

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF
ADULT BASIC LITERACY PROGRAMMES IN TESO NORTH SUB-
COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This project report is a dedication to my father Francis Chilaka, to the memories of my late mum Jane Bahati, my step mother Diminah Chilaka and the entire Chilaka family. I also dedicate this work to my unborn child who endured the tiring times during the course time.

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ABSTRACT

The purpose of the study was to investigate institutional factors influencing implementation of Adult Basic Literacy Programmes in Teso North Sub-County, Kenya. It was guided by the following research objectives: to determine the extent to which academic level of adult education instructors; adult learners' social environment; professional training of adult education instructors; and the assessment and certification affect implementation of Adult Basic Learning Programme. The study adopted a descriptive survey design. Questionnaires were used to collect data. The sample population comprised of 56 adult learners, 14 adult instructors and 4 education experts, thus a total of 74 respondents. All the 14 instructors and 4 education experts' and 54 adult learners' questionnaires were returned which was 97.3 percent return rate. The key study findings revealed that majority of the adult education instructors were form four leavers with Kenya Certificate for Secondary Education as their highest academic qualification. The research findings showed that adult learners' learning was greatly influenced by their social environment which ranged from the way others in the society perceive their learning and also their economic strength. Professionalism of the adult instructors' highly influenced implementation of ABLP. The study findings revealed that adult instructors apply various methods to teach adult learners that include lecture and group discussion. The study findings revealed that majority of the instructors use summative assessment to evaluate their students' performance. These findings imply that individual assessment which would determine personal literacy level is not extensively applied. Thus, collective assessment does not quantify individual literacy level. Although, majority of the instructors indicated that they use oral tests to assess their learners. These findings confirm the summative assessment method applied in adult literacy centres overlooking assessment of individual learner's capability. Based on the study findings the researcher concluded that poverty, welfare and unemployment statistics may indicate the need for adult literacy programmes. Measures like awarding certification and offering proficiency programmes can be an effective starting point to improve the implementation of ABLP. The researcher recommended that a literacy project should focus on potential adult learners who fit in the mission of the programme or who are particularly in need of basic skills. Therefore, training should be rich in content, well-organized, thorough, and appropriate to the population that your agency serves. The training should prepare volunteers for their tutoring or teaching role with adult learners. Although further development opportunities may occur throughout the volunteer tutor's service, initial pre-service training is of primary importance. The instructional programme should be tailored to meet the needs of adult learners. Thus selection of appropriate instructional materials will require a significant time commitment and, like many aspects of the programme, develop over time as adult learners teach the staff and tutors what materials work best. Therefore the study suggested that a study to be carried out to establish the effectiveness of the skills acquired through adult basic literacy programmes on learners' socio-economic status.

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LIST OF ABBREVIATIONS AND ACRONYMS

ABE	Adult Basic Education
ABLP	Adult Basic Learning Programmes
AU	African Union
DRC	Democratic Republic of Congo
EFA	Education for All
ICT	Information Communication Technology
KNBS	Kenya National Bureau of Statistics
MDGS	Millennium Development Goals
MoE	Ministry of Education
MOEST	Ministry of Education Scientific and Technology
NGOs	Non-governmental Organizations
NRK	National Report of Kenya
PALWECO	Program for Agriculture & Livelihoods in Western Communities
UNESCO	United Nations Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Adult Basic Learning Programmes (ABLP) plays a very crucial role in the development of any society. The programmes are widely recognized as a powerful tool for eradicating adult illiteracy, reducing poverty and attaining the Millennium Development Goals (MDGs). They provide basic education and training opportunities to adults and out of school youth, aged 15 years and above, who have either missed formal education in their childhood, dropped out of school before attaining sustainable levels (UNESCO, 2010).

Despite their significance in Kenya's national development, ABPL have continued to face regression, stagnation, or even erosion in most areas since mid-1980s. According to recent research findings, ABPL still lag much behind what is needed, in respect to employability and an active citizenship, not just in Kenya but in most countries (National Report of Kenya (NRK), 2008). Hinzen (2007), for instance points out that Adult Education provision in most countries is neither sufficient in quantity nor in quality and that related statistics are limited in scope and often outdated.

The ABPL in Kenya date back to the coming of Arab traders, European missionaries and explorers as well as the colonial officials in the late nineteenth century who taught the adult converts industrial skills such as carpentry and masonry in addition to literacy, numeracy and agricultural skills, so as to have a skilled labor force (Ministry of Gender, Labor, and Social Development, 2008). The programme reached its near climax in 1979

with the launch of the national mass literacy programme before beginning a downward trend that almost saw its collapse until the recent interventions.

The problem is however bigger in Africa despite many of the countries having adopted elaborate ABLP policies as part of their national development strategies even though the sector rarely receives more than 5% of the National Education budgets. The African Union (AU) has proposed a well-balanced comprehensive strategy on literacy levels, which pays proper attention to issues of ABPL. Benin, for instance, launched a National Policy on Adult Education that contained the new vision, mission, objectives, strategies, and resources needed to reach optimum literacy levels (Ouane, 2009).

Burkina Faso too has a policy that includes a poverty reduction strategy paper revised in 2003. In its ten-year plan on education, one of the objectives is to promote literacy and Non-formal education (Ouane, 2009). The resurgence of ABPL in the development programmes of most African countries in the past 15 years has however been weak. Some do not still have clear policies on ABLP programmes such as the Democratic Republic of Congo (DRC). In Cameroon for instance, there is no clearly defined law on Adult Education but has related laws passed from 2004 to 2007 to cover literacy and professional training (PALWECO, 2012).

In Nigeria, Moja (2000), singles out the problem of poor implementation of policy as having contributed to the failure of education in assisting in the social and economic development of the country. Nnazov (2005) observes a shortage of qualified ABLP teachers in most countries and asserts that it is common in developing countries for Adult Education Courses to be taught by teachers without Adult Education Training. Hinzen

(2007), also laments that most countries have legislation for primary and secondary schools as well as higher education and usually, there is financial provision though often not high enough. The same however cannot be said of ABLP as most countries have neither policies nor legislation for the programme and even more so often, only meager finances are available for the sector.

Awareness of the key role of Adult Education has increased in majority of European countries. Out of the 27 plus European Union Member states, 17 countries have adopted ABE strategies and virtually all countries in the region have a policy on ABE especially in countries like Denmark, Iceland, Norway, Sweden, and the United Kingdom (Ouane, 2009). The participation rate for Adults in the programmes is reported to have been at 9.7% in 2007, having increased from a paltry 7.15% in 2000.

In Kenya, enrolment of adult learners in adult education programmes is low (Table 1.1). This is due to several reasons including; low status of adult education, lack of teachers, poor provision of requisite services and lack of own facilities and resources, (MoE, 2008). Cumulatively, these have led to little enthusiasm among learners in enrolling for adult education classes. Furthermore, adult education teachers are poorly remunerated; they lack essential teaching skills and are mostly volunteers. In majority of cases, they are retired teachers or ordinary level/form four school leavers without any form of teacher training (MoE, 2008). On the contrary the situation is different in Egypt where all literacy educators must be trained before starting work just like in Botswana, the educators are supposed to have undergone initial training or a class demonstration before they can teach on their own (Tahir, 2004).

The underfunding from the government coupled with poverty and school dropouts lead to low enrolments. Table 1.1 presents data on a longitudinal study conducted in Kenya for seven years. The table shows higher enrolment rates among the women than men for all the years. The rates of enrolment seem to be declining as observed from 2001 to 2011.

Table 1.1

Basic Literacy enrolment by gender 1995-2011

A table showing Adult Basic Literacy survey conducted in 1995-2011

Year	Male	Women	Total	Percent	
				Men	Women
1995	37093	110487	147580	25.1	74.9
1996	30123	97987	128110	23.5	76.5
1997	25425	84049	109474	23.2	76.8
1998	26027	81272	107299	24.3	75.7
1999	26554	87648	114202	23.3	76.7
2000	27572	88479	116051	23.8	76.2
2001	26612	89029	115641	23.0	77.0
2002	28139	73215	101354	27.8	72.2
2003	26180	74081	100261	26.1	73.9
2004	30200	71061	101261	29.8	70.2
2005	25802	68573	94375	27.3	72.7
2006	26479	77126	103605	25.6	74.4
2007	41341	76245	117586	35.2	64.8
2008	31302	78457	109759	28.5	71.5
2009	32408	76441	108849	29.8	70.2
2010	29205	72689	101894	28.7	71.3
2011	30121	74102	104223	28.9	71.1

Source: Economic Surveys, Central Bureau of Statistics 2013

The low enrolments is further shown by the Kenya National Data obtained from National Adult Literacy Survey conducted in 2012 that revealed that 63.5 percent of the adult population had attained the minimum literacy level thus leaving 31.5 percent (6.4 million in absolute numbers) adults illiterate. The survey also showed that only 29.6 percent out of the 63.5 percent of the adult population with minimum literacy level had acquired the desired mastery literacy and numeracy competency. About 29.9 percent of the youth aged 15 to 19 years and 49 percent of adults aged 45-49 years were illiterate. There is also a high regional disparity in literacy achievements with Nairobi province having 87.1 percent, Western province 47 percent, and North Eastern province 8 percent. There also exists gender disparity in literacy levels with men rated at 66.3 percent and women at 56.2 percent (KNBS, 2012).

Provision of Adult Basic Education in Kenya is embedded within other activities, majority of which being developmental activities such as credit and savings, women's empowerment, childcare for healthcare, food security, legal rights and other livelihood activities (Matuatona, 2005). This explains why there is absence of well-defined norms and standards of learning environment for the youth and adults in Kenya and specifically in Busia County where the literacy index is low (PALWECO, 2010).

The current data from Kenya National Bureau of statistics survey results 2012, show literacy levels in Western province is at 47 percent, which is below the national level of 63.5 percent. The inherent factors therefore, prompted an evaluation of the factors that inhibit high literacy levels. Western province has three Counties namely; Kakamega, Bungoma, and Busia. The Adult Basic Literacy levels in Busia County are yet to be documented since Counties were constitutionally created in 2013 but other indicators

including poverty levels, dependency levels, and economic activities provide an impetus to signify low literacy levels. The County depends on rain-fed small-scale agriculture, artisan businesses, sugarcane farming and fishing. It recorded the highest child labor in Kenya according to the KNBS (2011) baseline survey where 52.6 percent of children work to supplement family income. The majority of children work as vendors, porters (moving goods across the border), and taxis drivers of bicycles and motorcycles in the larger Busia County. The poverty index of the County is at 66.0 percent (Sub-County Development Plan, 2008-2012).

