.4 shows the finding.

**Table 4.4 Type of Adult Literacy Centers**

| <b><u>Type of Centre</u></b> | <b>Nos.</b> | <b>%</b> | <b>Cum%</b> |
|------------------------------|-------------|----------|-------------|
| FS                           | 17          | 55%      | 55%         |

|        |    |     |      |
|--------|----|-----|------|
| FBO    | 5  | 16% | 71%  |
| Others | 5  | 16% | 87%  |
| CBO    | 4  | 13% | 100% |
| Total  | 31 |     |      |

From Table 4.4, the highest numbers of centers are in formal schools. They are 17 which are 55% of the total centers surveyed. 5(16 %) represent faith based organizations while the least are the community based centers which are only 4 which is 13% of the total surveyed centers. Most of the centers are in formal primary schools.

#### 4.3.4 Terms of Employment

The teachers were asked to specify their terms of employment as adult literacy teachers and their response was as shown below. This was to find out what are some of the government policies when it comes to employment.

**Table 4.5 Terms of Employment**

| <b><u>Type of Teacher:</u></b> | Nos. | %   | Cum% |
|--------------------------------|------|-----|------|
| Part Time                      | 16   | 52% | 52%  |
| Volunteer                      | 9    | 29% | 81%  |
| Full Time                      | 6    | 19% | 100% |
| Total                          | 31   |     |      |

From Table 4.5, of the thirty one teachers surveyed, 16 of them which are 52% are part timers. 9(29%) are volunteers while only 6(19%) are full time employees as adult literacy instructors.

#### 4.3.5 Employers of the teachers

The teachers were requested to select their employers from the choices given which included the government, faith based organization, Community Based Organization,

Non Governmental Organization or any other that they were required to specify. The Table 4.6 shows their responses.

**Table 4.6 Employers of the teachers**

| <b><u>Employed by:</u></b> | Nos. | %   | Cum% |
|----------------------------|------|-----|------|
| Government                 | 17   | 55% | 55%  |
| FBO                        | 9    | 29% | 84%  |
| CBO                        | 2    | 6%  | 90%  |
| Other                      | 3    | 10% | 100% |
|                            | 31   |     |      |

Table 4.6 shows seventeen of the teachers are employed by the government which is 55%, 9 (29%) are employed by Faith Based Organizations, 2(6%) are employed by Community based Organizations while others translate to 3(10%) of the teachers. Among the government employed, the part time teachers are more than the full time teachers.

## 4.4 Multiple responsibilities of learners

### 4.4.1 Occupation of the learners

The study was carried out to determine how multiple responsibilities of adult literacy learners influence the implementation of adult literacy education programmes in Kajiado County. The students were asked what occupation they had as a way of earning a living. Table 4.7 shows the responses from the students

**Table 4.7 Occupation of the learners**

| <b><u>Occupation of Learners</u></b> | Nos. | %   | Cum % |
|--------------------------------------|------|-----|-------|
| Jobless                              | 99   | 50% | 50%   |
| Watchman/Guard                       | 18   | 9%  | 59%   |
| Grocer                               | 18   | 9%  | 69%   |
| Farmer                               | 16   | 8%  | 77%   |
| Babysitter                           | 13   | 7%  | 83%   |
| Milk Vendor                          | 10   | 5%  | 88%   |

|                |     |      |      |
|----------------|-----|------|------|
| BusinessPerson | 9   | 5%   | 93%  |
| Gardener       | 7   | 4%   | 96%  |
| M-Pesa agent   | 6   | 3%   | 99%  |
| Mid wife       | 1   | 1%   | 100% |
| TOTAL:         | 197 | 100% |      |

From table 4.7, 99(50%) of the respondents were jobless, 18((%) were guards and another 18(9%) were grocers,16( 8%) were farmers, 13( 7%) were baby sitters,10(5%) were milk vendors,9(5%) had their own businesses, 7(3%) were gardeners at peoples homesteads, 6(3%) worked in M-pesa kiosks while only 1% was a midwife. This gives a strong relationship between adult literacy programmes and those who are not employed or informal employment

#### 4.4.2 Enhancement in productivity

As the study determined how multiple responsibilities of adult literacy learners influence the implementation of adult literacy education programmes in Kajiado County. It sought to find out if the programme has increased any other aspects of the student's life. Table 4.8 shows the finding

Table 4.8 Enhancement in productivity in other areas of the student's life

| <b><u>Enhancement of</u></b> |      |      |       |
|------------------------------|------|------|-------|
| <b><u>Productivity</u></b>   | Nos. | %    | Cum % |
| Knowledge                    | 55   | 28%  | 28%   |
| Missing                      | 42   | 21%  | 49%   |
| Keep Financial Records       | 30   | 15%  | 64%   |
| Literacy                     | 19   | 10%  | 74%   |
| Start Business               | 18   | 9%   | 83%   |
| Career                       | 13   | 7%   | 90%   |
| Discover Talent              | 8    | 4%   | 94%   |
| Moral Ethics                 | 6    | 3%   | 97%   |
| Helping Society              | 6    | 3%   | 100%  |
| TOTAL:                       | 197  | 100% |       |

From table 4.8, 55(28%) of the students said that they have more knowledge about their day to day duties. 42(21%) said that the programme has not increased in anyway the knowledge that they had previously, 30(15%) are now able to keep financial records 19(10%) have improved their literacy levels while the rest have been able to improve their careers, discover their talents, improved their moral ethics as well as be helpful in the society especially through community service through the organizations that house the literacy centers.

#### 4.4.3 Challenges faced by learners

The study sought to determine how multiple responsibilities of adult literacy learners influence the implementation of adult literacy education programmes in Kajiado County. The students were asked to state some of the challenges that they face which affected their attendance in the sessions. Table 4.9 below shows their responses.

**Table 4.9 Challenges faced by learners**

| <b><u>Challenges faced by learners</u></b> | <b>Nos.</b> | <b>%</b>    | <b>Cum %</b> |
|--|-------------|-------------|--------------|
| Inadequate Material                        | 49          | 25%         | 25%          |
| Short study Sessions                       | 47          | 24%         | 49%          |
| Mixed Groups                               | 45          | 23%         | 72%          |
| Congestion                                 | 26          | 13%         | 85%          |
| Difficult exams                            | 11          | 6%          | 90%          |
| Missing                                    | 9           | 5%          | 95%          |
| Inadequate Teachers                        | 5           | 3%          | 97%          |
| Lack of Funds                              | 5           | 3%          | 100%         |
| <b>TOTAL:</b>                              | <b>197</b>  | <b>100%</b> |              |

In table 4.9, 49(25%) of the students find inadequate materials as the challenge that they faced 47(24%) said that the time of study was too short. 45(23%) said that having a mixed group was a challenge to them. This is a group which has students at different levels. 26(13%) said that the classes are too congested for learning to take place. 11(6%) said that the exams were too difficult for them. 9(5%) did not face any challenge while 5(3%) thought that lack of funds and inadequate teachers were the challenges that they faced.

