

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF
ADULT BASIC EDUCATION CURRICULUM IN ISIOLO CENTRAL
DIVISION, ISIOLO COUNTY, KENYA**

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the Award of the Degree of Master of Education in Curriculum Studies**

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DECLARATION

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

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DEDICATION

I dedicate this work to my family and especially to my husband Charles Maingi and my son Brian Mwirigi my father Francis Mungania, my mother Josephine Mungania.

ACKNOWLEDGEMENT

I thank the Almighty God for enabling me to get this far. I also acknowledge my supervisors Dr. Grace Nyagah and Dr. Mercy Mugambi for their professional guidance in writing this project. I also acknowledge my brothers Ken Kiri and Godfrey Muriuki and sisters Mercy Karambu, Christine Kathure and Ruth Gaiciumia for their moral and material support. My acknowledgement also goes to my colleague students and especially Doreen Karimi, Kellen Thuo, Enid Gitonga, Jane Wanja, Francisco Mwenda and Njoki for giving me moral support in this work. Finally, I thank all ABE officers, learners and facilitators in Isiolo Central Division for their time and providing the necessary data that enabled this study to come this far.

ABSTRACT

Education is a basic need to all citizens as proclaimed by the universal charter of Human Rights of 1948. Adult Basic Education (ABE) is a major component of Adult and Continuing Education (ACE) sub-sector of Education. The implementation of ABE curriculum in Kenya has had a lot of challenges. Despite all the government's effort to fight illiteracy in Kenya, recent studies reveal that there are many Kenyans who are illiterates. Isiolo Central Division suffers the problem of learners dropping out of school due to early marriages, search for the green pasture for their animals among other reasons. However, there have been low enrolment rates in adult literacy classes in Isiolo Central Division. The study investigated the institutional factors influencing the implementation of Adult Basic Education curriculum implementation in Isiolo Central Division, Isiolo County, Kenya. The study in particular sought to determine the influence of teaching/learning resources, professional qualifications of the Adult Basic Education facilitators, supervision of ABE and availability of funds on the implementation of ABE curriculum in the Division. The study adopted the descriptive survey design. The target population comprised of one (1) Adult Education Officer, thirty two (32) adult facilitators and 1016 adult learners making a total of 1049 respondents. The study used Purposive sampling to sample one ABE officer and thirty two ABE facilitators while stratified random sampling was used to sample one hundred and two ABE learners. Questionnaires and focus group discussion were used to collect data. A pilot study and discussion with experts was used to realize instrument validity. Instrument reliability was obtained using a pilot study. The researcher established that most of the facilitators utilize teaching/learning resources and that the teaching/learning resources are valued by both learners and facilitators. The study found out that teaching/learning resources in ABE centres are provided by learners, government, religious groups and NGOs. The study established that learners value supervision. The study established that ABE centres are financed by private institutions/individuals, government, NGOs and religious groups. The researcher further found that the funds are used to acquire teaching/learning resources, to pay for salaries and pay for rent of the premises used. The study recommended that adequate teaching/learning resources should be provided in ABE centres; the ministry of education should hire professionally qualified ABE facilitators in ABE centres; ABE supervisors should visit and supervise ABE centres regularly and the government, private sector, NGOs and religious groups should increase the funds they provide to ABE in order to enhance the process of ABE curriculum implementation. The researcher suggested that study should be carried out to establish the impact of institutional factors on the performance of ABE learners in national examinations and another one on establish the impact of academic/professional qualification and experience of facilitators on the performance of ABE learners in national examinations.

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LIST OF ABBREVIATIONS AND ACRONYMS

ABE	Adult Basic Education
ACE	Adult and Continuing Education
ASAL	Arid and Semi- Arid Lands
BAE	Board of Adult Education
CBOs	Community Based Organizations
DACE	Directorate of Adult and Continuing Education
DAE	Department of Adult Education
DAEO	District Adult Education Officer
JICA	Japan International Cooperation Agency
KIE	Kenya Institute of Education
KNBS	Kenya National Bureau of Statistics
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoEST	Ministry of Education Science and Technology
NALSIP	National Adult Literacy Strategic Investment Plan
NGOs	Non-Governmental Organizations
PEAP	Poverty Eradication Action Plan
UNESCO	United Nations Education Science and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a basic need to all citizens as proclaimed by the universal charter of Human Rights of 1948. There are various declarations and conventions that support the provision of education to all citizens. Some of them are the World Declaration on Education For All (EFA) held in Jomtien Thailand, in 1990. Dakar Framework for Action on Education For All (Dakar Senegal, 2000) and the Belem Framework for Action (Belem Brazil, 2009). The World Conference on Education For All held in Jomtien in 1990 was a major milestone in the international dialogue on the role of basic education in development. The conference came up with such goals as; achieving 50% improvement in levels of adult literacy especially for women and equitable access to basic and continuing education for all adults by 2015. There was a consensus among the participants that EFA was a strategy for the development in the provision of quality basic education for all. Basic education according to Jomtien conference was not only to be provided in the formal schools, but also in early childhood education and literacy and life skills programme (WESCO, 2000).

Adult Basic Education (ABE) is a major component of Adult and Continuing Education (ACE) sub-sector of Education. It falls under the Non-Formal Education Dimension (NFE) which provides basic Education and opportunities to

adults and out of school youth between 15-18 years. These adults and youths may have missed their chances to attain formal education during their childhood or may have dropped out of school before obtaining sustainable and functional literacy (MOE, 2007).

According to Hinzen (2010), Governments should include the adult Education in their budgetary allocations in order to succeed in any socio-economic program. Japan International Cooperation Agency (2005) also concludes that adult education implementation can have an overall social and economical development of a country.

