FACTORS THAT INFLUENCE PARTICIPATION OF LEARNERS IN 
ADULT AND CONTINUING EDUCATION: THE CASE OF MATINYANI 
SUB-COUNTY, KITUI COUNTY, KENYA

BY

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2014
DECLARATION

This project has been examined and approved by university supervisors.

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E56/71710/2011

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This research project has been presented for examination with my approval as university supervisor.

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I certify that the work submitted by this candidate was under my supervision. Her work is ready for submission for the award of the degree of Masters in Education in Adult Education and Community Development in the University of Nairobi.

Christine Kahigi

Sign:_________________ Date:_________________

Department of Educational Foundations

University of Nairobi
DEDICATION
This research is dedicated in love to my family; my dear husband Evaristus, my son Chris, my daughter Ida and my parents Christopher and Emily whose abundance love, support, tolerance and deep understanding have sustained me through the course of the study.
ACKNOWLEDGEMENT

I would like to thank God for strength given and fullness of spirit in achieving this goal. Special gratitude goes to my supervisor Christine Kahigi who tirelessly gave academic guidance. Last I would like to acknowledge the Directorate of Adult and Continuing Education, their officers and Adult Education Teachers for their great assistance in the collection of the data needed for the research study. I am also very grateful to the DEO Matinyani Madam Rose Mbayach for granting me permission during the learning period.
ABSTRACT
Learning among the adult has been perceived with different direction by the learners’ teachers and the ACE supervisors. Matinyani Sub County in Kitui County was considered for this investigation. The main objective of the research study was to determine marketing strategies of commercial fish farming in Kitui County. The study specifically aims; at establishing participation of learners in adult and continuing education; the study adopted a simple random sampling technique to select a sample size of 184 learners, 12 teachers and 1 ACE supervisor. Questionnaires were used as the major data collection instruments and administered to the respondents. The data was analyzed using descriptive statistics and inferential statistics aided by Statistical Package for Social Sciences (SPSS). The results were presented using tables. The results from the study have clearly indicated that the financial ability, attitude of the community, courses offered and teaching strategies largely determined the participation.
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<tr>
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<td>Adult and Continuing Education</td>
</tr>
<tr>
<td>BAE</td>
<td>Board of Adult Education</td>
</tr>
<tr>
<td>CBO</td>
<td>Community Based Organization</td>
</tr>
<tr>
<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
<tr>
<td>DAE</td>
<td>Department of Adult Education</td>
</tr>
<tr>
<td>DAEO</td>
<td>District Adult Education Officer</td>
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<tr>
<td>DACE</td>
<td>Directorate of Adult and Continuing Education</td>
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>FBO</td>
<td>Faith Based Organization</td>
</tr>
<tr>
<td>KNALS</td>
<td>Kenya National Adult Literacy Survey</td>
</tr>
<tr>
<td>MPET</td>
<td>Master Plan on Education and Training</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organization</td>
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<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
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CHAPTER ONE:

INTRODUCTION

1.1 Background of the Study
Adult and Continuing Education (ACE) has been on Kenya’s development agenda since her independence in 1963. This is evident in the commitment made by the government in the Session Paper No. 10 of 1965 (Republic of Kenya, 1965), which declared, “a carefully planned attack on poverty, disease and ignorance in order to achieve social justice, human dignity and economic welfare for all”. The Kenya Vision 2030 (Republic of Kenya, 2007) is a development blueprint for the country, which aims at making Kenya an industrialized country by 2030, with education and training being a key strategy for the achievement of this vision. According to the development strategy, increasing participation in the ACE programmes is a key to attainment of the goals for this vision of achieving an 80% adult literacy rate and increasing the net enrolment by 95%.

Since independence, Kenya has been addressing the need to recognize the role of ACE programme in promoting education and the country’s development as evidenced by the educational commission set up and mandated to address both formal education and adult and continuing education issues. Hence Ominde Report (Republic of Kenya, 1964) emphasized the importance of ACE as an ingredient for social progress and the need to have in place the means to re-educate the older generation in line with changing requirements and values of the society. Recommendations from the commission resulted
in the creation of a Board of Adult Education (BAE) in 1996 an Act of Parliament which was mandated to coordinate, regulate and advise on the promotion of ACE in the country.

According to the draft National Policy Framework for ACE (Republic of Kenya, 2008) the definition for Kenya’s adult education is adapted from a definition by UNESCO (1997) to include, “the entire body of learning processes taking place, formal or otherwise, whereby people regarded as adults by the society to which they belong to develop their inabilities, enrich their knowledge and improve their technical or professional qualification or turn them in a new direction to meet their own needs and those of their society.” The Koech Report (Republic of Kenya, 1999) observed that adult literacy programmes are adequate enough but sees a need for executive Adult and Continuing Education system that create an environment that motivates self-advancement in education and learning throughout life.

The draft national policy framework for ACE (Republic of Kenya, 2008) further indicated that the ACE sector is heterogeneous in nature because of the diversity of the areas of learning, target population that have varied learning interests, and the involvement of a wide range of ACE providers. Therefore adult literacy programmes aim at providing knowledge and skills to adults and out of school youth to improve their quality of life and contribute effectively to national development. The programme covers two main areas namely; the basic literacy and the post-literacy programmes. On the other hand continuing education programmes build on previously acquired knowledge and skills for purposes of certification, self-improvement and more effective participation in community and national development. These programmes provide opportunities for youth and adults to integrate into the formal education and to improve their knowledge
and technical skills. The programmes aimed at building capacity by giving knowledge, skills, attitudes and values which enable people to engage in gainful employment and improve on the quality of life hence participation of adult population in these forms of ACE is important for the individual community and country’s socio-economic development.

Participation of adult population in ACE has continued to pose a major challenge in the world. The Global Monitoring Report (UNESCO, 2006), five years after 164 countries agreed on the Dakar Framework for Action most attentions has been devoted to the three Education For All (EFA) goals that concern the extension and improvement of formal elementary education systems. The other three EFA goals have been relatively neglected. The report (UNESCO, 2006) attributes this neglect to the unfounded idea that primary education is more cost effective than youth and adult literacy programmes. Hence, in many countries, budget, loan and grant allocations to primary education were not in proportion to that of the adult programme. Further, the report (UNESCO, 2006) showed that from the Dakar Framework for Action, the EFA goal for literacy was to achieve a fifty percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing educations for all adults. According to the monitoring report (UNESCO, 2006), despite some countries having an increase in adult literacy rates in many parts of the world, there is a marked distinction between those countries making relatively rapid progress and those that are making relatively slow progress towards achieving the EFA goal for literacy. The report notes that countries making slow progress among Kenya are at risk of not achieving this goal by 2015.
The issue of participation of adult population in ACE has been a matter of discussion in world conferences. A design for action, by the first international conference on adult education ICAE world assembly held in Dar es Salaam in 1976 (ICAE, 2006), emphasized the role of participation of the people in decision making particularly in relation to adult education as crucial to development. It is increasingly clear that participation of the total society is crucial to development. It is equally clear that participation can be distorted, such as when the learner becomes an object ad not a partner, and when education is used to pacify or neutralize rather than as a process of consciousness raising, participation and change. Thus, both policy makers and the people should be assisted to establish a participatory dialogue for planning, implementation and assessments of results.