#### 4.4.4 Possible solutions to the challenges that the students face

The study sought to determine how multiple responsibilities of adult literacy learners influence the implementation of adult literacy education programmes in Kajiado County. The students were then asked what the possible solutions to any challenges that they thought they are facing. In Table 4.10, their responses have been shown

**Table 4.10 Possible solutions to the challenges that students face**

| <b><u>Solutions</u></b>       | <b><u>Proposed</u></b> | <b><u>by</u></b> |      |         |
|-------------------------------|------------------------|------------------|------|---------|
| <b><u>Learners</u></b>        |                        |                  | Nos. | % Cum % |
| Categorization of Learners    |                        |                  | 57   | 29% 29% |
| Provision of material         |                        |                  | 54   | 27% 56% |
| Increase Study Period         |                        |                  | 49   | 25% 81% |
| Provide better infrastructure |                        |                  | 26   | 13% 94% |
| Missing                       |                        |                  | 11   | 6% 100% |
| TOTAL:                        |                        |                  | 197  | 100%    |

From table 4.10, majority of the students said that the learners should be categorized according to their ability at 57(29%). 54(27%) said that if materials were provided then there will be no challenge. 49(25%) said that the period of the sessions should be increased. 26(13%) said that the infrastructure should be improved while 11(6%) did not have a suggestion of any solution.

#### 4.4.5 Age of the students

The age of the learners was shown as an intervening variable to the implementation of adult literacy programmes. The study sought to find out the age of the learners to analyze if it affected the implementation of the adult literacy education centers. The results are shown in the Table 4.11.

**Table 4.11 Age of the students**

| <b><u>Age Range</u></b> | Nos. | %   | Cum % |
|-------------------------|------|-----|-------|
| 15-24                   | 81   | 41% | 41%   |
| 25-39                   | 74   | 38% | 79%   |
| 40-54                   | 29   | 15% | 93%   |
| 55-69                   | 10   | 5%  | 98%   |

|        |     |      |      |
|--------|-----|------|------|
| 70-84  | 3   | 2%   | 100% |
| TOTAL: | 197 | 100% |      |

From Table 4.11, 81(41%) of the students are between fifteen and twenty four years. 74(38%) are between twenty five and thirty nine years. 29(15%) are between 40 and 54 years. 10(5%) are between 55 and 69 years while only 3(2%) are between 70 and 80 years. This shows that the learner's age is not homogeneous. Majority are young adults but the population cuts across the ages.

#### 4.4.6 Source of knowledge of the programme

The study was to assess the factors that influence the implementation of adult literacy education programmes in Kajiado County. The students were asked how they came to know about the adult literacy education programme in their respective centers. This was to assess how popular the programme is among the community. Table 4.33 shows the students responses.

**Table 4.12 Source of knowledge about the programme**

| <b><u>Knowledge of the programme</u></b> | <b>Nos.</b> | <b>%</b> | <b>Cum %</b> |
|--|-------------|----------|--------------|
| Friend                                   | 114         | 58%      | 58%          |
| Church                                   | 40          | 20%      | 78%          |
| Teacher                                  | 22          | 11%      | 89%          |
| Sign Post                                | 12          | 6%       | 95%          |
| Children's home                          | 8           | 4%       | 99%          |
| TOTAL:                                   | 197         | 100%     |              |

From table 4.12, 114(58%) of the students knew about the programme from friends most of whom they are in the same class. 40(20%) heard of the programme from church. 22(11%) from their respective teachers, 12(6%) from a sign post and 8(4%) from children's homes. This shows that the programmes popularity mostly relies on word of mouth among the community.

#### 4.4.7 Objective of the students joining the adult literacy education programme

The study was to assess the factors that influence the implementation of adult literacy education programmes in Kajiado County. The students were asked their main objective of joining the adult literacy education programme. Table 4.13 below shows the reasons.

Table 4.13 Objective of joining the adult literacy education programme

| <b><u>Reason for Joining</u></b> | Nos. | %    | Cum % |
|----------------------------------|------|------|-------|
| Know how to read                 | 107  | 54%  | 54%   |
| Career                           | 48   | 24%  | 79%   |
| Cope with Society                | 22   | 11%  | 90%   |
| Lack of Fees                     | 10   | 5%   | 95%   |
| Learn new Technology             | 7    | 4%   | 98%   |
| Missing                          | 3    | 2%   | 100%  |
| TOTAL                            | 197  | 100% |       |

From table 4.13, 107(54%) of the students said that their main objective is to know how to read and write 48(24%) want to pursue some sort of career. 22(11%) want to cope with the trends in society. 10 (5%) are there because they lacked fees 7 (4%) want to know how to operate electronic gadgets while 3(2%) students do not have a specific objective that they want to meet.

#### 4.5 Teaching methodology used.

The study sought to find out to what extent does the teaching methodology influence the implementation of adult literacy education programmes in Kajiado County. The students were asked to state which teaching methodology is being used during the session. The findings are shown on Table 4.14

Table 4.14. Teaching methodology being used in the Literacy Centers

| <b><u>Teaching methods used vs</u></b> |      |     |       |
|--|------|-----|-------|
| <b><u>freq</u></b>                     | Nos. | %   | Cum % |
| One to one                             | 101  | 51% | 51%   |



|                     |     |      |      |
|---------------------|-----|------|------|
| Discussion          | 69  | 35%  | 86%  |
| Question and answer | 15  | 8%   | 94%  |
| Other               | 11  | 6%   | 99%  |
| Missing             | 1   | 1%   | 100% |
| TOTAL:              | 197 | 100% |      |

From the Table 4.14, 101(51%) of the students said that they are taught on an individual basis. 69(35%) said they were taught by discussing with their teachers, 15(8%) said its through questions and answers, 11(6%) said other methods were used, while only one did not answer give an answer.