The poverty line index observed has prompted several institutions to establish means and ways of addressing poverty, improved livelihoods, and living standards of the population of Busia County. Among other objectives, the majority of institutions have a purpose of improving adult literacy of the people. It is hoped that the literacy gained enhances capacity building that influence structures and processes affecting learners that will in turn increase wealth from sustainable farming and non-farming activities. This will also promote reduced post-harvest losses and sufficient storage capacity in terms of quantity and quality of their produce (PALWECO, 2012). This research hence, sought to establish the institutional factors enhancing the implementation of ABLP in Teso North in Busia County

1.2 Statement of the problem

Transition rates from primary to secondary schools today stand at 12.4 %, that is 60% and 70 % for boys and girls respectively is the dropout rate at primary school level in Busia County (KNBS, 2011). Enrollment among women has remained above that of men since 1995 although a decline has been noted as shown in Table 1.1 above. Further, a study

conducted in 2011 in Kenya among twelve sampled Sub-Countys revealed very high numbers of illiteracy among men and women in Busia County as presented in Table 1.2 below.

Table 1.2:

Number of illiterate men and women from sampled Districtss in 2011

Sub-County	Illiterates 0 – STD.4			Semi-literates STD. 4-7		
	Male	Female	Total	Male	Female	Total
Homa Bay	9,822	16,112	25,934	12,545	14,378	26,927
Meru	3,097	5,458	8,555	5,166	10,268	15,434
Busia	45,099	53,813	98,912	50,573	55,777	106,350
Suba	8,141	16,466	24,607	6,764	13,153	19,917
Migori	7,312	13,428	20,740	8,525	10,637	19,162
Trans Nzoia	14,739	20,325	35,064	22,641	31,822	54,463
Nyeri	17,914	32,658	52,582	24,395	27,599	51,994

From table 1.2 it is evident that Busia County in which Teso North Sub-County lies, has the highest number of illiterates. These statistics are as a result of high dropout rates and low retention at primary school levels. Whilst Kenyan commits the country to achieving an 80 percent adult literacy rate by the year 2030, eradication of extreme hunger and poverty, promotion of universal education and gender equality, and empowerment of women, and youths can be achieved in a properly institutionalized ABLP. Hence it was on this account that the researcher wanted to establish institutional factors that affect implementation of Adult Basic Literacy Programme in the newly created Teso North Sub-County.

1.3 Purpose of the study

The purpose of this study was to assess the factors influencing implementation of adult basic literacy programmes in Teso North Sub-county, Kenya.

1.4 Objectives of the study

The study was guided by the following research objectives:

- i. To examine the extent to which academic levels of adult education instructors influence implementation of Adult Basic Literacy Programme in Teso North Sub-County in Busia County.
- ii. To examine the extent to which adult learners social environment influence the implementation of Adult Basic Literacy Programme in Teso North Sub-County in Busia County.
- iii. To establish the extent to which professional training of adult education instructors influence the implementation of Adult Basic Literacy Programme in Teso North Sub-County in Busia County
- iv. To establish the extent to which assessment and certification influence Adult Basic Literacy Programme offered in Teso North Sub-County in Busia County

1.5 Research questions

The study was guided by the following research questions:

- i. How do academic levels of adult education instructors influence the implementation of Adult Basic Literacy Programme in Teso North Sub-County in Busia County?

- ii. To what extent does an adult learners' social environment influence the implementation of Adult Basic Literacy Programme in Teso North Sub-County in Busia County?
- iii. How does professional training of adult education instructors influence the implementation of Adult Basic Literacy Programme in Teso North Sub-County in Busia County?
- iv. To what extent do the assessment and certification influence of Adult Basic Literacy Programme offered in Teso North Sub-County in Busia County?

1.6 Significance of the study

The data obtained may stimulate similar investigations extended in other counties. An evaluation of crosscutting data may be used to fill the gaps within the ABLP implementation in Kenya. Data may also be used to draw curriculums.

1.7 Limitations of the study

Limitations are matters and occurrences that arise in the study which are out of the researchers' control. They limit the extensity to which a study can go, and sometimes affect the end result and conclusions that are drawn (Borg & Gall, 2004). In this research, the researcher was not familiar with the community's local language; she had difficulties in communicating, and interpreting the questions to the respondents. As such, the researcher hired a translator. In addition, the researcher was also not a resident within the study area and hence needed the services of a guide to take her around the sub-county.

1.8 Delimitations of the Study

Delimitations of the study are those characteristics that arise from limitations in the scope of the study (defining boundaries) and by the conscious exclusionary and inclusion

decisions made during the development of the study plan (Borg & Gall, 2004). The research involved 14 trainers, 56 students and 4 other community stakeholders both in the government and in private sector. The inclusive nature of the respondents provided a wider scope of responses to meet the objectives of the study. Most of the institutions offering ABLP were far from each other and the diverse nature of the associated programmes implied that data were representative.

1.9. Assumptions of the study

The researcher made the following assumptions;

- i. The researcher assumed that all the respondents live and stay within Teso North Sub-county and that the information shared was truthful.
- ii. The researcher assumed that all respondents can read and understand English language.
- iii. The researcher assumed that respondents were willing to share information.

1.10 Definition of significant terms

Academic status refers to the level of learning attained through certification in education systems

Adult learners refer to students over fifteen years old attending basic literacy classes.

Adult trainers refer to teachers teaching adult students basic literacy.

Assessment refers to evaluation on student's ability.

Certification refers to accreditation awarded to learners after attaining skills.

Literacy refers the ability to have acquired basic learning that will enable one to read and write.

Professionalism refers to adult teacher's ability to reach learners in meaningful ways.

Therefore the adult trainers have skills to develop innovative approaches to mandate content.

Social environment refers to a person's livelihood both the interaction with others and financial ability.

1.11 Organization of the study

The study is organized in five chapters. Chapter one is the introduction and it presents; background to the study, statement of the problem, purpose, objectives, research questions, significance, limitations, delimitations, assumptions and organization of the study. Chapter two deals with the literature review under; concept of Adult Basic Literacy Programme, effects of academic levels of adult instructors, professionalism of adult trainers, social environment of adult learners and assessment and certification of adult learners on the implementation of ABLP. It also presents the theoretical and conceptual frameworks. Chapter three comprises of research methodology under; introduction, research design, target population, sample size and sampling techniques, research instruments, validity and reliability of the data, piloting, data collection procedures and data analysis techniques. Chapter four covers data analysis, interpretation and discussion of research findings. Chapter five presents with summary of the findings, conclusions, and recommendations of the study. It also presents suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents the relevant literature that provides evidence on the interest of the study. It covers a review of literature on the study on factors influencing implementation of ABLP under the following sub-topics: concept of ABLP, professional and academic levels of adult instructors, attitude of adult instructors and assessment and certification of adult learners. Lastly, the theoretical framework and conceptual framework and a summary of the literature review.

2.2 Concept of adult basic literacy programme

In most of the developing world, adult education is still in the infancy, revolving around the basic stage where learners are still at the basic literacy level, the developed world has adapted the use of ICT in the promotion of adult education. This imbalance is strategically directed in the lowering of the educational standards for the benefit of the majority in the developing world (Maruatona, 2005). The increasing institutionalization of some adult literacy learning into an adult basic education framework suggests that there is in these cases some considerable increase in resources available for adult literacy (and basic education); but since much of this trend is supported by donor funds, there is doubt as to its sustainability. The drive towards literacy for, livelihoods with its practical developmental orientation which the late 1990s and early years of 2000 saw has now to some extent lost its momentum and the drive is more towards formal ABEP with a more or less formal curriculum. Adult literacy learning is not like formal primary schooling, it is subject to short-term fluctuations of interest and neglect (Dighe, 2005).

Several innovative approaches to the learning of literacy skills, mostly by NGOs and/or educational agencies such as universities have been devised. These include some less-than-successful attempts to harness radio, television, and other distance learning technologies to the learning of literacy skills. Some universities in India and Pakistan for instance have been made attempts to promote literacy through the transmission of literacy support materials (Shah 2004). Some have experimented with the use of ICT with non-literate adults (Dighe 2004; Gerasch 2004).

There are special categories of adult literacy learning; the madrassa or maktab schools. These vary greatly in different contexts. Some are short weekly meetings; others are full-time classes for several days in each week. The work in these schools ranges from memorizing parts of the Koran or the Surasto learning through a whole curriculum including literacy in Arabic or another language. The teachers in these schools range from persons who may not be professionally 'literate' but are very knowledgeable in the Koranic traditions to highly trained and qualified persons (Rahman 2005). These schools are spreading widely, especially through parts of Asia, and many adults as well as children acquire their first literacy through such schools.

2.3 Effect of academic levels of adult instructors on implementation of adult basic literacy programme

According to KNALS (2007), Full time teachers, have shown that stabilize any education programme can contribute heavily in the mobilization and participation of learners. However, findings reveal a 40 percent decline in adult teacher recruitment as well as a high turnover of teachers thus hindering access to the ABLP. Those who left service on

early retirement, new opportunities, retrenchment or even death have not been replaced. Karan (1996), for instance attributes the declining enrolment in Adult Education to the inability to recruit adequate and qualified teachers.

Majority of the teachers currently serving are either self-help or part-time who are paid a token for volunteering to teach adults. They are poorly remunerated, lack essential skills and mostly come from the rank of retired teachers or O-level school leavers (Kebathi, 2008). Singh (1999), observes, are sometimes also delivered by unpaid volunteers such as students and activists who may or may not have the professional training required for the job. A UNESCO Report on Adult Education of 2005 sums up these in its observation that Adult Educators are inappropriately trained, hold minimal qualifications, are underpaid and work in educationally unfavourable conditions. This has prompted outbursts from many education activists, for instance, (Mulama, 2011) asserts that it is a mockery of justice to have only a handful of teachers to cater for the millions of adults, as with no teachers, learners may not see the reason for attending classes.