In the world over, most countries both developed and developing, has a large population which does not go through the formal school system successfully. Some of the learners, drop out of the system before completing their studies while as others though few never enroll to school at all. Both cases yield up a whole bulk of the illiterates and semi- illiterate adults. Literacy is necessary for access to modernization. To effectively participate in public life and especially in implementing social policies a certain mastery of literacy is required (Caceles, 2000). Adult education curriculum therefore needs to be implemented effectively to enable adults acquire the essential knowledge, skills and attitudes so as to adjust to the rapidly changing world (McKay, 2007).

Implementation of Adult Basic Education (ABE) curriculum varies across countries. North America for example, developed the use of electronic curriculum

to enhance implementation of ABE curriculum as many learners could access the programme from the media (organization of economic cooperation and development 2003). This mode of learning was geared towards reaching the adults who for one reason or another could not go through the formal system of education successfully.

In Latin America a study by Anorve (1995) reveals that the country has the lowest overall level of illiteracy compared with other developing regions of the world. Majority of the illiterates according to Anorve are migrants living in the rural residents of the least developed areas. Anorve cites underfunding as a limitation of the implementation of the adult basic education curriculum. Unavailability of Adult Basic Education programmes and unwillingness of the state to provide sufficient wage employment to absorb graduates who have average education.

In the case of the Soviet Union, according to Bhola (1984), the country had a sufficient campaign against illiteracy which was rated at 87%. The success was attributed to efforts in provision of instructional materials both for learners and the curriculum implementers. Proser (1999) also argues that learning materials make teaching and learning easier for both the teachers and learners.

In 1996 India launched a campaign for acquiring total literacy and in response to this many facilitators offered to assist eradicate illiteracy in the country. But after sometime a survey was done and it was realized that many of the volunteers, full-time and part-time facilitators had no previous experience of teaching literacy in

any governmental, non-governmental or even private programmes. Most of them also lacked the qualifications required to implement the adult basic education curriculum (Yagi, 2001). It was also realized that, some volunteers were paid while others were not and that majority of the facilitators engaged in other income generating activities which made them to abandon classes. Although most of the world's governments have continued to take the issue of eradicating illiteracy with some degree of seriousness, the problem has continued to persist with the developing countries especially in Africa taking the lead (Mkapa, 2005).

Developing countries have a majority of the population which consists of illiterates creating a need of providing adult basic education and skills to the large unschooled population (Hinzen, 2009). Mkapa (2005) argues that for African countries to come close to meeting (MDG's) they must embrace development and globalization in order to be technological compliant with the rest of the world. Few of the African countries have however, made remarkable efforts. South Africa for example is one of the developing countries which has taken the initiative of providing adult basic education to the less fortunate who never went through the formal education during their childhood years. The South Africa Reconstruction and Development policy placed great emphasis on community in which adult literacy and community development were linked. The new South Africa's Constitutional and Legislative Framework, states that adult basic education should be integral to South Africa's economic growth and development (Mckay, 2007). Budgetary allocations on the implementation of adult literacy

were done and the funds were used to improve the adult facilities and to purchase learning/teaching materials among other things. Ayiende (2009) also studied financing of adult and non-formal education in Nigeria and concluded that lack of funding by the government affected effective implementation of Adult Basic Education (ABE) curriculum.

In Uganda, the implementation of ABE has had many challenges due to lack of proper policies to guide its implementation. The ABE therefore, has been inadequate, inconsistent and uncoordinated. However, the ABE has survived through the national development frameworks such as the Poverty Eradication Action Plan (PEAP) and the National Adult Literacy Strategic Investment Plan (NALSIP). These frameworks have guided the government on the implementation of ABE (Hinzen, 2009).

In Kenya, the Board of Adult Education (BAE) was formed by an Act of parliament (Cap 223 of 1966 of the laws of Kenya). This was later revised in 1967. In 1979 there was a presidential directive on eradication of illiteracy which led to the establishment of Department of Adult Education (DAE, 2006). The DAE was integrated in the Ministry of Culture and Social Services by the president of the Republic of Kenya. By 1979 the department included 3000 full-time adult education facilitators, 5000 part-time facilitators and many volunteers who provided their services after short induction training courses in adult education. Kamau (2012) carried out a study in Kamukunji District of Nairobi

County on determinants influencing implementation of ABE programme and established that the implementation of ABE curriculum in Kenya had a lot of challenges. In Kamau's study it was realized that in-service training given to the adult facilitators was inadequate. She therefore recommends that the training should be designed in such a way that it prepares learners to be able to adapt and participate in a highly developed and sophisticated society. The study also recommended that supervision services should be intensified at the ABE centres for better implementation of ABE curriculum.

The implementation of adult education curriculum in Kenya is done by various bodies which include; Non-Governmental Organizations (NGO's), Community Based Organizations (CBO's), Faith Based Organizations (FBO's) government ministries and departments, the civil society and private organizations. The government of Kenya coordinates the ABE curriculum providers in the country through the Directorate of Adult and Continuing Education (DACE) within the Ministry of Education (MoE). The coordination is vital because it ensures harmony and prevents duplication of efforts by any group.

Despite all the government's effort to fight illiteracy in Kenya, recent studies reveal that there are many Kenyans who are illiterates. For example a study by Economic Survey of 2007, on adult literacy in Kenya revealed that 61.5% of the adults had attained the minimum literacy level thus leaving 38.5% (7.8 million youth and adults) illiterates. The survey also showed a high regional disparity in

literacy achievements with Nairobi Province having 87.1% and North Eastern Province 8%. There also exists gender disparity in literacy levels with men at 64% and women 58.9%. From the study recommendations were made to strengthen the implementation of ABE education curriculum in Kenya. Cheptoo (2011) carried out a study on the determinants of implementation of adult education in Marigat District in Kenya. The study established that the implementation of ABE curriculum was low due to social factors like male chauvinism. Men failed to literacy classes for fear of being known illiterates by the members of the society. He recommended that the community need to be sensitized on the importance of education even to the adults including the men. He also recommends replication of his study could be done in other areas of the country in order to come up with sustainable solutions.