#### 4.5.1 Appropriateness of the teaching method

The study sought to find out to what extend does the teaching methodology influence the implementation of adult literacy education programmes in Kajiado County Students were asked to state if the teaching method they used was appropriate. Their responses are as tabulated in Table 4.15

**Table 4.15 Appropriateness of the teaching method**

| <b><u>Appropriateness of method</u></b> | <b>Nos.</b> | <b>%</b> | <b>Cum %</b> |
|---|-------------|----------|--------------|
| Yes                                     | 169         | 86%      | 86%          |
| No                                      | 28          | 14%      | 100%         |
| Total:                                  | 197         | 100%     |              |

From table 4.15, 169(86%) of the respondents found the method being used as appropriate, while 28(14%) of those who responded thought that the method was not appropriate. This shows that most of the respondents were comfortable with the method of instruction

#### 4.5.2 Curriculum Used in Centers

The study sought to assess out how teaching methodology influenced the implementation of adult literacy education. The teachers were then asked to give information on how the day to day running of the centers which included the curriculum used as resource and how they ensure the curriculum has been used to improve the literacy levels. Table 4.16 tabulates the finding

**Table 4.16 Curriculum Used in Centers**

| <b><u>Course used</u></b> | Nos. | %   | Cum% |
|---------------------------|------|-----|------|
| KIE                       | 27   | 87% | 87%  |
| Other                     | 2    | 6%  | 94%  |
| Missing                   | 2    | 6%  | 100% |
| Total                     | 31   |     |      |

From Table 4.16, majorly the teachers use the Kenya Institute of Education Accredited Adult Basic Education syllabus. 27 centers, which are 87% 2 centers that are 6%, use other syllabuses while 2 other centers do not have a syllabus that they follow.

#### 4.5.3 Course Duration

The study sought to assess how teaching methodology influenced the implementation of adult literacy education. The teachers were required to indicate the number of years that the basic adult literacy course should be completed. This helped to determine the teacher learner ratio. The results are tabulated in Table 4.17

**Table 4.17 Course Duration**

| <b><u>Course Duration</u></b> | Nos. | %   | Cum% |
|-------------------------------|------|-----|------|
| 1 Year                        | 9    | 29% | 29%  |
| 2 Years                       | 10   | 32% | 61%  |
| 3 Years                       | 1    | 3%  | 65%  |
| More than 3 years             | 11   | 35% | 100% |
| Total                         | 31   |     |      |

From Table 4.17, 11 teachers who represent 35% of the respondents representing the majority indicated that they take more than three years to complete the course. 10(32%) said that they take two years, 9(29%)take a year while only 1 teacher representing 3 % said they take three years to complete the course. Most then end up dropping out when their expectations are not met within the expected two years

#### 4.5.4 Supervision of Centers

The study sought to assess how teaching methodology influenced the implementation of adult literacy education. The teachers were asked how often the government officials supervise the centers as one of the policies influencing the adult literacy education programme. Table 4.18 tabulates the results.

**Table 4.18 Supervision of Centers**

| <b>Supervision Of Centre</b> | <b>Nos.</b> | <b>%</b> | <b>Cum%</b> |
|------------------------------|-------------|----------|-------------|
| Once                         | 1           | 3%       | 3%          |
| Twice                        | 4           | 13%      | 16%         |
| Quarterly                    | 26          | 84%      | 100%        |
| Total                        | 31          |          |             |

From Table 4.18, 26(84%) of the teachers said that the centers were supervised four times in a year. 4(13 %) said that the centers were supervised twice a year while only 1(3%) center was supervised once due to the poor road network.

#### 4.6 Teaching and Learning materials.

The study sought to find out how learning resources influenced the implementation of adult literacy education. The teachers were required to say who provided the learning materials for students in the adult basic education centers. The feedback is as shown in Table 4.19

**Table 4.19 Source of teaching and learning materials in the literacy centers**

| <b><u>Material as per Teachers' response)</u></b> | <b>Nos.</b> | <b>%</b> | <b>Cum%</b> |
|---|-------------|----------|-------------|
| Improvised by the Learner                         | 1           | 3%       | 3%          |
| Bought by Government                              | 0           | 0%       | 3%          |
| Bought by Employer                                | 1           | 3%       | 6%          |
| Bought by Organization                            | 6           | 19%      | 26%         |
| Bought by Learner                                 | 23          | 74%      | 100%        |

|       |    |
|-------|----|
| Total | 31 |
|-------|----|

From the Table 4.19, 23(74%) of the centers required the students to buy books by themselves. 6(19%) of the centers provided materials for the learners, 1(3%) indicated that the materials were bought by the employer or improvised. Though no one said that the government provides materials, those bought by the organization are channeled from the government.

#### 4.6.1 Sharing of Materials

The study sought to find out how learning resources influenced the adult literacy education programme. Teachers were asked to state how many students shared books to find out if books as a resource are enough in the literacy centers. Table 4.20 shows the findings

**Table 4.20 Sharing of Materials**

| <b><u>Material Shared</u></b> | Nos. | %   | Cum% |
|-------------------------------|------|-----|------|
| Yes                           | 20   | 65% | 65%  |
| No                            | 11   | 35% | 100% |
| Total                         | 31   |     |      |

As shown in the Table 4.20, 20 centers which is 65% the students share materials while in only 11 centers which are 35% students do not share materials.

#### 4.6.2 Sessions per day

The study sought to find out how learning resources influenced the implementation of adult literacy education. The table below shows the number of sessions that the teachers have in the various centers per day to find out the contact time that the students have. Table 4.21 shows the result.

**Table 4.21 Sessions per day**

| <b><u>Sessions per day</u></b> | Nos. | %   | Cum% |
|--------------------------------|------|-----|------|
| One                            | 18   | 58% | 58%  |
| Two                            | 11   | 35% | 94%  |

|       |    |    |      |
|-------|----|----|------|
| Three | 2  | 6% | 100% |
| Total | 31 |    |      |

As shown in Table 4.21, in 18(58%) of the centers, there is only one session of two hours a day. In 11(35%) of the centers they have two sessions of two hours daily while in only 2(6%) of the centers there are three sessions daily.

#### 4.6.3 Reasons for the timing of the sessions

The study sought to find out how learning resources influenced the implementation of adult literacy education. The teachers were asked to give reason why they attended class at the time they chose and as shown in Table 4.22,

**Table 4.22 Reasons for the timing of the sessions**

| <b><u>Reasons for the sessions</u></b> | <b>Nos.</b> | <b>%</b> | <b>Cum%</b> |
|--|-------------|----------|-------------|
| Choice Of Learner                      | 17          | 55%      | 55%         |
| Convenient in Afternoon                | 10          | 32%      | 87%         |
| Commitments                            | 4           | 13%      | 100%        |
| Total                                  | 31          |          |             |

In Table 4.22 above, in 17(55%) centers, the students are the ones who dictated the time when it best suits them to be in class. In 10(32%) of the centers, the time that was set was convenient in terms of their day to day activities. 4(13%) of the learners chose the time for the sessions due to other commitments that they had.