The training of the educators involved in these experimental programmes has always been seen as something special, innovative approaches laying within the projects themselves rather than a part of any overall approach. There are other innovatory approaches including short-term intensive residential courses such as the nomadic, migrant, or pastoral literacy programmes, indigenous literacy programmes, literacy in emergency and conflict situations (Aderinoye & Rogers 2005). Family and inter-generational literacy programmes are also growing, as are religious literacies and faith-based groups.

Normally, special provision is made for recruiting and training the literacy educators in such programmes, for they need "a creative and innovative teacher who could use things from the environment rather than depending on prepared materials"(Aderinoye & Rogers 2005), and their engagement both in training and in working with the literacy learners tends to be much more intensive than the traditional ABLPs. On the other hand, some literacy learning programmes are embedded within other activities. The majority of these are developmental activities such as credit and savings or women's empowerment or livelihood activities (Oxenham 2002). Here the primary focus is on the developmental achievement rather than on literacy learning. The measure of success is not the level of literacy skills achieved but increased health or childcare, increased agricultural yields. The literacy learning may be quite small. In such programmes, the taught literacy element is usually separated from the developmental activities (and indeed confined to the so-called 'illiterate' participants rather than for all members of the development group), in which case they appear similar to the standalone courses. In some places, ABLP are being offered within workplace activities by educators hired by firms to teach their employees (Maruatona 2005). While there appears to be something of a downturn at the moment in this activity, this kind of provision is still substantial.

2.4 Effect of adult learners social environment on implementation of adult basic literacy programme

Achieving literacy is the first step in enabling women to take control of their lives, participate in development activities, and free themselves from economic and patriarchal exploitation. Literacy is not a panacea for all ills since it is adversely affected by hindrances of poverty and religious and cultural traditions. Literacy empowers women for

“unlocking” closed doors and facilitates their empowerment by creating access to paid employment. It is vital to development and the basic building block for involvement. Although adult literacy varies in different countries, it is imperative that there is some uniformity in the promotion of the pedagogy to achieve the Education for All (EFA) and the Millennium Development Goals (MDGs).

Adult learners, as already mentioned elsewhere in the introduction come from various backgrounds that affect their participation in the ABLP. Karan, (1996) for instance blames a decline in Adult literacy enrolment in Kenya on Socio-economic factors, which discourage some adults from attending classes. One of these major factors includes high poverty levels. According to Mulama, (2011), high levels of poverty in the country have had an adverse effect on the Adult Education Programmes as learners give priority to looking for food and other basic requirements hence, basic requirement of the learners, far much outweigh their intellectual needs. Government statistics in Kenya for instance indicate that 54% of Kenyans live below the poverty line of a dollar per day. High poverty levels usually create unique challenges to the success of any education programme. They affect the attendance rate of the learners, the quality of instruction given as well as basic resource availability.

According to (UNESCO, 2008), countries with the poorer literacy rates also have higher poverty levels and the worse the social situation; the less likely people are able to take part in Adult Education (Rue de la Concorde 60, 2006). A recent report by UNESCO, 2006 on Adult illiteracy, brain architecture, and empowerment of the poor for instance revealed that high poverty levels have adverse effects on the health of the poor and this may compound schooling. Drinking contaminated water, Iodine deficiency, and

depression commonly associated with the poor was shown to result into reduced intelligence and impaired visual motor functions that may result to drop-outs or lack of participation in ACE programmes by many adults.

Families from low socio-economic status communities, Graham and Walsh, (1996) observe, are less likely to have the financial resources or time availability to support academic status. Considering that most centers are far from reach for most of the adult learners, they may lack money for transport, food and other basic needs that negatively influences their participation. This is especially worrying taking in to mind that majority of the learners enrolled in the adult literacy classes in Kenya for instance, are from the poorer sections of the society (MOEST, 2005). This therefore means that most encounter competing priorities for survival hence have very little time and money for educational activities. This situation, according to (UNESCO, 2005) is compounded by the increasing number of female-headed households, which is more prevalent in Kenya at 31% compared with Tanzania at 23% and Uganda at 21%. Most of these women are illiterate themselves.

According to the Institute of Economic Affairs, (2007), the cost sharing policy is also too demanding for the learners especially in the current hard economic times hence would most certainly push the adults out of the ACE classes. This is because the cost of living may be too high considering costs like transport, childcare and course fees among others. Poverty reduction is therefore a vitally important component of the ACE policy that must stand alongside political commitment, economic and community development as it is the integrated multi-agency approach that will build sustainable futures (Bagheri, 2009). Improving overall educational provision accessible to the poor therefore involves re-

prioritizing expenditure patterns in the sector with increased allocation, not just to basic education but also to informal Adult Education and literacy programmes (Oxaal, 1997).

2.5 Effect professional levels of adult instructors on implementation of adult basic literacy programme

Grabowski (1981), defines teacher professionalism as the ability of teachers to reach students in meaningful ways, developing innovative approaches to mandate content while motivating, engaging and inspiring adults' minds to prepare for ever advancing needs of life. Teacher professionalism contains three essential characteristics, competency, conduct, and performance, which reflect the education goals, abilities and standards, which directly influence the effectiveness of teaching through the development of these qualities. Competence refers to three important ideas of these qualities: preparation, knowledge of subject area and defined pedagogy.

A professional instructor knows how to conduct him/ herself well in the classroom, community and the school. Professionals display the most dignified behavior, which can make adult learner enhance attitudes towards adult education programmes. Orstein and Hunkins (2008), identified pre-service training for adult facilitators/ instructors as very important in enabling them to handle adult programmes. They identified that training should address issues like, increased knowledge on subject matter, teacher learner relationship, training that addresses the individual problems of teachers and training on material development or preparation. For them adult educators need to be professionally competent in knowledge, skills and attitudes.

Kenya Adult Education Association (2001) Newsletters identifies that most of the adult literacy instructor or facilitators in Kenya are untrained, most of them being part time and volunteers. The retrenchment of civil servants in 1999 worsened the staffing position of the department of adult education. A number of centers were closed due to teacher shortage; a situation that witnessed 7000 learners dropping out of literacy classes. Most of the adult instructors/facilitators are not capable of delivering well since the education levels are low. It is worse for untrained teachers who form majority form part time instructors/facilitators making improvisation or learning materials impossible, a situation that has made adult learners lose interest in adult programmes.

Generally, there is also a lack of professional development that can enhance Adult teachers' efficiency and help them gain new knowledge and adopt new practices in the ABPL. According to Bradley and Holman (1996), there is need for Adult Education teachers to adapt to the present needs and influence of the Adult learners. This is so because it's likely that the Educators may find that they are younger and less "world wise" than some of their students. Timarong et al (2003), observes, some of the adult learners may have been out of school for a long time or may never have attended school in the first place, they will therefore need help from the Educators to acquire study skills and techniques to recall information learnt and to apply it to their day to day experiences. Their thinking process may also be slow with age hence need more time to grasp new concepts or demonstrate the knowledge learnt.

2.6 Effect of assessment and certification on implementation of adult basic literacy programme

A major challenge for adult literacy efforts has been the lack of a clear language policy for literacy programmes. While adult literacy programmes tend to have more flexibility than schools in choosing the language of instruction, this issue often involves practical problems and political sensitivities for national decision-makers. Many learners end up following lessons that are provided in a language different from their own. As a result, knowledge acquisition and literacy acquisition are mixed, lowering learner motivation and achievement, and contributing to higher dropout rates (Robinson, 2005). The demand for language in literacy programmes is a complex issue. Potential learners are likely to feel more comfortable if they are taught in their mother tongue, at least initially. This may involve using unwritten local languages in the classroom to facilitate the acquisition of literacy in another (i.e. regional or national) language; it may also involve developing written materials in a local language. Minority peoples whose language is threatened may also prefer learning in their own language (Grin, 2005). On the other hand, potential adult literacy learners often prefer to learn regional or national languages, which will yield more immediate returns and which may be easier to teach, given the greater availability of teaching materials and the presence of a more developed literate environment. In the United Republic of Tanzania, for example, literacy programmes in Swahili proved to be far more popular than those in local languages. In Bolivia, many adult learners prefer to learn in Spanish (EFA Global Monitoring Report, 2006).

Research has consistently shown that learning to read and write in one's mother tongue facilitates access to literacy in other languages (Grin, 2005). Literacy provision that uses

initial learning in the mother tongue and then moves to a second language has cognitive, psychological, and pedagogical advantages. Mother tongue education is advocated as a preferred policy in developing countries (Ouane, 2003). Papua New Guinea is an interesting example, since over 800 languages are spoken and vernacular education is widespread. Primary school pupils begin in their mother tongue, then gradually shift to English (UNESCO, 2004). This example shows that language diversity does not necessarily impede literacy acquisition, especially if language and literacy policies are calibrated. Yet, despite its recognized value, this two-step language policy is not always successfully implemented or implemented at all (Benson, 2004). The lack of specialized training and instructional materials for teachers who have to implement mother tongue education at school is a serious problem, particularly in developing countries (Chatry-Komarek, 2003). Even more problematic is how to facilitate the transition from literacy obtained in a mother tongue to literacy in a national or official language (Walter, 2004).

Learning literacy skills in minority languages can be more difficult than doing so in dominant languages (Walter, 2004). Some linguistic minorities end up with weak literacy skills in both their own, and the second language (Gordon, 2005).

2.7 Summary of literature review

The literature review of this study has been organized to answer the research objectives in chapter one. The literature has captured the effect of both academic and professional levels on implementation of ABLP. Further therein is literature on the effect of the learners' economic environment and how language effect ABLP implementation in Kenya.

Different scholars had different views on adult education, for instance KNALS (2007), states that teachers can contribute heavily in the mobilization and participation of learners in any education programme, therefore a decline in adult teacher recruitment as well as a high turnover of teachers hindering access to the ABLP. This was in agreement with Karan (1996), who attributes the declining enrolment in Adult Education to the inability to recruit adequate and qualified teachers. Singh (1999), observes, are sometimes also delivered by unpaid volunteers such as students and activists who may or may not have the professional training required for the job. Mulama, (2011) asserts that it is a mockery of justice to have only a handful of teachers to cater for the millions of adults, as with no teachers, learners may not see the reason for attending classes.