The Gachathi Report (Republic of Kenya, 1976) resulted in the government recognizing the need to promote, develop the concept and coordinate the process of a lifelong continuing education and training as a national goal for all citizens. Similarly the Mackay Report (Republic of Kenya, 1981) recommended that a college of continuing education, that would provide continuing education up to university, be established for adults who are out of the formal system of education. The Koech Report (Republic of Kenya, 1999) indicated that, illiteracy rate stood at 40 percent in 1999; hence the illiteracy rates have only reduced by 1.5% within 7 years. The Kenya National Adult Literacy Survey (KNALS) (Republic of Kenya, 2007) report indicates that the implementation of ACE programmes in Kenya is still faced by a lack of awareness. Hence, only an average 32.1% of the male population and 26% of the female population are aware of the existence of adult literacy programmes in the country. Even in urban centres like Nairobi, the report
showed that only 18.6% of male and 15% of female adult population were aware of the existence of adult literacy programmes. Among the population that was aware of the programmes in Nairobi, the report indicated that only 1.1% of male and 0.8% of female of this adult population confirmed having ever participated in any ACE programme.

In Matinyani Sub-County, just like other parts of the country, low participation of adult learners may be due to lack of awareness on ACE since there is low enrolment in the available ACE centres and which has been declining for the last three years. In 2012 the enrolment was 814 which was 11.8% drop from 2011 which was 923. In 2013 it was 764 a 6.1% drop and in 2014 it registered 614 a 19.6% drop from 764, hence the need to investigate the factors that influence participation of adult learners in adult and continuing education.

1.2 Statement of the Problem
In Kenya, low participation of adults in ACE has resulted in slow increase of literacy rates for the country from 40% in 1999 (Republic of Kenya, 1999) to 38.5% in 2006 (Republic of Kenya, 2007). This means that the literacy rates increased by only 1.5% in those 7 years.

Matinyani Sub-County is experiencing very low participation in adult literacy programmes especially for both men and women, (Anchor Journalism of the future, Oct-Nov 2011, p16). Literacy being a tool for promoting social, economic and political development of any country, most people of Matinyani have no access to printed knowledge skills and technology that can improve the quality of their lives and help them shape and adopt to social and cultural changes.
Hence there was need for a clear understanding of the factors that are responsible for influencing participation of adult population in ACE programmes within Matinyani Sub-County in Kitui County.

1.3 Purpose of the Study
The purpose of the study was therefore to investigate the factors influencing participation of learners in ACE programmes within Matinyani Sub-County, Kitui County.

1.4 Objectives of the study
The following were the objectives of the study:

(i) To determine how level of income of adult learners influence their participation in ACE programmes.
(ii) To identify how attitude of the community towards adult education contributes to the participation of adults in ACE programmes.
(iii) To find out how the courses offered in ACE centres influence adults’ level of participation in ACE programmes.
(iv) To establish how teaching strategies in ACE centres promote adults’ level of participation in ACE programmes.

1.5 Research Questions
The study sought to answer the following questions:

(i) How does level of income of adult learners influence their participation in ACE programmes?
(ii) How does attitude of the community towards adult education contribute to the participation of adults in ACE programmes?
(iii) How do courses offered in ACE centres influence adults’ level of participation in ACE programmes?

(iv) How do teaching strategies in ACE centres promote adults’ level of participation in ACE programmes?

1.6 Significance of the Study
The findings of the study would help ACE providers improve their implementation of key government policies set for the country’s development agenda. Among the policy was the country’s development policy contained in the Session Paper No. 1 (Republic of Kenya, 2005) on expanding access, equity and improving quality of education for ACE to become a vehicle for transformation and empowerment of the individuals and the society. The study also provided knowledge that could be used by the country’s policy makers and development planners in designing ACE programmes that contribute to increased level of participation of adults in ACE programmes.

1.7 Scope of the Study
The study was carried out in Matinyani Sub-County, Kitui County. The study was limited to the ACE programmes run by the Directorate of Adult and Continuing Education (DACE) in the Ministry of Education. The study also involved the District Adult Education Officer (DAEO) supervising the programme in the Sub-County.

1.8 Limitations of the Study
The following were unavoidable shortcomings of the study: not all respondents were ready and willing to cooperate, thus some respondents did not give socially correct responses to please the researcher, and they would also conceal confidential information
even though they were assured that their identity will remain anonymous. Due to time factor and financial constraints the study could not extend beyond the described scope.

1.9 Assumptions of the Study
Basic assumptions of this study were that, the data and information from the respondents on ACE would be truthful and accurate. They gave their time and were willing to provide the information needed for the study.

1.10 Definition of Significant Terms
The following are definitions of significant terms which were used in the study.

**Adult** - Refers to a person aged 18 years and above.

**Adult and Continuing Education (ACE)** - Refers to the entire body of learning processes within the perspective of the lifelong learning whereby adults and out of school youth are given opportunities to develop their abilities, enrich their knowledge and improve their skills to meet their own needs and those of their society.

**Adult and Continuing Education Providers** - Refers to government department ministries offering educational programmes, faith based organization, community based organization, institutions of higher learning, research institutions, private sector and individuals.

**Continuing Education** – Refers to all efforts that enable persons to continue learning outside of the formal education.

**Education** – Refers to learning that goes in a society both in and out of school institutions that is systematic and planned.
**Literacy** – Refers to someone who has acquired the knowledge and skills in reading and writing to enable the person engage effectively in all those activities in which literacy is normally assumed in the person’s culture or group.

**Post literacy** – refers to an integrated learning process that helps create a reading culture and assists the graduates of basic literacy to retain, improve and apply their basic knowledge, attitudes and skills. It permits them to continue with education through self-directed processes for improvement of the quality of their life and that of the society.
CHAPTER TWO:

LITERATURE REVIEW

2.1 Introduction
This chapter presents a review of literature related to the study problem. It starts with reviewing the potential role of ACE to the individuals, community’s and the country’s social and economic development. This section also reviews some of the studies carried out on the factors that motivate participation in ACE and also the role of individual felt needs in motivating the learner’s participation. This section also contains the conceptual and theoretical frameworks which show the relationship between the various variables of this study.

2.1.1 History and Evolution of ACE in Kenya
In Kenya, the development of adult education was boosted by the recommendation of the Kenya Education Commission Enquiry (Republic of Kenya, 1964) that the Adult Education Programme be made the responsibility of the Ministry of Education that resulted in the creation of the board of Adult Education (BAE) in 1966. The establishment of the Department of Adult Education in the University of Nairobi in 1978 spearheaded Adult Education campaigns and increased mobilization of learners and all stakeholders.

Since independence, various master plans indicate that ACE has been on Kenya’s development agenda. The Master plan on Education and Training (MPET) for 1997 to 2010 (Republic of Kenya, 1998), adopted the definition by UNESCO and stated the objectives of ACE. These objectives include eradicating illiteracy by providing the basic
skills of reading, writing, communicating and numeracy. Another objective is to sustain literacy through post-literacy and continuing education, thereby providing opportunities for further education and promoting the concept and practice of lifelong learning through education. Another objective is to promote the acquisition of relevant knowledge, attitude and skills among workers and to facilitate the workers’ adaptation to new technologies and production skills. Hence this will facilitate the development of economic opportunities through improved entrepreneurship and production skills. Another objective is to provide education to disadvantaged groups so as to promote self-confidence, values and positive behavior towards society and promote awareness among individuals and communities with regard to their rights and civic duties.

The various UNESCO conferences and forums on education have also influenced Kenya’s policies on development of Adult Education. The fifth International Conference on Adult Education (CONFINTEAV) (1997) provided a new definition for ACE as indicated by the draft national policy framework for ACE (Republic of Kenya, 2008) Kenya has since been adapted the definition and is currently implementing the outcomes from the conference.