#### 4.6.4 Challenges facing the teachers

The study sought to determine how multiple responsibilities influenced the implementation of adult literacy education. The teachers were asked about the challenges that they face in the centers. Table 4.23 shows their responses

**Table 4.23 Challenges facing the teachers**

| <b><u>Challenges</u></b> | <b>Nos.</b> | <b>%</b> | <b>Cum%</b> |
|--------------------------|-------------|----------|-------------|
| Lack of materials        | 18          | 58%      | 58%         |
| Short Study Time         | 5           | 16%      | 74%         |

|                             |    |     |      |
|-----------------------------|----|-----|------|
| Absenteeism                 | 4  | 13% | 87%  |
| Lack of funds for personnel | 4  | 13% | 100% |
| Total                       | 31 |     |      |

From table 4.23, in 18 (58%) of the centers, lack of materials was the leading challenge. In 5(16%) the leading cause was the short time of study while in 4(13%) of the centers, the leading challenge was absenteeism and lack of funds for the personnel running the programmes.

#### 4.6.5 Solution to the challenges

The study sought to determine how multiple responsibilities influenced the implementation of adult literacy education. The respondents were asked the possible solutions to the challenges they face and table 4.24 shows the possible solutions that the respondents said.

**Table 4.24 Solution to the challenges**

| <b>Solutions</b>               | <b>Nos.</b> | <b>%</b> | <b>Cum%</b> |
|--------------------------------|-------------|----------|-------------|
| Government funds for material  |             |          |             |
| funds for material             | 17          | 55%      | 55%         |
| Government funds for personnel | 10          | 32%      | 87%         |
| Missing                        | 4           | 13%      | 100%        |
| Total                          | 31          |          |             |

From Table 4.24 above, in 17(55%) of the centers, they felt that the government should provide funds for the materials. In 10(32%) of the centers said government should provide funds for the personnel while in 4(13%) of the centre, did not give any possible solution for solving the challenges.

#### 4.6.6 Provision of learning materials

The study sought to find out how the available learning resources influence the implementation of adult literacy education programmes in Kajiado County. The

students were asked who provided them with learning materials and they responded as shown in Table 4.25 as follows.

**Table 4.25 Provision of learning materials**

| <b><u>Provision of learning material</u></b> | <b>Nos.</b> | <b>%</b>    | <b>Cum %</b> |
|--|-------------|-------------|--------------|
| Self   | 166         | 84%         | 84%          |
| Institution                                  | 30          | 15%         | 99%          |
| Government                                   | 1           | 1%          | 100%         |
| <b>TOTAL:</b>                                | <b>197</b>  | <b>100%</b> |              |

From table 4.25, 166(84%) of the students bought the materials by themselves, 30(15%) were given by the institutions where the centers are, while only 1% of the respondents were provided by the government. This shows that most of the students have to provide the learning materials that they will use.

#### 4.6.7 Adequacy of the materials

The study sought to find out how the available learning resources influence the implementation of adult literacy education programmes in Kajiado County. The adequacy of learning materials was an indicator under the learning resources factor that influences the implementation of the adult literacy education programmes in Kajiado County. The respondents were asked if the materials were adequate and their responses were as shown in the Table 4.26.

**Table 4.26 Adequacy of the materials**

| <b><u>Material Adequacy</u></b> | <b>Nos.</b> | <b>%</b>    | <b>Cum %</b> |
|---------------------------------|-------------|-------------|--------------|
| No                              | 151         | 77%         | 77%          |
| Yes                             | 46          | 23%         | 100%         |
| <b>TOTAL:</b>                   | <b>197</b>  | <b>100%</b> |              |

In table 4.26, Majority of the students said that the materials were not adequate. 151 (77%) believed that the materials were not adequate while 46(23%) said that the materials are adequate. This implies that most of the classes' objectives are not met because of the inadequacy of the learning materials.

#### 4.6.8 Payment for the programme

From the questionnaires, the research sought to find out if the students were being charged for the adult literacy education programme. Table 4.27 shows their responses.

Table 4.27 Payment for the programme

| <b><u>Program and Fee introduction</u></b> |      |      |       |
|--|------|------|-------|
| <b><u>Program Charged?</u></b>             | Nos. | %    | Cum % |
| No   | 171  | 87%  | 87%   |
| Yes  | 26   | 13%  | 100%  |
| TOTAL:                                     | 197  | 100% |       |

In table 4.27, 171(87%) of the students do not pay for the course while only 26(13%) pay for the course. This shows that most of the students are not charged to be taught in the adult literacy centers.

#### 4.6.9 Progress in the case of a fee introduction

The study further sought to find out from the questionnaire if students were willing to pay for the programme. They were requested to state if they would continue with the programme if a fee was introduced. Table 4.28 shows their responses'.

Table 4.28 progress in the case of a fee introduction

| <b><u>Will proceed if fee</u></b> |      |      |       |
|-----------------------------------|------|------|-------|
| <b><u>introduced?</u></b>         | Nos. | %    | Cum % |
| No                                | 136  | 69%  | 69%   |
| Yes                               | 60   | 30%  | 99%   |
| TOTAL:                            | 197  | 100% |       |

From table 4.28, 136(69%) were not willing to continue if there was a fee introduced while only 60(30%) would pay the fee and continue. This shows that there is a strong relationship between the attendance and free sessions for the pupils



#### 4.7 Average age of teachers and Learners.

The study sought to find out how the teacher learner ratio influenced the implementation of adult literacy education. The average age of teachers and learners was sought so as to find out if the age affected the delivery of adult literacy education. Table 4.29 below shows the result.

**Table 4.29 Average age of teachers and Learners**

| Age                     | Nos. |
|-------------------------|------|
| Average age of Teachers | 36   |
| Average age of Learners | 30   |
| Total                   | 66   |

From Table 4.29, on average, the teachers are 36 years while the students are 30 years on average. The age difference was not a big barrier to most of the students though some of the older students felt the teachers were quite young therefore inexperienced.

##### 4.7.1 Learners Assessment.

The teachers were required to list the number of students who are registered, those dropped, the irregular ones and those who have sat for national exams in the past, to find out how the ratio of teachers to learners influences the implementation of adult literacy education. Table 4.30 shows the results.