The Kenya's vision 2030 recognizes the need to have literate citizens and sets the targets of increasing the adult literacy rate from the current 61.5% to 80% by 2012. This therefore calls for the need to expand provision of ABE across counties. Isiolo Central Division is in Isiolo County which is a multi ethnical society. It is one of the counties rated as ASAL whose livelihood is basically pastoralism. Like other pastoralist communities, Isiolo Central Division faces various challenges and especially, as pertains education. The area suffers the problem of learners dropping out of school due to early marriages among other reasons. Some nomadic pastoralist communities discontinue their children from going to school whenever they go to look for the grass for their animals in other

areas. These and other reasons contribute to the increase of the number of illiterates.

According to the National Centre for Educational Statistics (NCES) 2014, the district has a population of 12982 adults. Out of this number around 4580 adults are literates; this is only about 35% of the number of adults in the district. About 8402 adults, who comprise about 65% of the adults and youth between 15-18 years are illiterates who require adult education. According to the Department of Adult Education, Isiolo District (2014), the district has only 3344 adults learners enrolled in the adult classes. This is about 39% of the total illiterates in the district. Isiolo District is made up of three divisions namely: Isiolo Central, Garbatula and Merti. Statistics show that out of the three districts Isiolo Central District, has registered the largest number of illiterates of about 3139 adults in the district. Out of this number about 1016 adults (739 females and 277 males) have registered for adult classes. The enrolment is about 32% of the total number of illiterates in the division as shown in table 1.1 below.

Table 1. 1: Number of literates and illiterates versus number of adult learners in Isiolo District in 2014

Division	No of literates	No. of illiterates	Adult learners
Isiolo central	1365	3139	1016
Garbatula	1530	2832	1122
Merti	1685	2431	1206
Total	4580	8402	3344

Source: District Education Office Isiolo District (2014)

Statistics show high illiteracy levels in Isiolo Central Division. The information from the District Adult Education Office reveals that enrolments in adult basic education programme to be around 32% which is far much lower than the country's literacy level which is currently around 65%. This therefore, calls for investigations to be done to find out the causes of the problem.

1.2 Statement of the problem

Adult education has had a lot of challenges despite the government's efforts to come up with sustainable solutions to these challenges. Studies have proved that ABE is vital in improving the nation's economy. A literate citizen is an asset to a nation since one is able to use the few available resources wisely (Mkapa, 2005). However, there have been low enrolment rates in adult literacy classes in Isiolo Central Division as shown in table 1.1. There are no recent studies about ABE curriculum implementation in the area. This study therefore, intends to find out the institutional factors influencing the implementation of ABE in Isiolo Central Division which is part of the Isiolo County. The study findings can then be generalized to the other areas of Isiolo County.

1.3 Purpose of the study

The study investigated the institutional factors influencing the implementation of Adult Basic Education curriculum implementation in Isiolo Central Division, Isiolo County, Kenya.

1.4 Objectives of the study

The study sought to achieve the following objectives;

- i. To establish the influence of teaching/learning resources on the implementation of ABE curriculum in Isiolo Central Division.
- ii. To determine the influence of professional qualifications of the Adult Basic Education facilitators on implementation of the ABE curriculum in Isiolo Central Division.
- iii. To establish ways in which supervision of ABE influence the implementation of ABE curriculum in Isiolo Central Division.
- iv. To determine ways in which availability of funds influence the implementation of ABE curriculum in Isiolo Central Division.

1.5 Research questions

The study was guided by the following research questions;

- i. In what ways do the learning/teaching resources influence the implementation of ABE curriculum in Isiolo Central Division?
- ii. How does professional qualifications of the ABE facilitator influence on implementation of ABE curriculum in Isiolo Central Division?
- iii. To what extent does supervision of ABE curriculum influence the effective implementation of ABE curriculum in Isiolo Central Division?
- iv. How does availability of funds influence on implementation of ABE Curriculum in Isiolo Central Division?

1.6 Significance of the study

This study sought to generate useful information about the institutional factors influencing the implementation of ABE curriculum in Isiolo Central Division, of Isiolo County, Kenya. The findings may be useful to the Educational Officers, supervisors and ABE curriculum facilitators who are in the field of the curriculum implementation. The research findings can help them to come up with better strategies of implementing ABE curriculum. The research findings may also be of use to curriculum developers and educational managers in the department of adult education to plan better, design and develop programmes that are relevant to the adult learners and the larger society. The findings may also benefit policy makers as they may adopt the recommendations to solve educational challenges facing the society. The study may also add value to existing studies on Adult Basic Education which can be a point of reference for researchers in this area.

1.7 Limitations of the study

According to Best and Khan (2004), limitations are conditions that are beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. There were three main limitations to this study which included; language barrier. The researcher at some point was dealing with illiterate respondents. Some of the respondents could not competently understand English or Kiswahili or the researcher's mother tongue since the place comprises people from various ethnic groups. Therefore, the researcher had to involve translators from the various communities in order to get

the right information. The place is semi arid and the researcher experienced harsh weather conditions and some roads were not accessible. The researcher had to look for some means of transport that suits the area.