2.1.2 The Concept of Participation of Adults in ACE

An understanding of the concept of participation within the context of ACE is important, if Kenya is to reverse the current trend in enrolment in ACE programmes. The term participation is commonly understood as taking part in an activity. Gboku (2007), show that people attach different meaning to the term participation to include control, consultation and information to those involved in decisions that affect his or her life. To others participation means ‘consultation’ where in this context, those holding economic,
political or administrative power ask people for advice, which may be taken or ignored. Other people take participation to mean information, whereby people are told about decisions that have already been made.

Participation of adult learners is a key factor for the successful development, implementation and evaluation of ACE programme because their views, suggestions and requests need to be integrated into the development of the programme so as to raise their motivation and commitment to participate in the programme. They should also be involved in making decisions on the programme goal, course content, resources and logistics of training. Gboku (2007), suggests that the participation of adult learners can be increased by the involvement of all stakeholders who should include the community, the learners, would-be learners, the beneficiaries like the employers and funding partners in a number of ways. Hence, the programme developers should involve adults in the identification of educational needs on the learners and in setting the educational goals for the ACE programme.

The programme administrators should involve them in identifying and solving problems that act as barriers to increasing participation at all stages of the development and implementation of the ACE programme. Further, all stakeholders should be involved in decision making and in creating infrastructures that will lead to creating ownership, besides accomplishing the goals and to sustainability of the ACE programmes. The community and the learners need to get involved in identifying their needs if they are to be motivated in participating. It is therefore paramount that the programme developers seek to understand the motivational needs of the participants of the ACE programmes.
Knowles (1980) suggests that he is able to determine the success of literacy programmes by finding out, on what basis the decisions are made for what will be offered in the programme. He said that, if the program is entirely planned by the staff on the basis of what they think it will interest the learners, findings will show a program that is in a rather a pathetic state. But if the program is planned with the assistance of a planning committee made up by the adult population that is able to conduct periodic survey of the needs and interests of the adults the program seeks to serve, then findings show a thrilling program.

2.1.3 Level of income and Participation of Adults in ACE

Oluoch (2005) in a study of adult education programmes in Kisumu Municipality, Kenya, observes that, most of the learners came from low income areas who were either farmers or petty traders. They recognized adult education as important in acquisition of skills in business and as a factor to improve their lives. Further, the study noted that even adults who had not enrolled in the programme acknowledged the crucial role literacy plays in socio-economic development, others considered it a stepping stone for further studies that would compensate for educational opportunities earlier lost and others regard it as a gateway to even greater professional and highly paying jobs. A study by Mganga (2002) on the relationship between community attitude to adult literacy and the number of dropouts in the centres indicated that, there is a relationship between immediate economic returns to adult literacy and the number of dropouts.
2.1.4 Attitude of the community towards Adult Education and Participation of Adult in ACE

According to Pamela (1988), a study conducted in 1986 by the Scotland Education Department, out of a concern for small general population’s participation and attitudes to adult education and training indicated lack of participation by over 75% of the people who are semi or unskilled manual workers as compared to the skilled manual workers. The research findings showed a wide spread lack of participation because of a negative perception that ACE is not interesting or enjoyable and useless in the terms of labour market and personal fulfillment.

Cross (1982) in helping to understand the barriers to adult’s participation in continuing education, applied several research methods that classified barriers into small categories. Those classified as dispositional barriers were those related to attitudes and self-perception that bar adults from participating in education. These include lack of interest or a feeling that they are too old. Knowles (1980) suggests that adults should be enabled to perceive education as a lifelong process. Mostly, this is important in the places where adults did not develop a culture of reading after leaving the formal education. Hence, a mission of the adult educator can be that of helping individual to develop the attitude that learning is a lifelong process and acquire the skills of self-directed learning. Further, the more concrete individuals can be assisted to identify their aspirations and assess their present levels of competence they will be able to identify their educational needs and hence increase the level of motivation to learn and attain the aspirations.
2.1.5 Courses Offered in ACE and Adults’ Participation

According to UNESCO (1989) ATLP-CE Volume VI, Individual Interest Promotion Programmes (IIP), a study launched in 1984 on the functioning and the effects of Kenya’s literacy programme showed that the programme was facing a serious problem in terms of attendance. The study attributed this to the failure of the programme to meet the learners’ needs and suggested that adults come to the literacy classes in order to learn how to master basic reading, writing and calculating skills, which they were unable to acquire during their childhood. When the programme does not adequately satisfy their aspirations, they get discouraged, attend classes irregularly and finally drop out.

The key issue therefore is to promote active literacy methods adapted to adult learners and which could lead to quick results in order to sustain their interest. Further, learners’ motivation and participation can be sustained by involvement of the learners in a project work, the involvement of development officers from other ministries and agencies as guest lecturers, and setting up committees to run the learning centres.

A critical survey of adult literacy education in Kenya carried out by Murai (1985) sighted the problem of dropouts as having adversely affected Kenya’s literacy programmes and attributed it to the failure by the programme planners and administrators to understand the adults’ motivation for learning. Hence, the need for a clear perception of the factors which motivates them, as well as that of the assumptions made about the functionality of the literacy provided. The study concluded that despite Kenya mounting a national literacy campaign, the country’s problem of illiteracy seemed to result from a lack of motivation leading to a high dropout rates.
Paul Freire, according to Ayot (1999), considered development to mean a balanced growth in economic and social fields and emphasizes that this should concern quality of life as seen by an individual, a community or a country at large. Freire who lived in Brazil, which is one of the poorest countries of the third world, based his psychological approach/method on the belief that people get interested in learning the things that they hold strong feeling about. Hence, his appointment to head the adult education department in Brazil in 1960, made literacy programmes effective by integrating literacy to development activities. Ayot (1999) suggests that this effectiveness resulted in about 20,000 people attending literacy classes by 1964. So this study aimed at finding out if causes offered in ACE are thought to meet the learners needs.

2.1.6 Teaching strategies and Adults Participation in ACE

According to Mokah (2005) teaching methodologies and the teaching approaches applied by the adult teaches was a major cause for men becoming disinterested in adult literacy. Chief among them was failure to apply a participatory approach and exchange of ideas. Further, the study showed that adult learning is enhanced by participatory learning methods, use of resource persons and teaching methods that are suitable to the adult learner. Majority of adult education teachers were not trained and concluded that this affected enrolment in the literacy programme in Mombasa District.

A study on teaching strategies in adult education by Dondo (1980), established that, the teaching methodology and approaches used by teachers lacked participation and exchange of ideas, as the major causes for men becoming disinterested in attending literacy classes. Haluorson (1992) suggest that the adults have immense knowledge skills and experiences to share in a literacy programme. Hence it is the ability for the teacher to
apply the right teaching ACE methods that will encourage the sharing of such knowledge, skills and experiences among the adult that can find immediate use among the learners.

Reche (1992) in a study on the cause of premature withdrawal of learners from the University of Nairobi’s extra-mural programme found that most tutors in the programme were trained to teach students in the formal system and hence lacked skills to teach adult learners.

The KNALS (Republic of Kenya, 2007) report indicated that factors identified by managers of adult literacy centres as barriers to adults’ participation in literacy programmes include inadequate teaching and learning materials, lack of multimedia resources, mixing of male and female learners and the distance to the learning centres. So this study aimed at finding out if teaching strategies in ACE are aimed at meeting the adult learners’ needs.