**Table 4.30 Learners Assessment**

| <b><u>LEARNERS ASSESSMENT</u></b> | Nos. | %   | Cum% |
|-----------------------------------|------|-----|------|
| Registered Learners               | 764  | 54% | 54%  |
| Dropped Candidate                 | 166  | 12% | 66%  |
| Irregular Learners                | 146  | 10% | 76%  |
| Learners Taken National Exams     | 337  | 24% | 100% |
| Total                             | 1413 |     |      |

From Table 4.30 , 764(54%) were registered 166(12%) have dropped from the programme. 146(10%) are irregular while only 337(24%) have sat for the national adult literacy exam

#### 4.7.2 Timing of the class sessions

The research sought to find out when the students attend class during the day. From the interview with the students, the table below shows their response on when they attend class. Table 4.31 tabulates its results

**Table 4.31 Timing of the class sessions**

| <b><u>Time of Class</u></b> | Nos. | %    | Cum % |
|-----------------------------|------|------|-------|
| Afternoon                   | 118  | 60%  | 60%   |
| Morning                     | 46   | 23%  | 83%   |
| Evening                     | 33   | 17%  | 100%  |
| TOTAL:                      | 197  | 100% |       |

From table 4.31, 118(60%) of the students attend class in the afternoon. 46(23%) attend class in the morning while only 33 (17%) attend classes in the evening. This shows that majority of the students attend class when they have finished their home duties and just before the children come back from school in the evening.

#### 4.7.3 Duration of the adult literacy class sessions

The students were also asked how long their classes run to find the relationship between the timing of the class and the duration of the period that they take to complete the functional literacy course. Their responses are shown in the Table 4.32.

**Table 4.32 Duration of the adult literacy class sessions**

| <b><u>Duration of the class session</u></b> | Nos. | %    | Cum % |
|---|------|------|-------|
| 2 Hrs                                       | 192  | 97%  | 97%   |
| Above 2 hrs                                 | 5    | 3%   | 100%  |
| TOTAL:                                      | 197  | 100% |       |

From table 4.32, Majority of the respondents 192(97%) had classes for two hours while only 5(3%) had their class sessions for more than two hours and which they said was a special arrangement between the teacher and the student though they should be attending class for only two hours.

#### 4.7.4 Reason for choosing the timing

From the interviews the respondents were asked to give the reason for them choosing the specific time for the classes. Table 4.33 shows the reasons that the respondents gave for the time that they attended the literacy sessions.

**Table 4.33 Reason for choosing the timing**

| <b><u>Class held due to:</u></b> | Nos. | %    | Cum % |
|----------------------------------|------|------|-------|
| Preference                       | 73   | 37%  | 37%   |
| Schedule                         | 73   | 37%  | 74%   |
| Availability of Learners         | 32   | 16%  | 90%   |
| Work                             | 19   | 10%  | 100%  |
| TOTAL:                           | 197  | 100% |       |

From table 4.33, 73(37%) were because of preference and according to schedule. 32(16%) was because that is when the other students are available while the other 19(10%) was because of their work schedule. This shows that most of the people attending adult literacy classes are not employed.

#### 4.7.5 Benefits of the programme

Apart from the basic literacy skills of reading and writing, the study sought to find out through the question and answer sessions other benefits they got from the programme. Students were asked what other benefit they got from the programme. Table 4.34 below shows their responses.

**Table 4.34 Benefits of the programme**

| <b><u>Program Benefits</u></b> | Nos. | %    | Cum % |
|--------------------------------|------|------|-------|
| Socialization                  | 65   | 33%  | 33%   |
| Communication                  | 58   | 29%  | 62%   |
| Missing                        | 33   | 17%  | 79%   |
| Governance                     | 32   | 16%  | 95%   |
| Hygiene                        | 9    | 5%   | 100%  |
| TOTAL:                         | 197  | 100% |       |

From table 4.34, 65(33%) benefit socially from the programme. They got to meet other people in their surroundings. 58 (62%) have become better in their communication skills 33(17%) have only gained literacy skills. 32(16%) have been taught about governance while 9(5%) have been given skill on hygiene. This shows that the programme has more benefit to the students other than just reading and writing.

#### 4.8 Data of Officers.

Two of the officers were male while 5 were female. 3 have been in service for three years, 2 for two years, one for a year while 2 for more than 4 years. There are a total of 132 adult literacy centers in the county where two officers are in charge of 37 centers each, two are in charge of seventeen centers each, one in charge of 10 centers while two are in charge of 7 centers each. The disparity comes when the distance between centers and the proximity of the centers are put into consideration.

All the centers are supervised on quarterly basis in a year by the officers in charge. The criteria used to select teachers are through adult education training, merit and on voluntary basis. In total, there are 2794 adult learners of who 501 have dropped which is 17.9% dropout rate. This number differs from that from the centers where there are 764 learners and 166 have dropped which is a rate of 21.7%. Migration from place to place is the leading cause of dropout at 42.9% followed by poverty at 28.6% then lack of permanent classes at 14.3 while the other reasons have not been established yet. Solutions for the dropout rate include, employing more adult education teachers, more financial allocation to the programme, and setting up permanent adult literacy centers. The challenges facing the learners from the officers point of view is that 42.9% come from arid areas while 14.3% is caused by, lack of infrastructure, age barrier between the teachers and students, illiteracy in the area, and language barrier. Some of the solutions suggested by them included having language translators and provision of transport to the centers.

#### 4.9 Summary of Data Analysis, Presentation and interpretation

For the findings, data analysis and interpretation of the study, the survey method was used. Interview and questionnaire responses from the 197 students, 31 teachers and 8 supervisors were analyzed and observations done during the interviews. The study adopted the simple random sampling technique to sample the 287 people who were targeted. From the 287 expected responses there were 246 which were used in the data presentation.

### CHAPTER FIVE

#### SUMMARY OF FINDING, DISCUSSION, CONCLUSION AND RECOMENDATION

This chapter summarizes the study and highlights the conclusions made from the findings. It explains the findings and makes recommendations based on the study that are related to the problem studied. At the end, it suggests several lines of research that will contribute to making the research meaningful and relevant.

#### 5.1 Summary of the findings

This section summarizes the findings of the study based on the research objectives. Kajiado is home to many pastoralist as well as people from other communities with low literacy levels especially among the adults. The area continually records high levels of adults dropping from adult literacy education centers despite resources being channeled towards the department. Many learners do not transit to higher levels. The centers also cease to function after a period of time. The study sought to find out the factors that influence the implementation of adult literacy education programmes in Kajiado County. The findings are discussed below.

According to this study on whether multiple responsibilities of adult literacy learners influence the implementation of adult literacy education programmes in Kajiado

County, most of the adult learners in the literacy centers are not employed. There is a strong relationship between not being employed and absenteeism in the adult literacy centers. This may be the cause of many learners not attending lessons because they are looking for jobs to give them income to take care of their families.

The study sought to assess how teaching methodology influences the implementation of adult literacy education programmes in Kajiado County. It was found out that most of the learners thought that they were not progressing in their studies because they were being mixed in a class both the beginners and those who are more advanced. There is a high likelihood that the students feel like most of the instructors are at the same level as them or lower thus lowering the morale of the students to attend sessions. As compared to students who get a chance to attend mainstream schools where the teachers are seen as having more knowledge and experience in life adult literacy centers offer a different perspective. However it was not a major cause of the students not attending classes.