1.8 Delimitations of the study

Mugenda and Mugenda (2003) define delimitation as the process of reducing the target population to a manageable size. The study was conducted in Isiolo Central Division of Isiolo District since the district is so big. Isiolo Central Division is surrounded by Merit and Garbatulla divisions. The respondents included facilitators, Adult Education Officers, and adult learners. The study focused on teaching/learning resources, professional qualification of facilitators, supervision of ABE and funding of ABE in relation to curriculum implementation.

1.9 Basic assumptions of the study

The basic assumption of this study was that the respondents gave correct information about the study.

1.10 Definition of significant Terms

Adult refers to a person who is above eighteen years according to the Kenyan context.

Adult learner refers to adults and youth between 15-18 years who have dropped out of school or have not enrolled to school for various reasons.

Adult education this refers to the education given to the adults. It often takes place in adult literacy centres.

Curriculum it all that is planned, selected, organized and presented to the learners to enable them acquire the desired knowledge, skills and attitude.

Curriculum implementation refers to the process of putting in practice the designed curriculum and making sure that the desired goals and objectives have been achieved.

Enrolment refers to the number of adults registered in a learning centre.

Facilitator refers to adult education teacher.

Full time facilitator- refers to a teacher whose job is to teach the adult learners.

Illiterate- refers to a person who cannot read, write or perform simple arithmetic.

Institution- refers to a place where ABE curriculum is implemented.

Institutional factors – issues related to a place where ABE curriculum is implemented that impact on the curriculum implementation process

Literate- is a person who can read and write.

Teaching/ learning resources- this refers to the materials which are used in the process of teaching and learning.

Volunteer facilitator- refers to an adult teacher who offers his services with or without pay.

1.11 Organization of the study

The study is organized into five chapters. Chapter One is the introduction which consisted the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumptions of the study, limitations and the delimitations of the study and definitions of the significant terms. Chapter Two contains the literature review basing on the following sub-headings; overview of ABE, learning / teaching resources used in adult learning, professional qualification of facilitators, supervision and availability of funds and their influence on implementation of ABE curriculum. Chapter Three contains the research methodology that was used in the study. This chapter describes the research design, target population, sample and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter Four consists of data analysis, interpretation and discussion of findings. Chapter Five consists of summary, conclusion, recommendations and areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to the institutional factors influencing the implementation of Adult Education programmes in Isiolo District, Kenya. The importance of the literature review is to help a researcher to develop a thorough understanding and insight into previous works and trends that have been recorded pertaining to the research problem. This chapter was organized under the following sub-headings: the overview and meaning of adult basic education, learning resources, academic and professional qualifications of facilitators, supervision and inspection of adult basic education curriculum, funding of ABE curriculum, theoretical and conceptual framework.

2.2 An overview of adult education in Kenya

Adult education according to UNESCO (2006) is an entire body of educational process whatever the content, level or method whether formal or informal as well as apprenticeship. Persons regarded as adults by their societies they belong, develop their abilities, enrich their knowledge, improve technical or professional qualifications or turn them in a new direction and bring out about changes. The change in learners may be in attitudes or behavior in the two fold perspective of full personal development and participation in balanced in independent social economic and cultural development (Linderman, 2005).

Literacy is the ability to read and write simple statement on ones daily life. Adult education provides the opportunity to those who for various reasons could have dropped out of school before receiving education (UNESCO, 2005). It is mainly provided to equip illiterate adults and out of school youths with numeracy, reading, writing, Kiswahili, English and any other language their may be of interest to the learners (MOE and KIE, 2007). Adults will always relate what they learn to daily life. It is the adult that must take full responsibility to his/her issues.

Adult education must encourage the development in each citizen by inculcating an enquiring mind, develop an ability to learn from what others do and reject or adopt the same to his own needs and it must lead to basic confidence in ones position as a free and equal member of society who values others and is equally valued by them for what he does and not what he obtains (Nyerere,1976). Adult education brings benefits such as better livelihoods, improved health improved oral and written communication. Because of the numerous benefits adult education has, the Kenya government formed the Board of Adult education as the statutory body mandated to co-ordinate advices and regulates promotion of Adult education and enhances its effective implementation (Republic of Kenya National ACE Policy 2007). A number of factors influences the implementation of Adult education of which there are institutional factors influencing implementing Adult education programmes, Isiolo as a case study.

2.3 Learning/teaching resources in adult learning

Without instructional resources, no quality learning can be said to be taking place. It is the resources that guides the facilitators on the subject matter, time allocation and the strategies to be employed. The resources are important because the centers use them to advance learning opportunities offered to adult learners. Learning/teaching resources include any material used by facilitators and learners to facilitate learning. They include books magazines, newspapers, projectors, and electric materials like radios, videos, computers and many others. They also include learning aids that help facilitate learning. Teaching/learning aids enhance understanding of certain concepts in the situation of learning (Gregory, 2002 and KIE, 2007). Learning aids should be appropriate for the adult learners otherwise the adult learner may not be interested. Facilitators should be innovative enough to be able to come up with appropriate learning materials for their learners. EKundayo (2000) asserts that learning/teaching resources should be used in the most natural and logical manner in order to bring meaning to an adult learner.

Learning/teaching resources assist the adults' facilitators to prepare schemes of work and lesson plans which guide them in the course of the teaching and carry out their lessons in a manner that is satisfying to their learners (Mwandia, 2002). Shortage of teaching/learning resources makes learning difficult and the achievement becomes low. Ondiko (2002) carried out a study on the use of post-literacy materials by adult education learners in Rachiony District and found out that lack of teaching/learning resources affected ABE curriculum implementation.