According to Mulama, (2011), high levels of poverty in the country have had an adverse effect on the Adult Education Programmes as learners give priority to looking for food and other basic requirements hence, basic requirement of the learners, far much outweigh their intellectual needs. UNESCO (2008), asserts that countries with the poorer literacy rates also have higher poverty levels and the worse the social situation; the less likely people are able to take part in Adult Education (Rue de la Concorde 60, 2006). A recent report by UNESCO, 2006 on Adult illiteracy, brain architecture, and empowerment of the poor for instance revealed that high poverty levels have adverse effects on the health of the poor and this may compound schooling. Drinking contaminated water, Iodine deficiency, and Graham and Walsh, (1996) observe, families from low socio-economic status communities are less likely to have the financial resources or time availability to support academic status. Therefore this study sought to find out institutional factors

influencing implementation of Adult Basic Literacy programme in Teso North Sub County.

This situation, according to (UNESCO, 2005) is compounded by the increasing number of female-headed households, which is more prevalent in Kenya at 31% compared with Tanzania at 23% and Uganda at 21%. Most of these women are illiterate themselves.

Hunkins (2008), identified pre-service training for adult facilitators/ instructors as very important in enabling them to handle adult programmes. They identified that training should address issues like, increased knowledge on subject matter, teacher learner relationship, training that addresses the individual problems of teachers and training on material development or preparation

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Minority peoples whose language is threatened may also prefer learning in their own language (Grin, 2005).

literacy programmes in Swahili proved to be far more popular than those in local languages. In Bolivia, many adult learners prefer to learn in Spanish (EFA Global Monitoring Report, 2006).

2.8 Theoretical framework

This research was based on Human Capital Theory. The theory was propounded by among others Adam Smith, the British Economist (1776), Schulz, (1971), Sakanota and Powers (1995) and Psacharopoulos and Wood hall (1997). The theory rests on the assumption that formal education is highly instrumental and even necessary to improve the production capacity of a population. According to the human capital theorists, an educated population is a productive population. According to Psacharopoulos and Woodhall (1997), human resources constitute the ultimate basis of the wealth of a nation's capital and that natural resources are passive factors of production. Human beings are therefore the active agencies who accumulate capital, exploit natural resources, build social, economic, and political organization, and carry forward national

development. The theory has been lent support by the economic success stories of such Asian countries like Hong Kong, Korea, Singapore, and Taiwan that have achieved unprecedented rates of Economic growth through making large investments in education.

The theory has however been heavily critiqued for allowing the assumption that education is everything as far as economic growth is concerned. Fitzsimons, (1999) observes that society and culture cannot be arbitrarily split from the economy since both the society and culture shape the preference of individuals in various ways. Another criticism of the Theory arises from cases where education has not provided the expected positive growth as in the case of Nigeria. In some cases, it has even increased inequalities in income distribution as well as increased tension and strain on the educational experience, which in turn impedes Economic, social and political development. The theory is however relevant to the study in that it calls for promotion of education as a way of improving skills breaking the cycle of illiteracy.

2.9 Conceptual framework

This study was based on the concept that well-trained instructors/facilitators can effectively implement adult education programmes given that all variables are manipulated adequately.

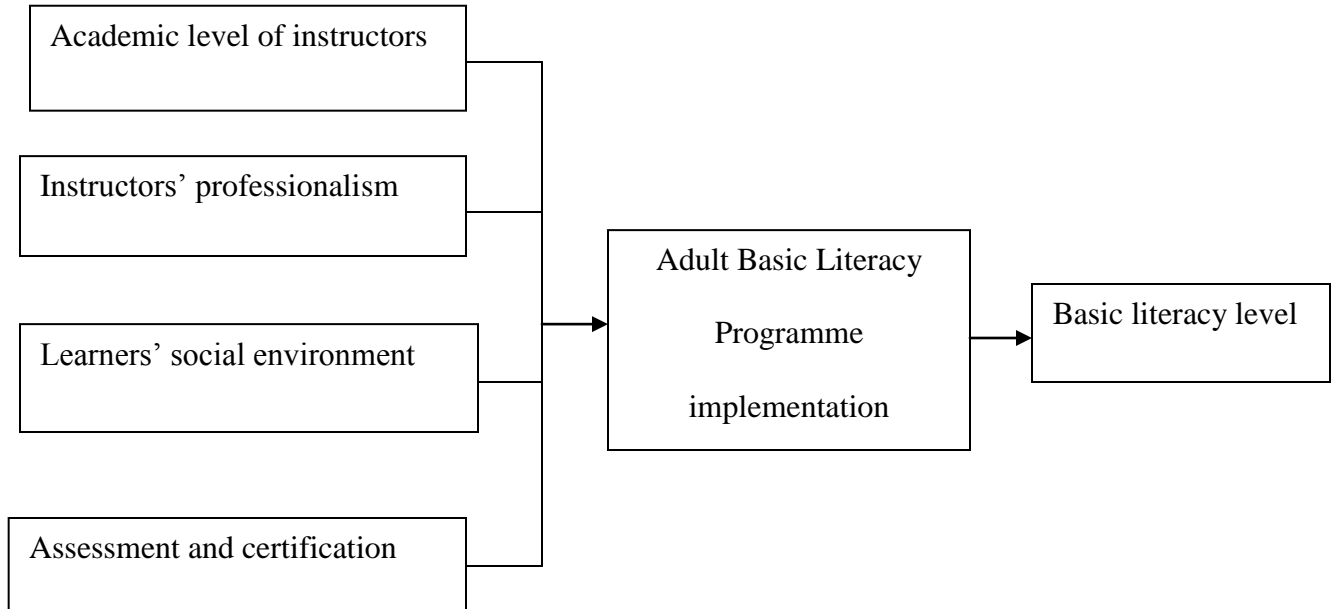


Figure 2.1: Relationship of variables in the implementation of adult programmes

Conceptual framework shows the interactions between variables affecting implementation of adult basic education programmes. The independent variables which are the determinants in affecting implementation of adult literacy programmes are the institutional factors. These institutional factors when manipulated well, then the input is programme implementation that determines literacy levels among adult learners.

CHATER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research methodology describes the study design and identifies the nature, type, and sources of data together with the description of the techniques, methods of data collection, sampling of the respondents and the statistical tools to be used for data analysis.

3.2 Research design

This study was a descriptive survey research and it entailed field study survey to establish factors affecting implementation of adult basic literacy programmes in the Teso North Sub-County. Descriptive survey is a procedure in which data is systematically collected through some form of solicitation (Borg, 1989). Survey research design entails structured questionnaires are given to a sample population and designed to elicit specific information. It deals with the incidence distribution and relationships of educational, psychological and sociological values (Orodho, 2008). This study relied on information from learners and trainers from adult education institutions. It also relied on respondents from the area of the study and experts in education matters. It was envisaged that the descriptive survey model applied did not distort the results obtained and instead made a comparison with documented information.

3.3 Target population

Target population relies on the individuals to be studied (Mugenda & Mugenda, 1999). Target population consisted of all the members of an area or a hypothetical set of people, events, or objects from which a researcher wishes to generalize the research study. The

target population for the study involved a total population of 187 learners, 24 facilitators and 7 administrators (Sub-County Development Office, 2014). It also involved four experts on education matters in Teso North Sub-County.

3.4 Sample size and sampling procedures

Orodho and Kombo (2002), describe sampling as a procedure a researcher uses to gather people, places, or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. According to Mugenda & Mugenda (2003) 10 to 30 percent of the population can be picked from a large population. They further argues that if the target population is small the whole population can be used for better results, hence this study used all the 7 institutions offering adult education in Teso North Sub-County. To select the study respondents, the researcher used simple random sampling to randomly selected 9 adult learners in every institution, thus the sample size consisted of 56 (30%) students and 14 trainers two from each institution offering adult basic literacy education in Teso North Sub-County. A total of 4 experts were involved in the study to provide expert knowledge. Trainers were selected for this study because of their positions (characteristics) and expertise in the topic under investigation. Also, the researcher used proportional sampling to select three learners from each institution so that each division of the Sub-County was represented. Therefore the study respondents comprised of 56 adult learners, 14 trainers and 4 education experts.

3.6 Research instruments

The study used questionnaires to collect useful data from the selected institutions as per the objectives of the study. A questionnaire is more efficient, requires less time, it is also

less expensive, and permits data collection from a much larger sample (Orodho, 2008). Questionnaires for adult learners and instructors/facilitators with both open ended and close ended questions were used to get information from the respondents.

3.7 Validity of data instruments

Borg and Gall (1989), defines validity as the degree to which a test measures what is meant to measure. To enhance content validity, appropriate and adequate items relevant to research objectives were contained in the questionnaires. Different research instruments were used for triangulation purposes. Validation was done by colleagues, supervisors and respondent in Teso North Sub-county. Expert judgment from the university supervisors was used to assess the extent of the items in the instruments, address the objectives as well as whether the format of the instruments gives the correct impression. Their comments were taken into account in refining the instrument.

3.8 Reliability of the instruments

Reliability of the instruments refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another (Fraenkel & Wallen, 2006). The questionnaire was pre-tested using the split half method with all the questions except those that sought respondents' recommendations. It involved scoring two halves (odd versus even items) of a test separately for each respondent and then calculating a correlation coefficient for the two sets of scores using Pearson product moment correlation formula. The researcher carried out a pilot study to establish the reliability of the questionnaires and interview schedules and make a review by reviewing using existing information on research done on a similar topic in another location.

3.9 Data collection procedures

The researcher sought for a research permit from the National Commission of Science, Technology and Innovation and the Sub-County Education Officer Teso North Sub-county before commencement of the study. The institutions were visited with the consent of the facilitators. The researcher then directly administered the questionnaires to the respondents and thereafter collected them on completion.