Thirdly the study was to find out how availability of learning resource influences the implementation of adult literacy education programmes in Kajiado County. From the study, it was found out that most of the students in adult literacy education centers lack enough materials for meaningful learning to take place in the sessions. They would wish to be provided with learning materials by the literacy centers and not by themselves. The students thought that the type of resources that they had was okay just that they were not adequate. They were of the opinion that they should be more of the resources in the centers and those of a higher quality.

Lastly the study was to find out how the teacher-learner ratio influences the implementation of adult literacy education programmes in Kajiado County

The findings show that the teacher to learner ratio is very high. Despite the number of students in a center, there is typically a teacher in a given centre. Though there is a large percentage of the teachers being employed by the government, most of them are on a part time basis. The large number of learners in some centers makes the teacher to mix the different learners in one session. Since most of the students have other occupation, they take up hours which they can spare and not consistent so as to attend

the literacy sessions. Most of the lessons last for two hours in the afternoon when the learners get some time to rest.

## 5.2 Discussion of the Findings

This section discusses the findings of the study based on the research objectives. This study assessed the factors that influence the implementation of adult literacy programmes in Kajiado County. The study sought to establish how the various factors influenced the implementation of the programme as discussed below.

On determining how multiple responsibilities, this study found out that lack of permanent employment makes the students who have enrolled for adult literacy centers not to be regular in attending their class sessions. This finding agree with those of Lankshear& Nobel (2006), which say that literate people generally have a higher socio economic status and enjoy better health and employment prospects

This is because most of them have families. The adult learners however have dependants forcing them to choose work where they will get a wage rather than the class. The students also prefer to attend class at a certain time when they are off duty and if the teacher cannot schedule it, they opt to drop out of the programme. Most of the female are stay home moms and have to take care of their children. They hence prefer that the children attend school than them. They therefore spend more time ensuring that their children attend school and are comfortable.

Assessment of the teaching methodology in the centers revealed that the methodology used is does not influence the Literacy programmes negatively in most centers. The learners are comfortable with the one to one mode of instruction. This finding agrees with that of Akram (2011). He found out that there are four aspects to adult learning which are; they are goal oriented, have accumulated knowledge, are self directed and can apply knowledge in the practical field. The challenge comes in when the centre has many students who attend sessions at the same time. This means that the students will be combined and since they are at different levels, they tend to be lost between the times of instruction.

It was observed that a few students are uncomfortable being taught by teachers younger than them or men being given instruction by them. As Argote, McEvily and

Reagans(2003) point to experience as an important factor in one's ability to create, retain and transfer knowledge. This was mostly because of cultural beliefs and not because of the method of instruction. The students hinted that they would prefer to get more than just literacy from the sessions. This agrees with Kabuga(2004) who refers to pedagogy as a theory that employs techniques which are more apprehensive, silencing and domesticating. Some were happy to receive more content like financial literacy and health management literacy and not just basic reading and writing skills.Oluoch and Ayodo (2005) explain that educational programmes should bring about change and make the beneficiaries function better.

It was found out that the availability of learning materials, most students buy for themselves the books and other materials used. This is a challenge since some of them do not buy everything needed because of financial constraints. The types of resources used are however viewed as being okay. The biggest challenge comes in the adequacy of the materials. As Laird, (1985) puts it in his sensory stimulation theory, effective learning occurs when all the senses are stimulated. The adult learners are made to share the materials that are available. They are however not allowed to carry the materials home. This makes consistency and continuity impossible in case one misses a class.Nafukho, Amutabi and Otunga (2005) say that adult illiteracy is high in much of Africa because of the inadequacy of resources which make it very expensive. Both the students and teachers want more materials which are befitting the age of the learners. Most of the adequate examples and methodology are fit for pedagogy and not andragogy.Most of the centers also are housed in other institutions and not independently. This makes the learners uncomfortable especially when in the formal primary schools.

Teacher to learner ratio was found out to be very high. There are also a few trained teachers on adult literacy as compared to the number of students. According to Mancini (2003), a major obstacle to project success and sustainability is centered on lack of staff that is well trained or educated. The centers have only one teacher who teaches all the students except for a few centers. The centers are also far from each other which make it difficult for some students to be regular. While some centers are overpopulated, some are under populated hence the centers being closed down. The syllabus expects the students to have a two hour session everyday of the week.



Because of the high teacher to learner ratio, though the session lasts two hours, they have less contact time because of the numbers. In an early study becoming a better-informed person, preparing for a new or current job, spending spare time enjoyably, meeting new and interesting people, and carrying out everyday tasks at home as Johnston & Rivera, (1965) cites are several reasons adult enroll for the literacy programs. Other factors as discussed above also make it difficult for the learners to attend class on a daily basis. The course should take 2 to 3 years but since the teacher to learner ratio is high, the period is extended. Most learners do not realize progress as fast as they would like to and end up dropping out.

### 5.3 Conclusion

Based on the findings, there are several conclusions that were made. Teacher learner ratio, learning resources and multiple responsibilities of the adult students have the highest influence on the implementation of the adult literacy education programmes. This was associated with high rate of absenteeism, slow progress in achieving set goals and objectives and few contact sessions with the learners. Most of the respondents were of the opinion that the government should set up independent centers and the systems for running them independently

Most of the students felt that more learning resources would speed up the learning process. The teachers would have an easy time while teaching; the students will be able to interact with the materials ensuring consistency and continuity.

Though teaching methodology is a factor that influences the adult literacy programme, with more human and other resources, the respondents feel that it is not a big influence to the implementation of adult literacy education programmes.

### 5.4 Recommendation

This study sought to assess the factors that influence the implementation of adult literacy education programmes in Kajiado County. Variables put into consideration included, multiple responsibilities of adult literacy learners which focused on their occupation, teaching methodology; mode of teaching and the relationship between teachers and learners. Learning resources was also a factor which based on; acquisition of the resources; type of resources used and adequacy of the resources.

Lastly, teacher learner ratio which looked at the number of teachers per centre, number of centers, number of learners and lessons learnt per week. The adult literacy department is to find a lasting solution to the factors that influence the implementation of adult literacy sessions. From the study findings, it is recommended that;

1. More teachers should be employed on full time basis. This will enable the learners to attend classes at any time of the day when its convenient for them. The teachers will also not feel the need of looking for another job to supplement the one that they have.
2. More materials should be provided in the centers. This will ensure that teachers plan adequately for the number of students they expect.
3. The programme should also focus on getting permanent premises. Most of the adult learners feel intimidated when they have to attend sessions in primary schools where some of their children go to.
4. The centers also need to be increased so that they can be easily accessible by the people who want to join the programme.