Ngigi (2000) did a study on factors contributing to low enrolment rate on adult literacy in Makadara Division and concluded that human and teaching resources influenced the enrolment rate in the division. On the other hand providing learning/teaching materials to all the learners' increases achievement and retention rates (Colloids, 2001). With learning materials like text books, learners are encouraged to look for solutions by themselves instead of reading ready-made answers (UNESCO, 2001).

According to Kombo and Tromp (2006) resources enables the teacher to confidently relay knowledge without deviations and to the level of the learners and at the same time the resources enhances learning as those taught through such resources tend to work on their own or in groups to conceptualize ideas longer. The study seeks to establish the extent to which instructional resources influences adult learners in the implementation of adult education.

2.4 Professional qualifications of facilitators in relation to ABE curriculum implementation

Implementation of Adult Basic Education curriculum should be done by well qualified personnel (UNESCO, 2006). Qualified instructors are able to use relevant teaching strategies to make the entire teaching/learning process current and to the policies laid down by the Department of Adult Education and KIE which is the curriculum designer so that no department in Education is considered inferior (Republic of Kenya, 2010). The Kenya vision 2030 (2008):

sector plan for Education and training 2008-2012 do emphasize on the modern strategies of teaching where the facilitators work is to guide the learners and the learner does everything as the learners have innumerable skills to share. The modern strategies which are learner centered when presented through the syllabus stimulate the learner to create and learn by self thus giving the facilitator an opportunity to correct the learners in the process of learning thereby stimulating them to teach within the syllabus. Instructors of the adult learners should be aware of the learning needs of the adults and be able to handle them with respect and dignity that is expected.

A professionally qualified teacher has the ability to reach students in a meaningful way. A professional teacher is innovative and inspiring to his learners and is able to prepare his learners to ever advancing needs of life (Grabowski, 1981). The adult basic education curriculum facilitators need to be professionals who are competent in their work in terms of performance and conduct. Such facilitators are thorough in their preparations, knowledge of the subject area as well as their methods of delivery. They know from the training they have acquired how to conduct themselves in the classroom, school and even in the community.

Professionals display the most dignified behaviour which can be model to the adult learners. Highly qualified teachers can have a positive impact on literacy and implementation of ABE (Nsubuga, 2000). A study done by Betts (2003) on the determinants of student achievement in San Diego, America found positive

correlation in possession of Masters Degree and elementary Mathematics achievements. However, Dee and Thomas (2004) on their study of teachers' race and students' achievement found a negative association between possession of graduate degrees by a teacher and their students' achievement in Mathematics and Reading.

Okwach (2000) observed that the quality of the teacher affects the quality of the curriculum they offer which is also a reflection of the teacher education programmes they underwent. The in-service training workshop gives teachers a personal boost, allowing them to use new materials and inject more life and participation in their classroom. Kiarie (2000) carried out a study on constraints encountered by the non-formal schools in the provision of basic education in Kariobangi division and concluded that for effective implementation, facilitators need to have the right qualifications.

In countries like Uganda the ABE facilitators training is done within few days with very little supervision. Similarly in Mozambique literacy teachers with grade 7 schooling are offered chance to upgrade their formal education and eventually be employed as full-time teachers in literacy programmes. The methods of training in these countries definitely affect negatively the implementation of adult basic education curriculum (UNESCO, 2006).

The training of ABE facilitators in Kenya is done by DACE (Directorate of Adult and Continuing Education), through an in-service course which takes two years

(Republic of Kenya, ACE policy, 2010). After the training the facilitators are then employed on full-time or part-time basis. The allowances that the part-time facilitators get are meager thus making them less motivated (DACE Report, 2012). Other facilitators are volunteers who lack experience on the implementation of ABE. A Kenya Adult Association News Letter (2001) identifies that most of the ABE facilitators are untrained. The report attributes the high dropout rates of adult learners to untrained facilitators who lack the techniques of imparting the right knowledge, skills and attitudes to their learners. This study therefore will find out how facilitators academic and professional qualification do influence them in implementing adult education programmes as the facilitators will feel confident and will be the masters of knowledge.

According to DACE Report (2012) most ABE facilitators have KCPE or KCSE qualifications. The report however indicated that most of these facilitators have confidence to discharge their duties. According to the report, this is vital for successful implementation adult education curriculum. The report further revealed that the facilitators get in-service training to enhance their work in curriculum implementation though some do not attend this training regularly but the effort is enough to be praised.

2.5 Supervision of adult basic education curriculum

According to Paul (2012) supervision refers to an art of overseeing educators (facilitators) and learners in all educational settings. It is therefore the art of

watching over an ABE class with special intention to facilitators' capacity, personality, learners' comprehension and learning environment, to ensure goal attainment in the implementation of the ABE. The role of supervision can be perceived in different ways by different people. Some view the role of supervisors as a threat to their jobs; others see them as judges, while others see the supervisors as helpers and colleagues. The roles of the supervisors however, are: mentoring of new facilitators by induction, improving individual facilitators' competencies, working with facilitators to adopt the curriculum in line with state and national standards, resolving intra and inters school-community conflicts and advising stakeholders of the literacy centres among others (Janet, 2007).

Achago and Githagui (2001) cite various problems related to supervision. They include unprofessional conduct of supervisors. The people serving as supervisors are either non professionals or don't operate as professionals. The unprofessional conduct usually causes unhealthy relationship between the facilitators and the supervisors. Another problem is related to the feedback and follow-up on the report of supervision. Those supervised may not get the feedback at the right time. They keep waiting for a long time and this leads to frustrations. Sometimes it seems that most reports submitted are left unattended to by the higher authorities who destroy the image of the organization and officers in the field (Samson 2009). Cooperation between the facilitators and the supervisors may also be lacking. Cooperation helps groups of people to work together making each person contribute his quota of his service towards goal achievement. Many literacy

centres may not be willing to cooperate with the supervisors because they tend to think that supervisors are fault finders and may instruct the closing of their centres. Lack of facilities like vehicles make it difficult for supervisors to reach some centres and lack of inspectorate autonomy, the inspectorate department encounters serious fund disbursement problems, as it takes long time for funds to be released, to carry out an activity.