3.10 Data analysis techniques

According to Mugenda and Mugenda (1999), data analysis is the process of bringing order and meaning to raw data collected. After the questionnaires were returned the researcher then checked for completeness, accuracy of information and uniformity. The data were analyzed using the statistical package for social science (SPSS). Descriptive statistics such as frequency distribution and percentages were used to analyze the data collected. Tables were made to present responses for each item that was used. Qualitative data from open ended questions were organized into sub topics and tabulated.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter deals with data analysis and interpretation of the findings based on the research objectives. The study was to investigate institutional factors influencing implementation of Adult Basic Literacy Programmes in Teso North Sub-County, Kenya. Collected data were interpreted guided by the following research objectives; determining the extent to which academic level of adult education instructors, adult learners' economic environment, professional training of adult education instructors and the language of instruction affect implementation of Adult Basic Learning Programme in Teso Sub-County Busia County, Kenya. The study involved a total target population of 187 learners, 24 facilitators and 7 administrators

4.2 Instrument Return Rate

The sample population for the study was 56 adult learners, 14 adult instructors and 4 education experts thus, a total of 74 questionnaires were issued to the respondents. All the 14 instructors and 4 education experts' and 54 adult learners' questionnaires were returned. Therefore the study realized an instrument return rate of 97.3%, which was deemed satisfactory for the purpose of the study.

4.3 Demographic information of respondents

This study first sought to find out the age, gender, marital status and learners' category to establish an insight on the study respondents' characteristics.

4.3.1 Respondents' gender distribution

To find out respondents characteristics in regard to gender, the study sought to establish instructors' and learners' gender and presented the findings as shown in Table 4.1.

Table 4.1**Learners' and instructors' gender**

Gender	Instructors		Learners	
	Frequency	Percent	Frequency	Percent
Male	3	21.4	18	33.3
Female	11	78.6	36	66.7
Total	14	100.0	54	100.0

From the study findings majority of the instructors (78.6%) and adult learners (66.7%) were female. These findings imply that more female adults embrace the ABLP programme than their male counterparts. These findings agree with KNBS report of (2012) that stated that data on a longitudinal study conducted in Kenya for seven years shows that there are higher enrolment rates among the women than men into adult education for all the years. The researcher sought to find out the respondents' age bracket and presented the findings in Table 4.2.

Table 4.2

Learners' and instructors' age bracket

Age in years	Instructors		Learners	
	Frequency	Percent	Frequency	Percent
19 – 29	2	14.3	3	5.6
30 – 40	9	64.3	2	3.7
41 – 50	2	14.3	11	20.4
Above 51	1	7.1	38	70.3
Total	14	100.0	54	100.0

Table 4.2 shows that majority of the adult instructors (64.3%) were between 30 to 40 years, while majority of the adult learners were over 51 years old. These findings indicate that adult literacy programme enroll more elderly learners than the younger generation while the teaching fraternity is comprised of younger teachers. This is an implication that there are more elderly persons than younger people without basic literacy thus the higher number of younger adult instructors. The researcher further sought to find out the respondents marital status and presented the findings in Table 4.3.

Table 4.3**Learners' and instructors' marital status**

Marital status	Instructors		Learners	
	Frequency	Percent	Frequency	Percent
Married	5	35.7	6	11.1
Single	0	0.0	1	1.9
Divorced/separated	2	14.3	14	25.9
Windowed	7	50.0	33	61.1
Total	14	100.0	54	100.0

The study findings show that majority of the adult learners (88.9%) and adult instructors (64.3% are not living with spouses due to windowhood, divorce or separation or even never married. These findings unobscured an indication that personal characteristic of both learners and instructors can be a determining factor for involvement in ABLP. The researcher then sought to find out the nature of learners attending classes. Their learning categories are presented in Table 4.4.

Table 4.4**Learners' category**

Learners' category	Frequency	Percent
Part time (1 – 3 hrs per day)	41	75.9
Fulltime (7 – 10 hrs per day)	13	24.1
Total	54	100.0

Table 4.4 shows that majority of the adult learners attend classes as part-timers. It was an indication that learning was scheduled for a very short time. These findings imply that the learners uphold the programmes alongside other daily activities in their lives. The researcher further sought to find out adult instructors employment terms and presented the findings in Table 4.5.

Table 4.5

Instructors' employment terms

Employment terms	Frequency	Percent
Part time	13	92.9
Fulltime	1	7.1
Total	14	100.0

Table 4.5 shows that majority of adult trainers (78.6%) teach on part time employment bases. These findings imply that the instructors are do not have enough time for full implementation of the programme since they only take up the responsibility along other jobs. These findings concur with KNALS (2007), Full time teachers stabilize any education programme and contribute heavily in the mobilization and participation of learners. However, findings from the revealed a 40 percent decline in adult teacher recruitment as well as a high turnover of teachers thus hindering access to the ABLP.

4.4 Academic level of adult education instructors and implementation of Adult Basic Literacy Programmes

To establish whether adult education instructors academic level had an impact on the implementation of ABLP (Objective I), the researcher sought to find out the highest level of academic qualification of the instructors. The findings were presented in Table 4.6.

Table 4.6

Instructors' highest level of academic qualification

Academic qualification	Frequency	Percent
K.C.S.E	8	57.1
Certificate	4	28.6
Diploma	2	14.3
Total	14	100.0

From the study findings majority of the adult education instructors (57.1%) indicated that they were form four leavers with Kenya Certificate for Secondary Education as their highest academic qualification. These findings imply that many of the adult education instructors are unqualified for the teaching post hindering effective implementation of the ABPL. These findings were in agreement with a UNESCO Report on adult education of 2005 that sums up these in its observation that adult educators are inappropriately trained, hold minimal qualifications, are underpaid and work in educationally unfavourable conditions. The researcher sought to find out whether any formal training is conducted before employment of adult education trainers. The findings were presented in Table 4.7.

Table 4.7

Instructors' training before appointment

Responses	Frequency	Percent
Yes	10	71.4
No	4	28.6
Total	14	100.0

The results in Table 4.7 shows that majority of the adult instructors (71.4%) indicated that they receive formal training on adult education upon employment. This shows that majority of the instructors are prepared to teach and they are in apposition to implement ABPL effectively due to many of them receiving this prior training. These findings concur with Singh (1999), who observes that adult education is sometimes delivered by unpaid volunteers such as students and activists who may or may not have the professional training required for the job. The researcher sought to establish the length of service in adult education and tabulated the findings in Table 4.8.

Table 4.8

Instructors teaching experience in years

Years	Frequency	Percent
1 – 5 years	7	50.0
6 – 10 years	4	28.6
11 – 15 years	2	14.3
16 – 20 years	0	0.0
Above 21 years	1	7.1
Total	14	100.0

From the study findings, half of the instructors had taught for less than five years. These findings are an indication that majority of the instructors had not in the profession for a long time since majority of them had taught for less than ten years. This is in line with Dighe (2005), who stated that adult literacy teaching is not like formal primary teaching, it is subject to short-term fluctuations of interest and neglect. The researcher sought to find out whether and how the instructors receive academic development and presented the findings in Table 4.9.

Table 4.9

Instructors' responses on the kinds of academic development they receive

Training	Frequency	Percent
College training	3	21.4
In service training	4	28.6
Refresher courses	7	50.0
Total	14	100.0

The study findings reveal that half of the instructors had attended refresher courses, while 28.6 were in in-service training and only 21.4 had attained college training. These findings imply that majority of the instructors had started teaching without any training, which could be hindering effective implementation of ABLP. This concurs with Aderinoye and Rogers (2005), who stated that, special provision is made for recruiting and training the literacy educators in programmes, for their engagement both in training and in working with the literacy learners tends to be much more intensive than the traditional ABLPs.

4.5 Adult learners' social environment and adult basic literacy programmes

To establish whether adult learners' economic environment influence effective implementation of ABLP (Objective II) the researcher sought to find out learners occupation and presented the findings in Table 4.10.

Table 4.10**Learners' occupation**

Occupation	Frequency	Percent
Employed	5	9.2
Unemployed	1	1.9
Business self employed	28	51.9
Small scale farmer	20	37.0
Total	54	100.0

The study findings in Table 4.10 shows that majority of the adult learners were in informal jobs with only 9.2 percent of them were employed in the formal sectors. These findings were an indication that learners did not have stable income sources. The researcher sought to find out how the instructors perceived adult literacy classes. The findings were presented in Table 4.11.

Table 4.11**Instructors' responses on how adult learners perceive on literacy classes**

Responses	Frequency	Percent
For the aged	4	28.6
For illiterates	1	7.1
For source of knowledge	3	21.4
For disadvantaged	6	42.9
Total	14	100.0

From the study findings most of the instructors indicated that they felt that adult learners perceive literacy classes to be meant for the disadvantaged. These findings are a clear indication that the community perceives that the ABLP programmes are for people with financial issues rather than embracing the programmes as a source of knowledge. The researcher sought to find out the influence of age on adult learners and presented the findings on Table 4.12.

Table 4.12

Respondents' responses on influence of age on adult learners

Responses	Instructors N = 14		Learners N = 54	
	Frequency	Percent	Frequency	Percent
Poor concentration	11	78.6	33	61.1
Poor eye sight	5	35.7	15	27.8
Poor memory	13	92.9	49	90.7
Unsteady comprehension	8	57.1	6	11.1

The research findings shows that adult learners' learning is greatly influenced by age related factors with poor memory scoring the highest followed by poor concentration. These findings imply that adult learning is faced by challenges that are not found in young learners. The findings concur with Timarong et al (2003), who observes that some of the adult learners may have been out of school for a long time or may never have attended school in the first place. Their thinking process may also be slow with age hence need more time to grasp new concepts or demonstrate the knowledge learnt. The

researcher asked the instructors whether adult learners take pride to be associated with adult learning. Their responses were as shown in Table 4.13.

Table 4.13

Adult instructors' responses on whether adult learners take pride to be associated with adult learning

Responses	Instructors	
	Frequency	Percent
Few	2	14.3
Majority	1	7.1
Ashamed	11	78.6
Total	14	100.0

The research findings shows that majority of the adult learners are ashamed to be associated with literacy classes. This was a clear indication that majority of the adult learners do not take pride in attending literacy classes thus the are ashamed to be associated with the programmes. To confirm these findings the researcher also asked the adult learners whether they take pride to be associated with adult learning. Their responses were presented in Table 4.14.