## 5.6 Areas of further Studies

This study was about the factors influencing adult literacy education programmes in Kajiado County. It suggests that the following areas of study should be addressed.

1. A national study of the challenges facing adult literacy education should be done so as to give this study relevance and to help mainstream the systems and policies so as to increase the literacy levels.
2. The research also shows that a study should be carried out on the strategies leading to promotion of adult literacy and better implementation of the programme
3. More studies should also be done on the approaches to overcome the challenges facing adult literacy education to ensure that there is completion and improved transition rate.
4. Adult performance levels in relation to adult literacy should be studied to ensure that the syllabus content and methodology will be appropriate and will optimize the literacy levels in literacy centers.

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## APPENDICES

### Appendix A

Letter of introductions to institutions

LIANI M.L. SANDRA,

UNIVERSITY OF NAIROBI,

DEPARTMENT OF EXTRA MURAL STUDIES,

P.O. BOX 92

KIKUYU.

TO THE DIRECTOR,

.....

PO BOX.....

.....

Dear Sir/Madam

RE: PERMISSION TO COLLECT DATA IN YOUR OFFICE

I am a post graduate student in the University of Nairobi in the school of education and external studies pursuing a Masters degree in Project planning and management. I am undertaking a study in partial fulfillment of the course: challenges influencing the implementation of adult literacy education programs in Kajiado County. I hereby seek permission to collect data from your office. I believe that the findings will go a long way to ensure success in achieving the objectives of adult education. Confidentiality is guaranteed.

Thank you.

Yours faithfully,

Liani M. L. Sandra

## Appendix B

Letter of introduction to respondents

LIANI M.L. SANDRA,  
UNIVERSITY OF NAIROBI,  
DEPARTMENT OF EXTRA MURAL STUDIES,  
P.O. BOX 92  
KIKUYU.

### RE: REQUEST TO COLLECT DATA FROM YOU

I am a post graduate student in the University of Nairobi in the school of education and external studies pursuing a Masters degree in Project planning and management. I am undertaking a study in partial fulfillment of the course: challenges influencing the implementation of adult literacy education programs in Kajiado County. I hereby request for your contribution. I believe that the findings will go a long way to ensure success in achieving the objectives of adult education. Confidentiality is guaranteed.

Thank you.

Yours faithfully,

Liani M. L. Sandra

## APPENDIX C

Questionnaire for teachers



The questionnaire, which follows, is designed to gather information on the factors influencing the implementation of adult literacy education programs in Kajiado County.

Please note that the information given in the questionnaire will be treated with utmost confidence. Your name or center will neither be mentioned nor included in the questionnaire. The questionnaire will be used for data collection for the researcher's project only.

Please tick ☐ the appropriate answer or fill in the spaces provided for the answers

1) How old are you? ☐

2) Gender

Male ☐

Female ☐

3) Indicate your professional /academic qualification

P1 ☐

SI ☐

Dip. Adult Education ☐

Others (specify) ☐

4) How long have you been teaching? ☐

1-2 ☐

2-3 ☐

3-4 ☐

4 and above ☐

5) Which type of center do you teach?

Faith based organization ☐

Community based organization ☐

Formal school ☐

Others (specify)

☐

6) Write down the number of learners in your center

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7) How many are male how many are female

Male ☐

Female ☐

8) What type of teacher are you?

Full time ☐

Part time ☐

Volunteer ☐

9) Who is your employer?

Government ☐

CBO ☐

FBO ☐

NGO ☐

Others (specify)

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-----

SECTION B

10) Which curriculum/syllabus do you follow?

K.I.E ☐

Other ☐

Please specify

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-----  
-----  
11) How long does it take for one to finish the literacy course?

1year ☐

2years ☐

3years ☐

More than three years ☐

12a) What materials do you use for teaching?

Bought ☐

Improvised ☐

Donated ☐

b) Who provides them?

Employer/government ☐

Organization ☐

Learner ☐

c) Do learners share the materials?

Yes ☐

No ☐

d) If yes how many per book or any other material?

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-----  
-----

13a) How many sessions do you have in a day?

1

2

3

b) Why?

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-----  
-----  
-----

14) Is the time enough to realize progress?

Yes

No

15) Do your learners take the national exam?

Yes

No

16) How many have done the exam for the time you have been with them?

1<sup>st</sup>

2<sup>nd</sup>

3<sup>rd</sup>

4<sup>th</sup>

17a) How many learners are registered in the center?

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-----  
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b) How many have dropped out?

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c) How many are regular?

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-----  
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d) Why? (Explain the reason for regularity)

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-----  
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e) How many are irregular?

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-----  
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f) Why? (Explain the reason for regularity)

-----  
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18) How often is the center supervised in a year?

Quarterly ☐

Twice ☐

Once ☐

19a) List down challenges that you face in the center

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b) How can each of the above be solved?

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## **APPENDIX D**

### **Questionnaire for officers**

The questionnaire which follows is designed to gather information on the factors influencing the implementation of adult literacy education programs in Kajiado County.

Please note that the information given in the questionnaire will be treated with utmost confidence. Your name or center will neither be mentioned nor included in the questionnaire. The questionnaire will be used for data collection for the researcher's project only.

Please tick ☐ the appropriate answer or fill in the spaces provided for the answers

1) Name of area of supervision/title

-----  
-----  
-----

2) How long have you been serving as an officer in Kajiado?

1 year ☐

2 years ☐

3 years ☐

4 and above ☐

3) How many centers are there in your area of supervision?

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-----  
-----

4) How many officers or teachers are under your supervision?

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-----  
-----  
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5) How often do you hold review meetings?

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6) What is the criterion used for selecting adult education teachers?

Adult education training ☐



Merit ☐

Passion ☐

Volunteers ☐

8) How many teachers in total are there in Kajiado County?

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9) How many learners have enrolled in the programme?

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10) How many have dropped out?

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11a) What are some of the reasons for the drop out?

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b) How can the above be solved?

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12) State five challenges that you face during your supervision duties.

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b) How can they be solved?

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Thank you for your cooperation

## APPENDIX E

### Interview Questions for the Learners

- 1) For how long have you been in the literacy class?
- 2) How old are you?
- 3) How did you get to know about the program?
- 4) What was the reason behind you joining the program?
- 5) Is your objective being achieved?
- 7) What method does your teacher use for instruction?
- 8) Is the method appropriate?
- 9) Who provides you with learning materials?
- 10) Are the learning materials adequate?
- 11) Are you charged for the program?
- 12) If no, if a fee is attached to the program, will you go on with the classes?
- 13) What time do you attend your classes?