2.2 Theoretical Perspectives

The theoretical framework of this study will be based on the “human capital theory” by Adam Smith (Becker, 1964). In economic terms capital refers to items of extensive value. Investing in skills and education can also be viewed as building up of human capital that has its own economic value. The human capital theory is based on the principle that human capital represents the stock of skills and knowledge that leads to the ability to perform labour that is of economic value. Simmons (1980) in supporting this theory suggests that an investment in education increases labour productivity by embodying in that labour increased skills and knowledge. Blang (1991) agrees that the cost of an individual’s education constitutes an investment in future earning capacity.
Therefore, it is no accident that educated people tend to earn more than those who lack education. Becker (1964) too observes that personal incomes vary according to the amount of investment in form of the education and training undertaken by individuals or groups of workers. Hence, widespread investment in human capital creates the labour force needed for economic growth. According to this theory, successful ACE programmes that result in increased participation of adult population, provide an individual, the society and the country with skills and knowledge. These skills and knowledge lead to the individuals increased economic performance, labour force in the society and economic growth so as to achieve development.

2.3 Conceptual Framework

Figure 2.1 Conceptual Framework

---

Input

- Level of income of adult learners
- Attitude of the community towards adult education
- Courses offered in ACE centres
- Teaching strategies in ACE centres

Process

- The process of teaching and learning

Output

- Increased participation of adult learners in ACE leading to improved learners’ and society’s socio-economic development.
Source: Researcher (2014)

Conceptual framework of the study is designed to access the relationship between the inputs or independent variables (the learner’s level of income, attitude of the community, courses offered, and learning and teaching strategies) taken through the process of teaching and learning in the ACE programmes and the output or dependent variable (increased level of participation of learners in ACE programmes).

Fundamental to the study will be the effects of level of income of the adult learners, attitude of the community, teaching strategies as well as the courses offered in the ACE centers on the participation in ACE programmes. Hence, understanding and finding solutions to these factors will be a key ingredient to increasing the participation of the adult population in the ACE programmes, as demonstrated in the conceptual framework presented above.
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction
This chapter presents the research design, the target area, the location of the study area, target population, samples and sampling procedures and research instruments. It also discusses the data collection procedure and the methods for data analysis.

3.2 Research Design
The study adopted descriptive survey design. According to Ogula (1995) descriptive survey research design is the systematic collection and analysis of data in order to answer questions concerning the current status of an educational programme, project or activity. It is used where a researcher is interested in determining and reporting the way things are in a programme. According to Mugenda and Mugenda (1999), this research design attempts to describe such things as possible behavior, attitude, values and characteristics. Hence, the descriptive survey research design was suitable to the study in that it enabled the researcher to collect data precisely and objectively from all the respondents.

3.3 Target Population
The entire targeted population comprised the teachers of the ACE centres, adult learners and District Adult Education Officer supervising the programme in the Sub-County. The population was chosen so as to serve as a useful source in getting information with regards to participation in ACE programmes.
3.4 Sample Size and Sampling Procedures
The study applied the simple random sampling method to select the respondents. The study targeted a sample size of 184 adult learners, 12 adult education teachers and the Adult Education Officer in the Sub-County. A sample size of 30% of 614 of the learners’ was selected. The sampling interval was then determined to identify the learners to participate in the study. To do this the researcher first listed all 614 learners’ and ticked every third name until the desired sample size of 184 learners was obtained. All the 12 adult education teachers took part in the research and the only supervisor in the sub-county.

3.4 Research Instruments

3.4.1 Questionnaires
A questionnaire for adult learners was used to collect data. The questionnaire was designed by the researcher to suit the data required for the study. The questionnaire had both closed–ended and open-ended questions. In the closed-ended questions, definite responses were expected from the teachers. The research questions guided the construction of the questionnaire items so that all areas were addressed in the questionnaire. This was to ensure completeness of all the areas covered in the study.

The questionnaire for adult learners contained 14 items that had both closed-ended and open-ended questions while for the teachers contained section one and two with both closed-ended and open-ended questions. The closed-ended questions had possible alternatives from which the respondents would select the answer that best described their situation. The open-ended questions enabled the respondents to give their opinion based on personal experience.
3.4.2 Interview Schedules

The interview schedule mainly contained open-ended questions which were chosen to allow probing to get deeper information and clarity. The interview schedule contained five questions which were used with the respondent in order to obtain information.

3.5 Instrument Reliability

According to Mugenda and Mugenda (1999) reliability is a measure of the degree at which research instruments yield consistent results or data after repeated trials. The researcher used internal consistency technique to test reliability. Ogula (1995) suggests that internal consistency of data can be determined from scores obtained from a single test administered to a sample of subjects. Hence, a pilot test was carried out with respondents drawn from Kitui West Sub-County. The sample included district adult education officer, teachers and adult learners that tested the reliability of the study instruments.

3.6 Instrument Validity

The instrument was found to be valid. However, the validity depended on the relationship of the data collected and the effectiveness of the items that were sampled to achieve purpose of the study (Kasomo, 2006). The researcher was also advised by the experts (from University of Nairobi, Department of Educational Foundations) on the items to be collected. The corrections on the identified questions were incorporated in the instrument to increase validity.

3.7 Data Collection Procedures

The researcher obtained a research permit from the Ministry of Higher Education, Science and Technology (MOEST) granting permission for the research. The researcher
was also granted permission by the County Commissioner, County Director of Education and the Local District Education Officer to proceed with the research study. The researcher recruited adult education officer and the ACE teachers who assisted in administering the questionnaires to the respondents drawn from the adult learners.

3.8 Data Analysis
Kerlinger (1986) defines data analysis as categorizing, manipulating and summarizing of data in order to obtain answers to research questions. After data was collected, the questionnaires were used for analysis. Interview responses were also analyzed. The initial stages of data analysis included data cleaning, editing and establishment of categories to raw data through coding. Analyses were done using statistical program for social sciences (SPSS) and results were presented in form of frequencies and percentages. The results were discussed and interpreted so as to answer the research questions.
CHAPTER FOUR:

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

This section represents the findings of the study demographics, study objectives and the conclusions made out of the findings. The findings are represented in simple descriptive tabulation showing frequencies and percentages of the study variables.

4.2 Demographic characteristics of the respondent

4.2.1 Gender distribution of respondents

Gender of the respondents was as shown in the table 4.1 below.

Table 4.1: Gender of respondent

<table>
<thead>
<tr>
<th>Gender</th>
<th>Adult learners</th>
<th>Teachers</th>
<th>ACE Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>Male</td>
<td>98</td>
<td>53.3</td>
<td>8</td>
</tr>
<tr>
<td>Female</td>
<td>86</td>
<td>46.7</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100.0</td>
<td>12</td>
</tr>
</tbody>
</table>

From the table 4.1 above, shows that out of the total population, 53.3% are male learners, 46.7% female learners, 66.7% of teachers are male, 33.3% are females and 100% of the ACE supervisor is female. Therefore it is clear that gender has little or no influence on the level of participation of adults in ACE programmes.
4.2.2 Age distribution of respondents

The ages of the respondents were group as from 18 years onwards. The results are shown in the table 4.2 below.