Table 4.14

Adult learners' responses on whether they feel proud to be associated with adult literacy programmes

Responses	Instructors	
	Frequency	Percent
Yes	13	24.1
No	41	75.9
Total	54	100.0

The adult learners' responses confirmed their instructors' responses since majority of them indicated that they were not proud to be associated with ABLP. This was a clear indication that adult learners fail to associate themselves with adult education since they feel that other people in their community will belittle them making them not proud to be associated with adult literacy programmes. Then the researcher sought to find out how adult learners' neighbours perceive them and presented the findings on Table 4.15.

Table 4.15**Adult learners' responses on how their neighbors view them as an adult learner**

Responses	Frequency	Percent
Laugh at you	8	14.8
Lazy	2	3.7
Illiterate	39	72.2
Poor person	5	9.3
Total	54	100.0

The study findings shows that majority of the adult learners indicated that their neighbours viewed them as illiterate while 14.8 percent laughed at them. These findings imply that the community had not embraced the ABLLP programmes thus their negative perception on the learners. The researcher then sought to find out the source of funds to facilitate adult learning and presented the instructors responses in Table 4.16.

Table 4.16**Adult instructors' response on the sources of funds to facilitate adult learning**

Source	Frequency	Percent
Department of adult education	10	35.7
NGOs	5	71.4
Community purchases	2	14.3
Learners	1	7.1

N = 14

From the findings in Table 4.16 majority of the adult instructors indicated that in their centres funds are provided by Non-governmental Organization and also by the

government through the department of adult education. These findings are an indication that implementation of ABPL is mainly supported by NGOs more than the individual learners thus showing that majority of the learners were from poor backgrounds. These findings agree with Mulama, (2011), who stated that high levels of poverty in developing countries have had an adverse effect on the Adult Education Programmes as learners give priority to looking for food and other basic requirements hence, basic requirements of the learners, far much outweigh their intellectual needs. Then the researcher sought to find out whether the programmes offered in adult education centres to provide learners with relevant skills to benefit them equally with others in the society were adequate and presented the findings in Table 4.17.

Table 4.17

Adequacy of proficiency programmes offered in adult education centers

Responses	Frequency	Percent
Adequate	13	24.1
Inadequate	37	68.5
Not available	4	7.4
Total	54	100.0

Table 4.17 shows that majority (68.5%) of the centres that offered proficiency programmes, the programmes were inadequate to equip the learners with relevant skills to benefit them like other people in the society. This was an implication that majority of the centres did not offer skills that were enough for their graduates to be assimilated into the job markets hindering effective success of ABPL.

4.6 Professional training of the facilitators/instructors of ABLP

Teacher professionalism is an important determinant of the success of educational outcomes, therefore, to establish whether the level of adult instructors' professional training influence implementation of ABLP. The researcher sought to find out on the methods employed by adult instructors to teach in adult education centres. The instructors' responses were presented in Table 4.18.

Table 4.18

Instructors' responses on methods they normally employ to teaching adult learners

Responses	Frequency	Percent
Role play	3	21.4
Group discussion	14	100.0
Field trips	2	14.3
Lecture method	14	100.0

N = 14

The study findings show that adult instructors apply various methods to teach adult learners that include lecture and group discussion that were common to all the instructors, while role playing and field trips were rarely used. These findings indicate that instructors facilitated their teaching role in a collective method where they addressed all the learners. This could imply that when learner enrolment was high individual attention was not given to learners. The researcher sought to find out whether adult learners were comfortable to be taught by young instructors and presented the findings as shown in Table 4.19.

Table 4.19

Adult learners' responses on whether they are comfortable when taught by young instructors

Responses	Frequency	Percent
Not comfortable	31	57.4
Comfortable	17	31.5
Very comfortable	6	11.1
Total	54	100.0

Table 4.19 shows that majority of the adult learners were not comfortable to be taught by young instructors. These findings were an indication that the age difference between the learners and the instructors was one of the challenges that hindered implementation of ABLP programmes due to the learners discomfort.

The researcher then, sought to establish whether instructors involve learners in the choice of teaching methods. The findings were presented in Table 4.20.

Table 4.20

Instructors' responses on whether they involve learners in choice of teaching methods

Responses	Instructors	
	Frequency	Percent
Yes	4	28.6
No	10	71.4
Total	14	100.0

From the study findings majority (71.4%) of the adult instructors indicated that they do not involve learners in choice of teaching methods. These findings imply that learners are left out in decision making of important issues in the adult education centres. The researcher further sought to find out whether the appropriateness of their teaching methods. Their responses were as shown in Table 4.21.

Table 4.21

Adult instructors' responses on the appropriateness of teaching methods on literacy levels

Appropriateness	Frequency	Percent
Fairly appropriate	11	78.6
Very appropriate	1	7.1
Not appropriate	2	14.3
Total	14	100.0

The results in Table 4.21 reveal that majority of the instructors indicated that the teaching methods they use in the centres are appropriate. These findings show that majority of the teaching methods are appropriate, implementation of ABPL promoted by instructors appropriateness. The researcher then sought to find out the professionalism applied by the instructors ensure high enrolment of adult learners. Their responses were as shown in Table 4.22.

Table 4.22

Measures adult instructors adopt to ensure high enrolment of adult learners

Measures	Frequency	Percent
Community-based awareness	7	50.0
Remission of willing needy adults learners	3	21.4
Improvement of learning environment	1	7.1
Setting up adjustable learning timetable	13	92.9

N = 14

From the study findings adult trainers come up with various measures so as to maximize enrolment of adult learners in their education centers. These measures vary though adjusting of learning timetable scored the highest response (92.9%) followed by creating awareness to members of the society so as to embrace implementation of ABLP. These findings imply that with effective adoption of these measures implementation of ABLP would be very effective to increase literacy levels in the society. To establish the instructors professional preparedness the researcher requested them to rate their effectiveness in preparation of professional documents and presented the findings in Table 4.23.

Table 4.23**Instructors rating of their effectiveness in the preparation of schemes of work, lesson plans and record of work**

Rating	Frequency	Percent
Very good	1	7.1
Good	9	64.3
Average	4	28.6
Below average	0	0.0
Total	54	100.0

Table 4.23 shows that majority of the adult instructors (64.3%) rated themselves to be good on their effectiveness in preparation of schemes of work, lesson plans and record of work during their teaching process. These findings imply that instructors are usually prepared before an instruction process and also keep track of works covered. To confirm the findings from the instructors adult learners were requested to rate their instructors' content delivery. Their responses were presented as shown in table 4.24.

Table 4.24**Adult learners' rating of their instructors' content delivery**

Rate	Frequency	Percent
Excellent	8	14.8
Good	14	75.9
Fair	5	9.3
Poor	0	0.0
Total	54	100.0

Data in Table 4.24 shows that majority of the adult learners (75.9%) were in agreement with the instructors' self rating that their instructors were good in content delivery. These findings imply that learners were content with what they were taught during literacy classes. The researcher requested the learners to rate their instructors' competence in improvisation of teaching/learning resources and presented the findings in Table 4.25.

Table 4.25

Adult learners' rating of their instructors' competence in improvisation of teaching/learning resources

Rate	Frequency	Percent
Excellent	13	24.1
Good	39	72.2
Average	2	3.7
Below average	0	0.0
Total	54	100.0

Table 4.25 shows that majority of the learners felt that their instructors were good in improvisation of teaching/learning resources. This was an indication that instruction process was easily understood since the use of applicable resources brings about clarity during an instruction process. Further the researcher sought to find out instructors punctuality and requested the learners to give their rating. Their responses were presented in Table 4.26.

Table 4.26**Adult learners' rating of their instructors' punctuality**

Rate	Frequency	Percent
Very good	4	7.4
Good	15	27.8
Average	26	48.1
Below average	9	16.7
Total	54	100.0

From the study findings, most of the adult learners rated their instructors to be averagely effective on punctuality. This was an indication that many instructors attend the teaching/learning session in time giving them enough time to adequately interact with their learners thus having enough time to implement ABLP effectively.

4.7 Assessment and certification of adult learners

To establish whether assessment and certification of adult learners influence implementation of ABLP (Objective IV) the researcher sought to find out the consideration instructors make to select assessment methods. Their findings were presented in Table 4.27.

Table 4.27**Adult instructors' considerations on selection of assessment methods**

Consideration	Frequency	Percent
Content	6	42.9
Lesson objectives	12	85.7
Syllabus ability of learning	4	28.6

N = 14

From the study findings majority of the adult instructors consider the lesson objective to select the assessment method to use during the learning process. These findings indicate that the instructors are able to assess learners on the lessons that are easily understood therefore, implementation of adult literacy programmes is eased. The researcher then sought to find out the kinds of assessment employed in adult education centres. The findings were presented in Table 4.28.

Table 4.28

Instructors’ responses on the kind of assessment employed in adult learning centres

Rate	Frequency	Percent
Formative	3	21.4
Summative	11	78.6
Total	14	100.0

The study findings in Table 4.28 show that majority of the instructors use summative assessment to evaluate their students’ performance. These findings imply that individual assessment which would determine personal literacy level is not extensively applied. Thus, collective assessment does not quantify individual literacy level. Then the researcher sought to find out how the assessment methods were administered to learners. The instructors’ responses were as shown in Table 4.29.

Table 4.29**Adult instructors' responses on assessment method administered in centres**

Method	Frequency	Percent
Oral test	13	92.9
Written test	5	35.7
Practical	2	14.3

N = 14

From the study findings, majority of the instructors indicated that they use oral tests to assess their learners. These findings confirm the summative assessment method applied in adult literacy centres, thus implying that individual capability is overlooked with a presumption that what was responded by an individual is known to the whole group. The researcher asked the instructors whether they involve learners in the choice of assessment method. Their responses were as shown in Table 4.30 below.

Table 4.30**Adult instructors' response on whether they involve learners in choice of assessment**

Responses	Instructors	
	Frequency	Percent
No	3	21.4
Yes	11	78.6
Total	14	100.0

Information in Table 4.30 shows that majority of the instructors involve learners in the selection of assessment method to be used in the adult literacy centres. This is to imply

that adult learners will advocate for the method more appropriate to them that might be a radiance of their individual assessment. The researcher requested the instructors to indicate the method they use to instill discipline on learners and presented the findings in table 4.31.