According to (MOEST, 2001) among the many challenges faced by non-formal education programmes in Kenya is lack of supervision. Okumbe (1987) observed effective supervision depended on the availability of personnel and the priority accorded to education programmes by political and the administrative authority. Supervisors are expected to improve the quality of standards of teaching using the available resources which would help in the implementation of ABE. Mwanzia (1995) carried out a study on the school plant and its impact on curriculum implementation in Kitui District and concluded that supervision required constant visitors by supervisors to schools to check on physical facilities, administration and the actual implementation of the curriculum.

The supervision should be frequent to schools to check on physical facilities, administration and actual implementation of the curriculum. It is therefore important for the study to be carried out in order to find out how supervision and monitoring influenced facilitators in the implementation of Adult education.

According to Curriculum Watch magazine June 2007, the implementation of the curriculum is closely monitored in the learning institutions. The objective is to find out whether the curriculum is being implemented as planned. The feedback obtained from the monitoring and evaluation is used to improve the implementation. This should be done regularly and adequately to ensure effective curriculum implementation. Thus, this study sought to establish the impact of supervision and inspection of adult education centres on the implementation of ABE curriculum.

2.6 Availability of funds and the implementation of ABE

The government of any country has the obligation of providing sufficient funding for its education implementation. But many African countries operate on debts from the donors. If those debts are not settled, they cannot access more money from their donor countries. Adult education is left on the hands of the state for funding and it's likely to fail (Republic of Kenya, 2005). In many countries the national budget is so weak that there is no enough money for food, medical assistance and other basic needs Maeyer, (2003). For example in Kenya, the education programmes receive about 30% of the annual government's budget, while the adult and continuing education programmes receive less than 1% of the budget. A study done by Indabawa (2006) on ABE funding in South Africa, it was found that many poor people cannot afford the cost of education of their children let alone themselves. The study also found out that such people cannot access

education because they cannot afford the necessary fees. It is for this reason that the majority of the poor are also illiterates (Indabawa, 2006).

Due to lack of funding students move in and out of education programmes freely and frequently making it difficult to track students' educational needs and progress (Chismam, 2002). Fasokun, (2005) suggests that countries should come up with a reliable and workable funding mechanism in order to ensure that all countries are equipped to face the challenges of a new complex world. Other than the state other funding organizations include the Community Based Organizations (CBO's), the Faith Based Organizations (FBO's) and the Non-Governmental Organizations (NGO's) among others.

Most of the fund is used in salaries for the ABE facilitators and in the purchase of some teaching and learning resources. Building of classrooms specifically meant for the adult learners and provision of other facilities like furniture is not catered for due to limited funding. In order to provide effective adult education to the increasing number of adult learners means first expanding the resource base and utilizing the available resources (Republic of Kenya, 2000). Limited funding has influenced negatively the quality and relevance of ABE curriculum because monitoring and evaluation of the curriculum is inadequate as the supervisors being ill equipped to reach all the ABE centres.

2.7 Summary of the literature review

Reviewed literature from other studies has established that unavailability of enough teaching/learning resources, unqualified facilitators, lack of enough funding and lack of proper organized supervision are some of the factors influencing the implementation of ABE curriculum in any area (Ndiku, 2009).

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

The studies have been done in such areas like Nairobi, Marigat, kitui, Meru among other areas. These areas differ from Isiolo in many ways since Isiolo is an ASAL area and none of the above is an ASAL area apart from Marigat. However, Isiolo Central is multi-ethnic area comprising of many pastoralist communities. The problems experienced in Isiolo may not be the ones experienced in Marigat. Besides that, there is no study that has been done in Isiolo Central division on such factors. It is for this reason the researcher that the researcher carried out her study in the area on the institutional factors influencing implementation of ABE curriculum in Isiolo Central Division.

2.8 Theoretical framework

The study was guided by curriculum implementation theory by Neal Gross (Allan 1988). In his theory Neal advocates that for any effective curriculum implementation to be achieved such factors which includes availability of funds, teaching and learning resources, qualified facilitators and frequent supervision must be achieved. The facilitators need to be equipped with the relevant knowledge, skills and attitudes so that they can facilitate learning among the adults. To ensure effective delivery of content, resources like teaching and learning aids need to be provided in each centre. The DAEOs should do their work of supervision effectively in order to enhance effective implementation of ABE curriculum. Effective implementation can be achieved when all the variables are properly managed.

2.9 Conceptual framework:

The conceptual framework that guided this study was summarized in form of figure 2.1 shown below.