Table 4.2: The age brackets of respondents

<table>
<thead>
<tr>
<th>Age( yrs)</th>
<th>Adult learners</th>
<th>Teachers</th>
<th>ACE Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
</tr>
<tr>
<td>18 to 25</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
</tr>
<tr>
<td>26 to 35</td>
<td>2</td>
<td>1.1</td>
<td>3</td>
</tr>
<tr>
<td>36 to 45</td>
<td>28</td>
<td>15.2</td>
<td>7</td>
</tr>
<tr>
<td>Above 45</td>
<td>154</td>
<td>83.7</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100.0</td>
<td>12</td>
</tr>
</tbody>
</table>
From the table 4.2 above, shows that 83.7% of the learners were above 45 years, 15.2% were between 36-45 years, 1.1% were between 26-35 years and 0% below 25 years. It also shows that 16.7% of the teachers were above 45 years, 58.3% were between 36-45 years, 25.0% were between 26-35 years and 0% below 25 years. The ACE supervisor was above 45 years. This shows that most of the respondents were aged in the range of 26 years for high above 45 years. This truly reflects the need for ACE which is categorically sought for by the aged people who need to suit themselves with education for use.

**Figure 4.2: Age brackets of respondents**

![Age brackets of respondents](image)

### 4.2.3 Level of education of the respondents

The education level of the teachers and ACE supervisor respondents are shown in the table 4.3 below.
Table 4.3: The education level of respondents

<table>
<thead>
<tr>
<th>Level</th>
<th>Teachers</th>
<th></th>
<th></th>
<th>ACE Supervisor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Secondary</td>
<td>(O)</td>
<td>11</td>
<td>91.7</td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Secondary</td>
<td>(A)</td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Bachelors</td>
<td></td>
<td>1</td>
<td>8.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td>0</td>
<td>0.0</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>12</td>
<td>100.0</td>
<td>1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the table 4.3 above, shows that 91.7% of teachers have attained secondary (O level) education, 0% A level, 8.3% bachelors and 0% masters. 100% of ACE supervisor have secondary (O level) education, 0% A level, 0% bachelors and 0% masters. Therefore this shows that lack of proper education among the teachers and the ACE supervisor can make them less effective and therefore influence the participation of adult learners in the ACE programmes.

Figure 4.3: Education level of respondents
4.3 Influence of the Level of income of adult learners on participation in ACE programmes

Table 4.4 Influence of the Level of income of adult learners on participation in ACE programmes

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>97</td>
<td>52.7</td>
</tr>
<tr>
<td>Agree</td>
<td>65</td>
<td>35.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>12</td>
<td>6.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>10</td>
<td>5.4</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The study sought to find out how level of income influenced participation. The responses are presented in the table below.
Table 4.4 shows that 52.7% strongly agreed that level of income of learners influence their participation in ACE programmes, 35.3% agreed, 6.5% were neutral, 5.4% disagreed and 0% strongly disagreed. Most respondents claimed that income determined attendance of ACE programmes as they depended on their income to pay tuition fees. Income also ensured that they were comfortable at their homes.

From the study findings it is was established that most learners strongly agreed and virtually agreed that level of income was a stumbling block towards their participation in the ACE programmes.

Figure 4.4: Influence of the Level of income of adult learners on participation in ACE programmes

4.3.1 Influence of the means of living of adult learners on participation in ACE programmes

The respondents had diverse views on the influence of adult learners’ means of living to participation in ACE programmes as shown in the table below.
Table 4.5 Influence of the mean of living of adult learners on participation in ACE programmes

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>74</td>
<td>40.2</td>
</tr>
<tr>
<td>Agree</td>
<td>65</td>
<td>35.3</td>
</tr>
<tr>
<td>Neutral</td>
<td>32</td>
<td>17.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>7.1</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>184</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 4.5 above shows that 40.2% of the adult learners strongly agreed, 35.3% agreed, 17.4% were neutral, 7.1 disagreed and 0% strongly disagreed that means of living influence participation in ACE programmes. Most respondents claimed that means of
living determine participation in ACE programme as they depend on their way of living. In most cases our way of living is dictated by means under which we live on. This notwithstanding, means even the ability to enroll in ACE will largely depend on the means of living.

**Figure 4.5: Influence of the mean of living of adult learners on participation in ACE programmes**

![Bar chart showing the influence of the mean of living of adult learners on participation in ACE programmes.](chart)

**4.3.2 Perception on how ACE programmes contribute towards income generating activities**

The respondents had diverse views on the influence of adult learners’ means of living to participation in ACE programmes. Most respondents claimed that means of living determined attendance ACE programmes as they depended on their way of living. Their response is summarized in the table below.
Table 4.6 Perception on how ACE programmes contribute towards income generating activities

<table>
<thead>
<tr>
<th>Rating</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>62</td>
<td>33.7</td>
</tr>
<tr>
<td>Agree</td>
<td>101</td>
<td>54.9</td>
</tr>
<tr>
<td>Neutral</td>
<td>14</td>
<td>7.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>3.8</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Analysis in table 4.6 above shows that 33.7% of learners strongly agreed, 54.9% agreed, 7.6% were neutral, 3.8% disagreed and 0% strongly disagreed that ACE programme contribute towards income generating activities. Therefore to a large extend it is evident that ACE programmes contribute towards income generating activities but to a small extend the findings indicated that it was not warranting any income generating activity.
4.4 Influence of attitude of the community on participation of adults in ACE programmes

The study sought to establish how attitude of community was affecting the enrollment into ACE education. The results are shown in the table below.

Table 4.7 Influence of attitude of the community on participation of adults in ACE programmes

<table>
<thead>
<tr>
<th>Teacher</th>
<th>ACE Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Agree</td>
<td>Agree</td>
</tr>
<tr>
<td>Neutral</td>
<td>Neutral</td>
</tr>
<tr>
<td>Disagree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>Strongly disagree</td>
</tr>
<tr>
<td>Level</td>
<td>Frequency</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Positive</td>
<td>9</td>
</tr>
<tr>
<td>Negative</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Analysis in table 4.7 shows that 75.0% and 100% of teachers and ACE supervisor respectively cited the attitude of the community being positive on participation of adults in ACE programmes while 25% and 0% of teachers and Ace supervisor respectively cited a negative attitude. Therefore it is evident that community sensitization is helping in creating awareness about adult education hence changing community’s attitude on how they perceive the adult education in the society.

**Figure 4.7: Influence of attitude of the community on participation of adults in ACE programmes**

4.4.1 What influences attitude of community towards participation in adults in ACE programmes

The study sought to establish what influences community towards participation in adults’ ACE education and the result are shown in the table below.
Table 4.8 what influences attitude of community towards participation of adults in ACE programmes

<table>
<thead>
<tr>
<th>Level</th>
<th>Teachers</th>
<th></th>
<th></th>
<th>ACE Supervisor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Opportunities for job</td>
<td>5</td>
<td>41.7</td>
<td></td>
<td>1</td>
<td>100.0</td>
</tr>
<tr>
<td>Alternative learning</td>
<td>3</td>
<td>25.0</td>
<td></td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Lack of know how</td>
<td>2</td>
<td>16.7</td>
<td></td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Competitive opportunities</td>
<td>2</td>
<td>16.7</td>
<td></td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
<td></td>
<td><strong>1</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Analysis in table 4.8 shows that 41.7% and 100% of teachers and ACE supervisor respectively indicates that opportunities for job as the reason behind community’s negative attitude towards participation of adults in ACE programmes, 25% and 0% as presence of alternative learning opportunities, 16.7% and 0.0% as lack of no how while 16.7% and 0% as competitive opportunities for both teachers and ACE supervisor respectively. Hence to a large extend lack of job opportunities influences a lot towards the community’s negative attitude towards participation of adults in ACE programmes.
4.5 Influence of the courses offered in ACE centres on adults’ level of participation in ACE programmes

Learners were interviewed on how these courses were enabling them. The results are shown in the table below.
Table 4.9 Influence of the courses offered in ACE centres on adults’ level of participation in ACE programmes to Learners

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly</td>
<td>91</td>
<td>49.5</td>
</tr>
<tr>
<td>Moderate</td>
<td>65</td>
<td>35.3</td>
</tr>
<tr>
<td>Hostile and difficult</td>
<td>28</td>
<td>15.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>184</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Analysis in table 4.9 above shows that 49.5% of learners termed the ACE courses as friendly, 35.3% as moderate and 15.2% as hostile and difficult. Therefore it shows that the courses are relevant and of utilization by the learner.