Table 4.31

Instructors' responses on how they instill discipline in their adult learners

Responses	Frequency	Percent
Guiding and counseling sessions	12	85.7
Rewarding	3	21.4
Expelling	1	7.1
None	2	14.3

N = 14

For the study findings adult learners apply different methods to instill discipline in their learners where majority (85.7%) indicated that they use guiding and counseling sessions while 14.3 percent do nothing in cases of discipline in the centres. These findings imply that majority of adult instructors come up with effective ways to instill discipline so as to facilitate effective implementation of ABLP in classes where law and order are maintained.

To establish whether the learning centres promote the livelihood of the learners the researcher sought to find out whether there were other programmes offered to learners so as to acquire income generating skills. The learners' responses were presented in Table 4.32.

Table 4.32**Other programmes offered to enable learners to acquire income generating skills**

Programmes	Frequency	Percent
Technology studies	12	22.2
Health studies	45	83.3
Agricultural studies	54	100.0
Business studies	52	96.3
None	4	7.4

N =54

The results from Table 4.32 shows that all the adult education centres offer agricultural studies while 96.3 percent have business studies and 83.3 percent health studies. This is an indication that just a minority few (7.4%) do not offer income generating skills thus majority of the centres implement ABPL effectively since learner gain more than just literacy skills. The research further sought to find out whether learners are awarded certification after completion of income generating courses. The findings were tabulation as shown in Table 4.33.

Table 4.33**Learners' responses on whether proficiency certificates acquired skills**

Responses	Instructors	
	Frequency	Percent
Yes	29	53.7
No	25	46.3
Total	54	100.0

From the study findings there is a slight difference between institutions that award learners proficiency certificates with majority of them indicating that they do not offer the certificates. This was a clear indication that the objective of teaching these income generating courses has not been fully adhered to so as learners can be assimilated into employment in public and private sectors. The researcher then sought to find out the language on instruction used by instructors during the teaching/learning process. The instructors' responses were tabulated as shown in Table 4.34.

Table 4.34

Adult instructors' response on language of instruction in adult education centres

Language	Frequency	Percent
English	14	100.0
Mother tongue	11	78.6
Kiswahili	8	57.1

N = 14

The study findings show that instructors indicated that their main instruction language is English, though they elaborate content in both Kiswahili and mother tongue. This was an indication that literacy levels are likely to be improved when what is taught is elaborated in known languages.

4.8 Implementation of adult basic literacy programme in Teso-North Sub-County

The researcher sought to establish the effectiveness on the implementation of ABLP in the Sub-County and requested the instructors to indicate the extent to which members of the community in Teso-North have embraced the programme. Their responses were presented in Table 4.35.

Table 4.35**Instructors' responses on the extent to which community in Teso North embrace ABLP**

Response	Frequency	Percent
Very high extent	1	7.1
High extent	2	14.3
Small extent	8	57.2
Very small extent	3	21.4
Total	14	100.0

From the study findings majority (57.2%) of the instructors indicated that the community in the Sub-County has embraced the adult education programme at a small extent. This is an indication that many of the members of the community do not participate or involve themselves in the programme. This could be one of the major reasons as to why implementation of the programme has not been a success. The researcher also sought to find out whether the instructors felt that the implementation of the program has been effective and presented their agreement in Table 4.36.

Table 4.36**Instructors' responses on the effectiveness of implementing ABLP in the Sub-County**

Response	Frequency	Percent
Strongly agree	1	7.1
Agree	3	21.4
Disagree	4	28.6
Strongly disagree	6	42.9
Total	14	100.0

Table 4.33 shows that majority (71.5%) of the instructors disagreed that adult basic literacy programme have been effectively implemented in Teso-North Sub-County. This was an implication that adult instructors felt that more needs to be done in the region to ensure that the programme has effectively been implemented.

4.9 Summary of the findings

From the findings of the study, it is clear that ABLP is facing many hurdles in its implementation. Among the hurdles faced, include adult trainers are not trained on teaching of adult learners since majority of them are form four leavers.

On the contrary, adult learners are faced by various social hindrances that prevent them from attending literacy lessons thus hindering the implementation of ABLP. Majority of them perceive that the society have a low opinion on the programme.

However majority of the adult trainers professionalism is upheld when they are offered with in service training since to prior training is offered on appointment to upgrade their instructional process. Though certification and mode of assessment are not properly put in place for effectiveness of the programme proficiency skills are taught to adult learners.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, conclusions and recommendations arrived at. It also gives suggestions for further studies. They are presented in line with the objectives of the study.

5.2 Summary of the study

The purpose of the study was to investigate institutional factors influencing implementation of Adult Basic Literacy Programmes in Teso North Sub-County, Kenya. It was guided by the following research objectives; to determine the extent to which academic level of adult education instructors, adult learners' social environment, professional training of adult education instructors and the language of instruction affect implementation of Adult Basic Learning Programme. The study was based on Human Capital Theory propounded by Adam Smith in 1776. The study adopted a descriptive survey design. Questionnaires were adopted to collect the data from. Test- retest method was used to test the reliability of the tools. The study involved all the 7 adult education institutions in Teso-North district and sampled a population of 56 adult learners, 14 adult instructors and 4 education experts thus, a total of 74 respondents. All the 14 instructors and 4 education experts' and 54 adult learners' questionnaires were returned. Therefore the study realized an instrument return rate of 97.3%, which was deemed satisfactory for the purpose of the study. The data collected was analyzed both qualitatively and quantitatively.

To establish whether adult education instructors academic level has an impact on the implementation of ABLP (Objective I), the study findings showed that majority of the adult education instructors (57.1%) were form four leavers with Kenya Certificate for Secondary Education as their highest academic qualification. Majority of the adult instructors (71.4%) had received formal training on adult education upon employment. However, half of the instructors had taught for less than five years showing that many of the instructors had not in the profession for a long time. Majority of the instructors had started teaching without any training since half of the instructors had attended refresher courses, while 28.6 were in in-service training and only 21.4 had attained college training, which could be hindering effective implementation of ABLP.

To establish whether adult learners' social environment influence effective implementation of ABLP (Objective II), the study findings revealed that majority of the adult learners were in informal jobs with only 9.2 percent of them were employed in the formal sectors thus they did not have stable income sources to finance their education. Most of the instructors indicated that they felt that adult learners perceive literacy classes to be meant for the disadvantaged. Adult learning is faced by challenges that are not found in young learners since majority of adult learners' faced by age related factors with poor memory scoring the highest followed by poor concentration. Majority of the adult learners do not take pride in attending literacy classes thus they are ashamed to be associated with the programmes, while 14.8 percent laughed at them.

Implementation of ABPL is mainly supported by NGOs more that the individual learners thus showing that majority of the learners were from poor backgrounds, majority of the adult instructors indicated that in their centres funds are provided by Non-governmental

Organization and also by the government through the department of adult education. However, majority of the centres did not offer skills that were enough for their graduates to be assimilated into the job markets. This is because 68.5 percent of the centres offered proficiency programmes, that were inadequate to equip the learners with relevant skills to benefits them like other people in the society.

Teacher professionalism is an important determinant of the success of educational outcomes, therefore to establish whether the level of adult instructors' professional training influence implementation of ABLP (Objective III). The study findings reveal that adult instructors apply various methods to teach adult learners that include lecture and group discussion that were common to all the instructors, while role playing and field trips were rarely used. These findings indicate that instructors facilitated their teaching role in a collective method where they addressed all the learners. Majority of the adult learners were not comfortable to be taught by young instructors, hindered implementation of ABLP programmes due to the learners discomfort on the age difference between the learners and the instructors. Moreover, 70.4 percent of the adult instructors indicated that they do not involve learners in choice of teaching methods.

Majority of the instructors indicated that the teaching methods they use in the centres are appropriate thus, implementation of ABPL promoted by instructors appropriateness. Adult trainers come up with various measures so as to maximize enrolment of adult learners in their education centers. These measures vary though adjusting of learning timetable scored the highest response (92.9%) followed by creating awareness to members of the society so as to embrace implementation of ABLP. Subsequently since majority of the adult instructors (64.3%) rated themselves to be good on their

effectiveness in preparation of schemes of work, lesson plans and record of work during their teaching process. Majority of the adult learners (75.9%) were in agreement with the instructors' self rating that their instructors were good in content delivery.

To establish whether assessment and certification of adult learners influence implementation of ABLP (Objective IV), the study findings revealed that majority of the adult instructors consider the lesson objective to select the assessment method to use during the learning process. Majority of the instructors use summative assessment to evaluate their students' performance and they also use oral tests to assess their learners. Majority of the instructors involve learners in the selection of assessment method to be used in the adult literacy centres.

Adult instructors apply different methods to instill discipline in their learners where majority (85.7%) indicated that they use guiding and counseling sessions while 14.3 percent do nothing in cases of discipline in the centres. All the adult education centres offer agricultural studies while 96.3 percent have business studies and 83.3 percent health studies. Thus just a minority few (7.4%) do not offer income generating skills thus majority of the centres implement ABPL effectively since learner gain more than just literacy skills. There is a slight difference between institutions that award learners proficiency certificates with majority of them indicating that they do not offer the certificates.

The researcher sought to establish the effectiveness on the implementation of ABLP in the Sub-County where majority (57.2%) of the instructors indicated that the community in the Sub-County has embraced the adult education programme at a small extent. They

also disagreed that adult basic literacy programme have been effectively implemented in Sub-County.

5.3 Conclusions

Based on the study findings the study came up with the following conclusions:

Although poverty, welfare and unemployment statistics may indicate the need for adult literacy programmes, these conditions alone do not necessarily determine the need for a literacy programme in the community. Similarly, the lack of a high school diploma does not always indicate a lack of reading skills, as a high school diploma does not guarantee that reading, math and other basic skills have been mastered.