- b) For how long do they last?
- c) Why?
- 14) Are you planning to proceed to the next level after the basic functional level?
- 15) How many teachers do you have?
- 16) What other benefit rather than literacy do you get from the program?
- 17) What is your occupation?
- 18) How will the literacy program enhance your productivity?
- 19) What are some of the shortcomings of the program?
- b) How can the shortcomings be dealt with?

## APPENDIX F

### Observation Guide

- 1) Number of learners at the time of the interview
- 2) Physical state in which the center is in
- 3) Enthusiasm of learners through participation
- 4) Fluency in the language of instruction
- 5) Materials available in the centers
- 6) Knowledge of current affairs
- 7) Knowledge of content of the basics of the supplementary subjects dealt with like health, hygiene and nutrition
- 8) Accessibility of the centers from the main road
- 9) Distance from the education office
- 10) Currency of the materials being used for teaching
- 11) Social status of the learners in the adult literacy centres

## APPENDIX G

Number of Non-Formal Education Institutions, Enrolment and Teachers by Province,  
2007

| Province      | Institutions<br>No. | Enrolment Number |        |        |         | Teachers  |       |  |  |
|---------------|---------------------|------------------|--------|--------|---------|-----------|-------|--|--|
|               | Girls               | Boys             |        | Total  | Trained | Untrained | Total |  |  |
| Coast         | 251                 | 4,985            | 5,405  | 10,390 | 337     | 661       | 998   |  |  |
| Central       | 83                  | 643              | 896    | 1,539  | 73      | 170       | 243   |  |  |
| Eastern       | 101                 | 789              | 758    | 1,547  | 110     | 171       | 281   |  |  |
| Nairobi       | 640                 | 46,830           | 44,167 | 90,997 | 2,024   | 3,904     | 5,928 |  |  |
| Rift Valley   | 79                  | 1,642            | 2,804  | 4,446  | 416     | 697       | 1,113 |  |  |
| Western       | 18                  | 875              | 1298   | 2173   | 78      | 114       | 192   |  |  |
| Nyanza        | 133                 | 2,405            | 2,907  | 5,312  | 388     | 661       | 1,049 |  |  |
| North Eastern | 90                  | 1,661            | 3,320  | 4,981  | 131     | 310       | 441   |  |  |

|        |       |        |        |         |       |       |        |  |
|--------|-------|--------|--------|---------|-------|-------|--------|--|
| Totals | 1,395 | 59,830 | 61,555 | 121,385 | 3,557 | 6,688 | 10,245 |  |
|--------|-------|--------|--------|---------|-------|-------|--------|--|

Source: UNICEF's Directory of Non Formal Education in Kenya

Table 1.0 show that there were 1,395 NFE institutions recorded as at November 2007 countrywide with Nairobi Province recording the highest number at 640. Nairobi equally had the highest enrollment at 90,997 pupils and 5,928 teachers. Teacher to Pupil ratio is more favorable in Eastern and Rift Valley with 1 teacher for every 6 and 4 children respectively. In such regions there is potential for increased enrollment. Most of the teachers (65%) in these institutions are still untrained.

## APPENDIX H

Learners' Enrolment by Province by Gender 2003-2007

| Year        | 2003   |        | 2004   |        | 2005   |        | 2006   |        | 2007   |        |
|-------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Province    | M      | F      | M      | F      | M      | F      | M      | F      | M      | F      |
| Nairobi     | 313    | 402    | 715    | 742    | 389    | 586    | 2,502  | 2,388  | 2,627  | 2,165  |
| Central     | 2,191  | 11,311 | 2,310  | 8,209  | 3,349  | 6,624  | 2,782  | 7,154  | 2,921  | 6,816  |
| Coast       | 3,752  | 10,052 | 3,781  | 2,052  | 4,796  | 13,048 | 4,290  | 11,032 | 4,505  | 10,510 |
| Eastern     | 4,383  | 11,152 | 4,411  | 12,250 | 5,642  | 19,403 | 7,490  | 19,261 | 7,865  | 18,351 |
| N/Eastern   | 2,504  | 5,399  | 2,836  | 5,489  | 3,365  | 6,515  | 1,824  | 4,691  | 1,976  | 4,409  |
| Nyanza      | 6,534  | 11,569 | 5,357  | 24,660 | 6,520  | 13,305 | 5,071  | 13,041 | 5,325  | 12,425 |
| Rift Valley | 7,559  | 15,425 | 8,005  | 15,602 | 9,868  | 17,458 | 9,545  | 24,546 | 10,025 | 23,384 |
| Western     | 4,069  | 11,816 | 4,097  | 9,407  | 4,973  | 10,483 | 3,834  | 9,860  | 4,026  | 934    |
| National    | 31,305 | 77,126 | 31,512 | 78,411 | 38,902 | 87,422 | 37,338 | 91,973 | 39,270 | 78,994 |

Source: Directorate of Adult and Continuing Education

The observation made from table 2.0, indicates that the overall learners' enrolment increased from 108,431 in 2003 to 129,311 in 2006, which was an increase of 19.3% (percent)

However, there was a decline in the overall enrolment in 2007 which stood at 126,724 in comparison with 2006 enrolment of 129,311. It is worth noting that men enrolment improved from 31,305 in 2003 to 38,902 in 2005, the enrolment dropped in 2006 but subsequently increased in 2007.

Kajiado North, the ratio of teachers to learners is seen to be way above the speculated number as per the survey. Since each center has one teacher in most cases.

## APPENDIX I

### TIMEFRAME/WORKPLAN

| TASK DETAILS   | MONTH               |
|--|---------------------|
| Presentation of research topic                                       | February 2011       |
| Writing proposal   | March 2012-May 2012 |
| Submission of Research proposal                                      | June 2012           |
| Proposal defense   | June 2012           |
| Correction from recommendation as arising from the supervisors panel | July 2012           |
| Preparation of data collection tools                                 | July 2012           |
| Collection of data   | July 2012           |
| Presentation of research findings from the supervisor                | August 2013         |
| Undertaking corrections from the supervisor                          | August 2013         |
| Editing formatting the document and submission                       | August 2013         |
| Final submission of the project                                      | August 2013         |

**APENDIX J**  
**BUDGET**

| ITEM                            | COST(KSH) |
|---------------------------------|-----------|
| Supervisory fee                 | 50,000    |
| Printing and General stationery | 6000      |
| Travel to Kajiado               | 20,000    |
| Motivator to centers            | 6000      |
| Contingency                     | 11,000    |
| TOTAL CAPITAL                   | 93,000    |