**Figure 4.9: Influence of the courses offered in ACE centres on adults’ level of participation in ACE programmes to Learners**
4.6 Influence of teaching strategies on adults’ level of participation in ACE programmes

The researcher found out that the teaching techniques used to lecture in the ACE programmes influenced adult participation in the ACE programmes. The researcher found out about the suitability of the methods used in ACE programmes to teach the adult learners. Below are the results as reordered in the table:

Table 4.10: Influence of teaching strategies on adult learners’ participation in ACE programmes

<table>
<thead>
<tr>
<th>Techniques</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture technique</td>
<td>7</td>
<td>3.8</td>
</tr>
<tr>
<td>Notes taking</td>
<td>14</td>
<td>7.6</td>
</tr>
<tr>
<td>Organizing group work</td>
<td>62</td>
<td>33.7</td>
</tr>
<tr>
<td>Individual learning</td>
<td>101</td>
<td>54.9</td>
</tr>
<tr>
<td>Total</td>
<td>184</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.10 shows that lecture technique (3.8%), notes taking (7.6%), organized group work (33.7%) and individual learning (54.9%). From the findings it can be concluded that individual learning was the major strategy of learning and involves notes taking concept.

38
Lecture technique and organized group work are also core strategies in this ACE programme.

Figure 4.10: Influence of teaching strategies on adult learners’ participation in ACE programmes
4.6.1 Designer of ACE programmes curriculum

The study sought to establish the designers of the curriculum. The findings are shown in the table below.

**Table 4.11 Designer of ACE programmes curriculum**

<table>
<thead>
<tr>
<th>Designer</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of education</td>
<td>9</td>
<td>75.0</td>
</tr>
<tr>
<td>Other systems of education</td>
<td>3</td>
<td>25.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The results of the study showed MOE as the main curriculum developer of the ACE programme for the adult. At least 75.0% of the teachers indicated the Ministry as the main curriculum developer. Other systems were cited by only 25% of the teachers.

**Figure 4.11: Designer of ACE programmes curriculum**
4.6.2 Teaching strategies in ACE programmes

Strategies used by the programmes in delivery of the curriculum were investigated and the results are shown in table below.

**Table 4.12 Teaching strategies in ACE programmes**

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participatory training</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Teacher centered training</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>12</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

From the results teacher centered training was mentioned by 66.7% teacher while participatory training by 33.3%. These two main strategies of learning come out as mainly used in delivery.

**Figure 4.12: Teaching strategies in ACE programmes**
CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction
This chapter presents a summary of the findings of the study in relation to the objectives and questions set out in the study, the conclusion that the researcher has drawn from the findings, recommendations and suggestions for further research. The key variable in the study included level of income of adult learners, attitude of the community towards adult education, courses offered in ACE centres and teaching strategies in ACE centres.

5.2 Summary
The main objective of the study was to determine factors that influence participation of learners in ACE; the case of Matinyani sub-county, Kitui county. The following are the findings of the study for each of the variables.

5.2.1 Level of income of adult learners
Findings from the study were able to show that most learners strongly agreed and virtually agreed that level of income of adult learners was a stumbling block towards their participation in ACE programme.

5.2.2 Attitude of the community towards adult education
Findings from the study were able to show that both teachers and supervisor are in agreement that community holds a positive attitude towards adult education. It also shows that the positive attitude held by adult learners contributed positively to the level of participation of adult learners in the ACE programmes.
5.2.3 Courses offered in ACE Centres

The study revealed that almost all the learners think that the courses offered are meeting their learning needs very well. Therefore it shows that the courses are relevant and of utilization by the learner.

5.2.4 Teaching strategies in ACE centres

The researcher found out that the teaching strategies used in ACE programmes influenced adult participation. It revealed that the teaching strategies for ACE courses were affected by the level of education of the teachers and their employment status. It revealed that most of the adult teachers were not able to deliver the courses effectively mainly due to lack of inadequate training to handle adult learners.

5.3 Conclusion

The study result shows that given adequate income, both male and female adults in the area would be enabled to participate in ACE programmes. This runs parallel with the kind of courses offered in ACE programmes. The courses need to be friendly to adult learners in order to encourage them to participate in ACE programmes. Besides, teaching strategies were seen to be important in ACE programmes. Suitable strategies and techniques of teaching were required to ensure a smooth teaching and delivery of instruction. However, all the factors were crowned with the personal factor; the attitude of the community towards ACE programmes. Seminars need to be organized and guidance and counseling services to the adults in the area to encourage them to pursue ACE programmes. This will help change and shape their attitudes towards ACE
programmes, especially the attitude of considering ACE programmes as a waste of time and as an irrelevant programme.

5.4 Recommendations
The researcher investigated the factors that influenced the adult participation in ACE programmes. The following are the recommendations that were put forward to help improve those adult participation in ACE programmes in the area:

i. The curriculum developers should liaise with ministry and develop the courses tailor made to serve in income generating activities.

ii. All stakeholders should work in harmony to enable some communities change or leave their negative attitudes towards ACE programmes that hinder adults from participating in ACE programmes.

iii. The government of Kenya should also create more job opportunities in the area in order to provide jobs to the adults so as to earn salaries. This will boost their income and as a result, they will have enough money to pay their fees as well as catering for their daily family wants.

5.5 Suggestions for further research
This research project aimed at establishing the factors that influence participation of learners in adult and continuing education: the case of Matinyani Sub-County, Kitui County, Kenya. However, there is need to carry out the influence of various factors towards improving participation of adult learners in ACE programmes. These factors may range from religious attitudes on ACE programmes, health, and security in the area. These factors need to be investigated in order to have a healthy and smooth running of ACE programmes Matinyani Sub-County, Kitui County, Kenya. Also research on the
same need to be carried out in the whole county and the rest of Kenya so that the findings may be used by the MOE to formulate policies on ACE programmes.
REFERENCE


UNESCO (1989). ATLP-CE Volume VI, Individual Interest Promotion Programmes (IIP),
APPENDIX I:
Research Permit

NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213486,
2241.349, 310571, 219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote
Ref: No.

NACOSTI/P/14/6392/1556

Janestellah Mawia Yumbu
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Factors that influence participation of learners in adult and continuing education: The case of Matinyoni Sub-County, Kitui County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Kitui County for a period ending 1st August, 2014.

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

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

Said Hussein
For: Secretary/CEO

Copy to:
The County Commissioner
The County Director of Education
Kitui County.

APPENDIX II

QUESTIONNAIRE FOR ADULT LEARNERS/ MAUKULYO KWA ASOMI MA

ANDU AIMA

This questionnaire is designed purely for the purpose of academic research in partial fulfillment for the requirement of the award of the degree of masters in adult education.

Please respond to the questions below by ticking the correct option where applicable and do not write down your name in any page.