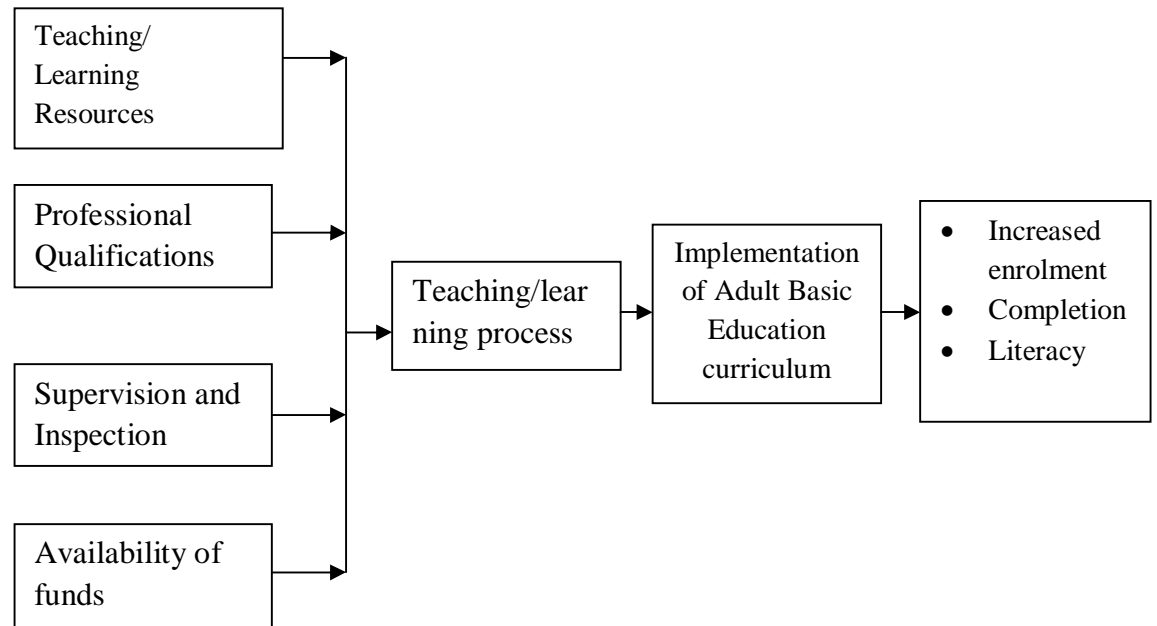


Figure 2.1 Relationship among variables related to implementation of ABE curriculum.

The conceptual framework in figure 2.1 shows the interaction between the variables affecting implementation of ABE curriculum. The independent variables which are the institutional factors influencing the implementation of ABE are: learning/teaching resources, professional qualification of the ABE facilitators, Supervision and availability of funds for running the ABE centres. When these variables are manipulated well, through the process of teaching and learning then the out-put is effective implementation of ABE curriculum among adult learners.

It is assumed that teaching/learning resources will result in improved teaching and learning process and hence promote implementation of the adult basic education. Professionally qualified teachers in adult education centres are likely to use teaching methods that encourage learners to take their studies seriously. Consequently the implementation process of the adult basic education is then enhanced.

Good supervision and inspection process of adult education centres will allow facilitators to learn the best ways to implement adult education curriculum and hence enhance the whole process. Availability of funds will ensure other resources needed to implement the curriculum are acquired by various centres. In addition, it will ensure that different employees at the centre including facilitators are well remunerated and hence enhance implementation of the curriculum due to motivation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the method to be used in carrying out the study. It contains research design, target population, the sample size and sampling procedures, research instruments, instrument validity, reliability of instruments, data collection procedures and data analysis.

3.2 Research design

Kombo and Tromp (2006) define research design as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. The study adopted the descriptive survey design. Mugenda & Mugenda (2003), defines a survey as an attempt to collect data from members of a population in order to determine the status of the population with respect to one or more variables. Descriptive survey design is a method of collecting information by interviewing or administering questionnaires to a sample of individuals hence suitable for extensive research (Orodho, 2003). This design helped the researcher to establish the current state of ABE curriculum implementation.

3.3 Target population

Target population is a set of people, events or objects to which a researcher will focus on and to which the results obtained from the sample, will be generalized (Orodho, 2004). The target population comprised of one (1) Adult Education Officer, thirty two (32) adult facilitators and 1016 adult learners making a total of 1049 respondents (District Adult Education Office, Isiolo, 2014)

3.4 Sample size and sampling procedures

According to Best and Khan (2004), the ideal sample should serve as an adequate representation of the population to which the researcher wants to generalize. They recommend 10% - 30% of the target population. Using the purposive sampling technique, the one Adult Education Officer and thirty two adult facilitators participated in the study (Mugenda & Mugenda 2003). The learners were later sampled according to gender using stratified random sampling procedure. Thirty percent of 277 adult male learners in the division were sampled to make a total of 28 male respondents and thirty percent of the 739 female adult learners gave a total of 74 female respondents. The total number of adult learners were 102. In total number of the respondents were 135 as shown in the table below.

Table 3. 1: Sample Size

Respondents	Target population	Sample size	Percentage
ABE officers	1	1	100%
ABE Facilitators	32	32	100%
Male Learners	277	28	10%
Female Learners	739	74	10%
Total	1326	135	10.2%

3.5 Research instruments

Data for this study was collected using questionnaires and focus group discussion. There were two sets of questionnaires; one for Adult Education Officers and the other one for the facilitators. The questionnaires were divided into two sections. The items in the first section sought background information about the respondents such as age, academic qualifications and among others. The second part of the questionnaire sought information on factors influencing implementation of ABE curriculum in Isiolo Central Division. The questionnaires had both open and close ended questions. The respondents were required to either tick the correct answer or fill in the gaps. The questionnaires are useful tools of collecting a lot of information from a large number of respondents within a short time and also in maintaining confidentiality. Focus group discussion was used to collect data among the adult learners. Focus guide is suitable since it enabled the adult learners to give the relevant information since majority of them may not fill in a questionnaire.

3.5.1 Instrument validity

It is critical that data collection instruments have validity. Validity is the degree to which results obtained from analysis of the data actually represents the phenomena under study (Mugenda & Mugenda, 2003). To enhance content validity, appropriate and adequate items relevant to research objectives were included in the questionnaires. A pilot study was carried out which involved 1% of the respondents sampled for the study. Mugenda & Mugenda (2003) recommends a pre-test sample of 1% depending on the sample size. Further validity of the instruments was discussed by the researcher and the supervisors.