However, for a literacy project to be successful, a lively flow of adult learner applicants is necessary. Although it may seem like potential adult learners are not in short supply, recruiting those that your need study targeted will take vigilance and effort. For each of these sources, provide brochures or flyers about your programme that staff can hand out for referrals. Word the materials carefully to reflect your respect for and sensitivity to persons who have difficulty reading. Using negative terms such as “illiterate” or “illiteracy” is not appropriate.

For direct recruitment of potential adult learners, a simple card with an announcement of free classes or free tutoring with the phone number can be effective. Be sure that the phone number listed is attended most of the time because callers will usually not make several attempts. Once a person works up the courage to make the call, they need to get through to a person.

5.4 Recommendations

Based on the findings and conclusions of the study, the researcher made the following recommendations;

The training should be rich in content, well-organized, thorough, and appropriate to the population that your agency serves. The training should prepare volunteers for their tutoring or teaching role with adult learners. Although further development opportunities may occur throughout the volunteer tutor's service, initial pre-service training is of primary importance.

The instructional programme should be tailored to meet the needs of adult learners. It is particularly important that the instruction and materials be geared to the targeted adult population and be practical in application. Thus selection of appropriate instructional materials will require a significant time commitment and, like many aspects of the programme, develop over time as adult learners teach the staff and tutors what materials work best.

The instructional programme should be tailored to meet the needs of adult learners. It is particularly important that the instruction and materials be geared to the targeted adult population and be practical in application.

Selection of appropriate instructional materials will require a significant time commitment and, like many aspects of the programme, develop over time as adult learners teach the staff and tutors what materials work best.

5.5 Suggestions for further research

The researcher suggests that;

- i. A similar study needs to be replicated in other regions in the country to compare the findings.
- ii. A study to be carried out to establish the effectiveness of the skills acquired through Adult Basic Literacy Programmes on learners socio-economic status.
- iii. A study to be carried out to find out the influence of government input on effective implementation of Adult Basic Literacy Programmes.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

University of Nairobi,
College of Education and External Studies,
P.O. Box 30197,
NAIROBI.

Dear Respondent.

RE: REQUEST FOR RESEARCH DATA COLLECTION.

I am a postgraduate student at the University of Nairobi, pursuing a Master of Education degree in curriculum studies. I am conducting research on **“Institutional Factors Influencing Implementation of Adult Basic Literacy Programmes in Teso North Sub-county, Kenya.”** The data and results obtained thereafter are solely meant for this research and hence the confidentiality of the information and identity of individuals will be upheld.

I request you to assist me by filling the attached survey document as honestly as possible and do not indicate your names on the document

I thank you for your participation in this important exercise.

Yours faithfully,

Carolyn M. Chilaka

APPENDIX II

QUESTIONNAIRE FOR FACILITATORS AND INSTRUCTORS

You have been identified to participate in the study of the factors influencing implementation of Basic Adult literacy programmes in Teso North Sub-county of Busia County. Answer the question honestly according to the instructions given. You are assured that any information you give will be kept confidential and will be of research purposes only (put tick where appropriate)

SECTION A: Background information

- 1) What is your age bracket in years?
 - a. 19-29 yrs.
 - b) 30-40 yrs.
 - c) 41-50 yrs.
 - d) above 51 yrs.
- 2) What is your sex? Male Female
- 3) What is your marital status? Single Married divorced separated
- 4) What are your employment terms?
Volunteer Part time full time self help

SECTION B (i) Academic level of adult education instructors and implementation of Adult Basic Education Programmes

- 5) What is your highest level of academic qualification?
K.C.P.E K.C.S.E Certificate diploma degree
Any other (specify).....
- 6) What is your professional status? Trained Untrained
- 7) What are your professional qualifications? Certificate diploma
Any other (specify).....
- 8) How many years have you worked as an adult facilitator/instructor?
1-5 yrs. 6-10 yrs 11-15 16-20 above 21

SECTION B (II) Adult learners' economic environment and basic adult literacy programmes

- 9) How do adult learners view literacy classes?
For the aged For illiterates
For source of knowledge For disadvantaged
- 10) Are adult learners in your center proud to be associated with adult leaning
a) few b) majority c) Ashamed d) None
- 11) Apart from Basic literacy programmes do you offer other programmes that can enable learners to acquire income generating skills? If any mention.....
- 12) List the orders of importance the programs that you offer in your center for the acquisition of functional skills use alphabet a b c or X if not available
a) Technology-plumbers, tailoring, carpentry, wearing
b) Business studies c) Agriculture studies d) health
- 13) Have those learners with proficiency certificates acquired skills that can secure employment from the public and private sector? Yes No
- 14) In your own perspective are the programmes offered in your center adequate to provide adult learners with relevant skills to benefit equality in the society

SECTION B(iii) Professional training level of the facilitators/instructors of ABLP

Read and answer then as per the instruction carefully.

- 15) Have you received any training you have gone though:
a) College training b) In-service training c) refresher courses

- 16) How do you rate yourself in content delivery?
- a) Excellent[] b) good[] c) Fair [] d) poor[]
- 17) How do you rate your effectiveness in the preparation of schemes of work, lesson plans and record of work?
- a) Very good[] b)good [] c) Average[] d) Below average[]
- 18) How do you instill discipline in your adult learners?
- a) Guiding and counseling sessions[] b)Rewarding[]
- c)Expelling [] d) None []
- 19) Which of the following methods do you normally employ in teaching adult in your center? Tick [√] where applicable
- a)Role play [] b)Group discussion[] c) Field trips[]
- 20) I) Do you involve learners in the choice of teaching methods in your center?
- a) Yes [] b)No []
- 21) What mainly do you consider in the choice of a teaching method?
- a) Content [] b) Lesson objective c) Learners' ability
- 22) Identify from the following sources by ticking where you get teaching /learning aids
- a) Department of adult education(government) [] b) Government[]
- c) N.G.O's [] d) Community purchases[]
- 23) Are these aids appropriate to the literacy levels of your learners in terms of readability ? tick [√] where possible
- a) Fairly appropriate[] b) Very appropriate [] c) Not appropriate[]
- 24) Are the teaching /learning aids/material adequate?
- a) Enough[] b) Not enough[] c) Not available[]

SECTION B(IV) Language of instruction of adult learners education

25) What kind of assessment do you employ in your center?

- a) Formative[] b) Summative[]

26) . i) Do you involve learners in the choice of assessment?

- a) Yes[] b)No[]

ii) How is the assessment administered in your center?

- a) Oral test[] b) Written test[] c) Through practical[]

d) Indicate any other.....

27) i) Is there any proficiency test given to adult learners in your center?

- a) Yes [] b)No[]

iii) Are learners awarded certificate? a)Yes[] b)No[]

iv) Which level? a) certificates [] b)Diploma[] c) degree[]

28) What challenges do young teachers facilitators/ instructors face in handling adult learners?

29) How often is the center assessed by quality assurance offers(QASOs) to ensure that programmes are being implemented accordingly

- a) Monthly[] b) Yearly[] c) After six months[] d) None[]

APPENDIX III QUESTIONNAIRE FOR ADULT LEARNERS

You have been identified s to participate in the study of the factors influencing implementation in Teso North Sub-county of Busia county. Answer the questions honestly according to instructions given. The information will be kept confidential and will be of research purposes only

SECTION A: Personal information

Please respond by putting a tick next to the right response or that is applicable;

- 1) What is your gender? a) Female[] b) male[]
- 2) What is your age bracket? a) 60 –above[] b) 59-50 years[]
c) 49-40[] d) 39-30 years [] e) 29-18 years[]
- 3) What is your marital status? a) single[] b) Married []
c) Divorced[] d) separated[] e) Widowed[]
- 4) In which category of learners do you fall?
a) Full time[] b) self-help[] c) Part time[]
- 1) What is your occupation
a) Unemployed [] b) Business person employ[] c) small scale farmer[]

SECTION B (I)

Influence of social factors on adult learners (adult education programmes) attitude towards basic adult literacy programmes

- 2) How does your age interfere with your literacy learning process?
a) poor concentration[] b) Poor memory []
c) Poor eye sight [] d) Unsteady comprehension[]
- 3) Do you feel proud to be associated with adult literacy programmes?

SECTION B) (IV) Assessment and certification of adult learners education

- 12) What form of assessment is carried out in your center by facilitators?
a) Formative [] b) summative []
- 13) Are learners involved in the choice of these forms of assessment?
a) Yes [] b) No []
- 14) How is assessment administered in your center?
a) Through practical [] c) through oral test []
b) Through written test [] d) indicate if not there []
- 15) Is there any proficiency test giving at each level of literacy?
i) If yes, is there many authorized examining body ? Name.....
ii) Are you awarded any certificate? a)Yes [] No []
iii) If yes, at what level ? a) Certificate [] b)Diploma [] c) Degree[]
iv) Mention if any other.....

SECTION B (V) teaching methods/learning aids used in the basic adult center

- 16) Which of the methods below are mostly used by adult facilitators in your?
a) Role play []
b) Process demonstration []
c) Field trips []
d) Lecture method []
e) Name if there is any other not mentioned above
- 17) Are the teaching/learning aids/material adequate in your center?
a) Enough [] b) Not enough [] c) Not available []

APPENDIX IV

AUTHORIZATION LETTER



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

AUTHORIZATION LETTER

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

7th July, 2014

NACOSTI/P/14/4899/2539


Carolyn Masavi Chilaka
University Of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Institutional factors influencing implementation of adult basic literacy programmes in Teso North District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Busia County** for a period ending **31st August, 2014.**

You are advised to report to the **County Commissioner and the County Director of Education, Busia 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
Busia County.

APPENDIX V
RESEARCH PERMIT

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/14/4899/2539**

MISS CAROLYNE MASAVI CHILAKA **Date Of Issue : 7th July, 2014**

of UNIVERSITY OF NAIROBI, 2002-50100 **Fee Received :Ksh 1,000**

kakamega, has been permitted to

conduct research in Busia County

on the topic: INSTITUTIONAL FACTORS

INFLUENCING IMPLEMENTATION OF

ADULT BASIC LITERACY PROGRAMMES

IN TESO NORTH DISTRICT, KENYA

for the period ending:

31st August, 2014

[Signature]
Applicant's

Signature

[Signature]
National Commission for Science,

Technology & Innovation