Section 1/ Kilungu kyambee

BACKGROUND INFORMATION/ MAUKULYO KUMA UMO

<table>
<thead>
<tr>
<th>S/No</th>
<th>Questions/ Maukulo</th>
<th>Responses/ Mausungio</th>
<th>Instructions/ Mwoloto</th>
</tr>
</thead>
</table>
| 1.   | Indicate your gender/ Onania muvai waku | Male/ Mundu ume ------- 1  
Female/ Mundu muka ------- 2 | Please tick (√) as required/ Vatonyeka ikia (√)vala vailite |
| 2.   | What is your age bracket?/ Miaka yaku ilinganite na yiva vaa? | 18 – 25 --------------------- 1  
26 – 35--------------------- 2  
36 – 45 --------------------- 3  
Over 46 years/ Yulu wa myaka 46 ------ 4 | Please tick (√) as required/ Vatonyeka ikia (√)vala vailite |
<p>| 3.   | For how long have you | 1 -5 --------------------- 1 | Please tick (√) |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Which of the following indicates the level you are currently enrolled for? / <strong>Ni kwango kiku kikwonany’a kisomo kila usomaa?</strong></td>
<td>Beginners or basic level/ <strong>Kwambia kusoma na kuandika ---</strong> ---1</td>
<td>Please tick (√) as required/ Vatonyeka ikia (√)vala vailite</td>
</tr>
<tr>
<td></td>
<td>Pursuing primary education/ <strong>Kisomo kyamusingi -------------</strong> ---2</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pursuing secondary education/ <strong>Sekondali --------------------------</strong> ---3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Undertaking courses for entrepreneurship/ <strong>Sukulu ya uvundi ---------------</strong> ---4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>At what level did you enroll for ACE programme? / <strong>Wambiie masomo ma andu aima kiwango kiku?</strong></td>
<td>Beginners or basic level / <strong>Kwambia kusoma na kuandika ---</strong> ---1</td>
<td>Please tick (√) as required/ Vatonyeka ikia (√)vala vailite</td>
</tr>
<tr>
<td></td>
<td>Primary level/ <strong>Kisomo kya musingi -2</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Secondary level/ <strong>Sekondali ----- ---3</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post primary training college/ <strong>Kisomo kya uvundi ---------------</strong> ---4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post-secondary training / <strong>Kisomo kya uvundi ----------------------</strong> ---5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>What is the distance from</td>
<td>1 -5 km ----------------------------</td>
<td>Please tick (√)</td>
</tr>
</tbody>
</table>
### Section 2

**Perception of adult learners towards their participation in ACE**

<table>
<thead>
<tr>
<th>S/No</th>
<th>Questions</th>
<th>Responses</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Means of living influence attendance in ACE centres. / Nzia sya mwikalo wa kila muthenya niisenzasya mwendele wa sukulu sya masomo ma andu aima.</td>
<td>Strongly agree/ Ningwitikila vyu --------------------- 5  Agree/ Ningwitikila ---------------------- 4  Neutral/ Ni uukati -------------------- 3  Disagree/ Ningulea --------------- 2  Strongly Disagree/ Ningulea vyu ------------------------ 1</td>
<td>Please tick (√) as required/ Vatonyeka ikia (√)vala vailite</td>
</tr>
<tr>
<td>9.</td>
<td>Financial status of learners affects their participation in ACE programmes./ Kiwango</td>
<td>Strongly agree/ Ningwitikila vyu --------------------- 5  Agree/</td>
<td>Please tick (√) as required/ Vatonyeka ikia</td>
</tr>
<tr>
<td>No.</td>
<td>Statement</td>
<td>Strongly agree/</td>
<td>Agree/</td>
</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>---------</td>
</tr>
<tr>
<td>10.</td>
<td>People in my village are happy with ACE programmes for the changes it has brought in the village through adult learners. / Andu ma utui witu nimewaa utanu nundu wa mitalatala ya kisomo kya andu aima nundu wa walyuku ulu kyetete kuuno kwisila asomi ma andu aima.</td>
<td>Strongly agree/</td>
<td>Ningwitikila vyu --------------------- 5</td>
</tr>
<tr>
<td>11.</td>
<td>Family members consider ACE a waste of time for they do not see any impact it has made in adult learners. / Andu ma musyi mosaa masomo ma andu aima ta kwananga saa nundu mayonaa walyuko kuma kwa asomi aima.</td>
<td>Strongly agree/</td>
<td>Ningwitikila vyu --------------------- 5</td>
</tr>
<tr>
<td>12.</td>
<td>The courses offered by the centre meets your learning needs. / Kosi ila inenganawa sukulu sya andu aima nisianisyaa mavata maku.</td>
<td>Strongly agree/</td>
<td>Ningwitikila vyu --------------------- 5</td>
</tr>
<tr>
<td>13.</td>
<td>The teacher’s method of education</td>
<td>Strongly agree/</td>
<td></td>
</tr>
<tr>
<td>Teaching motivates learners to take part in learning. / Nzia ila alimu matumiaa kusomethya nithangasyaa asomi kwitiwa amwe nthini wakusoma kwoo.</td>
<td>Agree/ Ningwitikila -------------------------------- 5</td>
<td>as required/ Vatonyeka ikia (√)vala vailite</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-----------------</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Neutral/ Ni uukati ------------------------------------------- 4</td>
<td>Disagree/ Ningulea ------------------------------- 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree/ Ningulea vyu ----------------------------- 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree/ Ningulea vyu ----------------------------- 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. List any challenges you think are affecting the participation of adult learners in your ACE centre. / Andika mathina ala wonaa tamo matumaswa asomi aima matokamasomoni ma andu aima sukuluni yenyu.

a) 

b) 

c) 

d) 

e) 

THANK YOU FOR YOUR COOPERATION/ NI MUVEA NUNDU WA

UTETHYO WAKU.

APPENDIX III:

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed purely for the purpose of academic research in partial fulfillment for the requirement of the award of the degree of masters in adult education. Please respond to the questions below by ticking the correct option where applicable and do not write down your name in any page.

Section 1

BACKGROUND INFORMATION
<table>
<thead>
<tr>
<th>S/No</th>
<th>Questions</th>
<th>Responses</th>
<th>Instructions</th>
</tr>
</thead>
</table>
| 1.   | Indicate your gender | Female------- 2  
Male ------ 1 | Please tick (√) as required |
| 2.   | What is your age bracket? | 18 – 25 ----------- 1  
26 – 35--------- 2  
36 – 45 --------- 3  
Over 46 years ----- 4 | Please tick (√) as required |
| 3.   | For how long have you been in teaching? | Less than 1 year --------1  
1 – 4 years---------- 2  
4 – 8 years -------- 3  
8 – 12 years --------- 4 | Please tick (√) as required |
| 4.   | Which of the following indicates your level of education? | Secondary (O level) ------- 1  
Secondary (A level) ------ 2  
Bachelors ----------------- 3  
Masters ------------------- 4  
Others (specify)----------------- 5 | Please tick (√) as required |
| 5.   | What is your present professional qualification? | No formal adult teacher --------- --- 1  
Certificate of adult training ------ --- 2  
Diploma in adult teacher training -- 3  
Degree in adult teacher training --- 4 | Please tick (√) as required |
| 6.   | What is your status as a teacher in the ACE programme? | Full time teacher ------------------ -- 1  
Part time teacher ------------------ -- 2  
Volunteer -------------------------- -- 3 | Please tick (√) as required |

Section 2
## Perception of teachers towards participation of adult learners in ACE

<table>
<thead>
<tr>
<th>S/No</th>
<th>Questions</th>
<th>Responses</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>What is the number of learners in your centre?</td>
<td>Male -----------------------------------</td>
<td>Please tick (✓) as required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Female ---------------------------------</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Total ----------------------------------</td>
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<td></td>
<td></td>
<td>1</td>
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<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>How many learners are in each of the following levels in your ACE?</td>
<td>Beginners basic level -----------------</td>
<td>Please indicate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pursuing primary education -----</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pursuing secondary education --</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>What kind of attitude is held by your community about adult education?</td>
<td>Positive attitude --------------------</td>
<td>Please tick (✓) as required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Negative attitude --------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Financial status of learners affects their participation in ACE programme?</td>
<td>Strongly agree -----------------------</td>
<td>Please tick (✓) as required</td>
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<tr>
<td></td>
<td></td>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Agree ----------------------------------</td>
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<tr>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Neutral -------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disagree ------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree ---------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>To what extent do courses offered in ACE centres provide an income generating activity to your learners?</td>
<td>Very large extent ------------------</td>
<td>Please tick (✓) as required</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-- 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Large extent--------------------------</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>--- 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some extent ---------------------------</td>
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<td></td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td><strong>12.</strong> Which of the following are the teaching strategies used in your ACE centre.</td>
<td>Dialogical training □</td>
<td>Please tick (√) as required</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participatory training □</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collaborative approach □</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher centered approach □</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**13.** The attitude held by the adults in your community influences the level of participation of adults in your ACE programme.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree -------------------</td>
<td>5</td>
<td>Please tick (√) as required</td>
</tr>
<tr>
<td>Agree --------------------------------</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Neutral ---------------------------</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Disagree --------------------------</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree -----------------</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

| **14.** Who designs the curriculum in your ACE centre |   |   |
| **15.** What areas would you wish improved? | a) ----------------------------- |   |
|   | b) ----------------------------- |   |
|   | c) ----------------------------- |   |
|   | d) ----------------------------- |   |
|   | e) ----------------------------- |   |

**THANK YOU FOR YOUR COOPERATION**
APPENDIX IV:

INTERVIEW SCHEDULE FOR ACE SUPERVISORS

This questionnaire is designed purely for the purpose of academic research in partial fulfillment for the requirement of the award of the degree of masters in adult education hence information from respondents will remain confidential.

1. a) What has been the trend for the following in your ACE programme
   i) The enrolment for male and female adult learners?
   ii) Levels of education?
   iii) Levels of income?

   b) How each of these trends influences the participation of adult learners in the ACE Programmes?

2. a) Describe any attitudes held by adults in your community on adult education that are:
    i. Negative
    ii. Positive
b) What influence do you think these have on the level of participation of adults on your ACE programme?

3. a) How many learners in your programme are enrolled in the following levels?
   i. Basic adult literacy for illiterate adult?
   ii. Primary school level for adults?
   iii. Secondary school level for adults?
   iv. Courses offering entrepreneurship skills?

b) Are there courses that your programme is not able to offer to adult learners?

c) If yes, how does this influence the participation of adult in your ACE programme?

4. a) In your programme, how many teachers have attained:
   i. Certificate level of training?
   ii. Diploma level of training?
   iii. Degree level of training?
   iv. No training at all?

b) In your opinion does your programme have sufficient and well trained teachers for all the ACE levels run by your programme?

c) If not, how does the lack of sufficient and well trained teachers influence the levels of participation of adults in the various levels of your ACE programme?

5. List any other challenges being faced by your programme which you would consider as influencing the level of participation by adults in your ACE programme.
a) Explain how each of these challenges could be influencing the participation of adults in your ACE programme.

b) What recommendations do you have for solutions to overcome these challenges?

c) What other recommendations do you have for improving levels of participation of adults in your ACE programme?

THANK YOU FOR YOUR COOPERATION
APPENDIX V:

TIME FRAME

This time frame presents a summary of the study activities from preliminary gathering of literature materials and proposal writing period by December 2013 up to May 2014 when the final research project report printing, hard cover binding and project report submission will be done showing the various stages through which the study will be conducted.

<table>
<thead>
<tr>
<th>Summarized form of the various study activities</th>
<th>DEC 2013</th>
<th>JAN. 2014</th>
<th>FEB. 2014</th>
<th>MAR 2014</th>
<th>APR 2014</th>
<th>MAY 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mobilization of related literature materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal writing and submission</td>
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<td></td>
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<tr>
<td>Corrections of proposal by supervisor incorporated</td>
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<td>Research projects data collation</td>
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<tr>
<td>Data analysis and draft report writing</td>
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<td>Corrections of report by supervisor incorporated</td>
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<tr>
<td>Project report hard cover final binding</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
This time frame is author-sourced using average estimation of the expected time-period for conducting particular study activities from initial collection of documentary materials through proposal writing, data collection to compilation of the final research project report.
APPENDIX V:
BUDGET FOR THE STUDY

This section presents the cost of conducting the whole research project from scratch through data collection to compilation of the final research project report.

<table>
<thead>
<tr>
<th>Item description</th>
<th>Quantity</th>
<th>Unit Cost in Kshs.</th>
<th>Total Cost in Kshs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No. (i) Stationery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Duplicating papers (reams)</td>
<td>3</td>
<td>500.00</td>
<td>1,500.00</td>
</tr>
<tr>
<td>2. Ruler</td>
<td>1</td>
<td>50.00</td>
<td>50.00</td>
</tr>
<tr>
<td>3. File</td>
<td>2</td>
<td>100.00</td>
<td>100.00</td>
</tr>
<tr>
<td>4. Rubber</td>
<td>1</td>
<td>50.00</td>
<td>50.00</td>
</tr>
<tr>
<td>5. Biro pens</td>
<td>5</td>
<td>25.00</td>
<td>125.00</td>
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<tr>
<td>6. Computer services</td>
<td></td>
<td>6,000.00</td>
<td>6,000.00</td>
</tr>
<tr>
<td>7. Typing, printing and binding</td>
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<td>7,200.00</td>
<td>7,200.00</td>
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<tr>
<td><strong>SUB TOTAL STATIONERY</strong></td>
<td></td>
<td></td>
<td><strong>15,125.00</strong></td>
</tr>
</tbody>
</table>

(ii) other Expenses (during data collection)

<table>
<thead>
<tr>
<th>Item description</th>
<th>Quantity</th>
<th>Unit Cost in Kshs.</th>
<th>Total Cost in Kshs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lunch for 20 days @ 275/=</td>
<td>20</td>
<td>275</td>
<td>5,500.00</td>
</tr>
<tr>
<td>2. Out of pocket 20 days @ 150/=</td>
<td>20</td>
<td>150</td>
<td>3,000.00</td>
</tr>
<tr>
<td>3. Transport 20 days @ 450/=</td>
<td>20</td>
<td>450</td>
<td>9,000.00</td>
</tr>
</tbody>
</table>
Stationery and computer services total estimate cost will be Kshs. 15,125.00 and the other expenses cost is Kshs. 31,700.00 with a 10% miscellaneous expenses costing Kshs. 4,682.50, the total estimated cost for the entire study will be Kshs. 51,507.50

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<tbody>
<tr>
<td>4.</td>
<td>Assistant researchers @ 3,550/=</td>
<td>4</td>
<td>3,550</td>
<td>14,200.00</td>
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<td><strong>SUB-TOTAL OTHER EXPENSES</strong></td>
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<td><strong>TOTAL</strong></td>
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<td>46,825.00</td>
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<td></td>
<td><strong>10% miscellaneous cost = 10/100 × 46,825.00</strong></td>
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<td>4,625.50</td>
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<td><strong>GRAND TOTAL</strong></td>
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<td>51,507.50</td>
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