3.5.2 Instrument reliability

Fraenkel and Wallen (2006), define reliability of instruments as the consistency of scores or answers from one administration of an instrument to another and from one set of items to another. Test re-test technique was used to ascertain the reliability of the instrument during the first pilot stage. The questionnaires were administered to a sampled number of respondents. After duration of three weeks, the same questionnaires will be given to the same respondents in the same adult education centres. The responses given during the two instances were compared to determine the reliability of the results. The Pearson's Product Moment Correlation formula was used to compute the correlation coefficient (r). According Orodho (2005) Pearson Product Moment Correlation establishes the extent to which the contents of the instruments are consistent by eliciting the same responses every time the instrument is administered. According to Mugenda and

Mugenda (2003), a coefficient of 0.8 or more implies that there is a high degree of reliability of the data. This study obtained coefficient of 0.86 for facilitators questionnaire and 0.84 for the ABE officers. This was deemed reliable.

3.6 Data collection procedures

This refers to the collection or gathering of information to serve as proof to some facts (Kombo & Tromp, 2006). First a research permit was obtained from the National Commission for Science, Technology and Innovation. The District Commissioner and the District Adult Education Officer Isiolo Central was informed before the commencement of the study. The researcher also made an appointment with the DAEO and the adult instructors to inform and seek for their assistance during the study. Questionnaires were administered to the respondents by the researcher. They were collected immediately.

3.7 Data analysis technique

According to Mugenda and Mugenda (2003), data analysis is the process of bringing order and meaning to raw data collected. The data was edited and information categorized into topics based on the research questions. Descriptive statistics such frequency distribution, percentages, graphs and charts were used to analyze the quantitative data collected. Tables were also constructed to indicate responses for each item that was used. Qualitative data from open ended questions were organized into themes. Responses were coded, processed and tabulated by using the Statistical Package for Social Science (SPSS).

3.8 Ethical considerations

All respondents were briefed about the purpose of the study beforehand. Participation in the study was strictly on voluntary basis as suggested. The researcher assured the respondents of confidentiality about the data they provided. As much as the participants were assured of anonymity and confidentiality, the risk of the likelihood of the participants being identified was discussed with them. The researcher, accordingly, considered a more nuanced view of consent as presented by Kaiser (2009). He suggested moving away from the assumption that every respondent desires ‘complete confidentiality’, and instead, recognizing that a participant in the research might want to receive recognition for some of, or all of what he or she contributed.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter brought together data analyses, presentation of the findings, interpretation, and discussions. The data were collected from adult basic education officer, adult education facilitators and adult education learners in Isiolo Central Division, Isiolo County, Kenya. The analyses helped to come up with answers to each of the research questions set at the start of the study which revealed institutional factors that influence implementation of adult basic education curriculum in the division. The study sought to establish the influence of teaching/learning resources; the influence professional qualifications of the Adult Basic Education facilitators; ways in which supervision and ways in which availability of funds influence the implementation of ABE curriculum in Isiolo Central Division.

4.2 Response rate

The researcher recorded 100% response rate to various study instruments. This was made possible by the fact that the researcher administered the instruments in person and allowed respondents enough time to respond to the items prior to collecting them.

4.3 General information

This section gives findings around general socio-demographic characteristics of the respondents. The study sought to determine the demographic characteristics of adult basic education facilitators as presented in table 4.1 below.

Table 4.1 Demographic characteristics of adult basic education facilitators

Variable	Response	Frequency	Percentage
Gender	Male	20	62.5
	Female	12	37.5
Age	20-29 years	16	50.0
	30-39 years	6	18.75
	40-49 years	2	6.25
	Above 50 years	8	25.0
Highest academic qualification	KCPE	2	6.25
	KCSE	18	56.25
	KACE	10	31.25
	Degree	2	6.25
Highest professional qualification	Certificate	30	93.7
	Degree	2	6.3
Years of experience	1-5 years	20	62.5
	6-10 years	8	25.0
	11-15 years	4	12.5
Employment terms	Full time	5	15.6
	Part time	7	21.9
	volunteer	10	31.25
	Self help	10	31.25

Data in the above table show majority (62.5%) of the adult basic education facilitators were males while 37.5% were females. The data implies that neither of

the gender is more than two thirds. This is in line with the Kenyan constitution which was promulgated in 2010 that requires that job opportunities be equally distributed among either gender with no gender having more than two thirds of the available slots. The results are also an indication that teaching job in adult education sector is equally attractive to people of either gender in Isiolo Central division.

The data shows that most (50%) of the respondents are aged between twenty and twenty nine years. This implies that most facilitators are young. The results also show that most (56.25%) of the respondents are form four graduates. This implies that most facilitators have not undergone basic training in teaching. Effects of teacher education – usually expressed in terms of formal qualifications such as a B.Ed or M.Ed degree, or being certified to teach in a specific field – have traditionally been included in “education production functions”, that is, in teaching learning process where students must be processed well (Hay, 2000). Hay further argues that professional qualification of the teacher impacts on the student performance. Thus, it is possible that learners in most of the adult basic education centres in Isiolo Central district are disadvantaged in terms of facilitator professional qualifications.

The data further shows that most of the facilitators are either volunteers (31.25%) or self help (31.25%). This implies that most of the centres in the division rely on

voluntary services rather than individuals hired by the centers to cater for the education of learners.

4.4 ABE facilitators responses on the influence of the teaching/learning resources on the implementation of ABE Curriculum.

This study sought to establish the influence of teaching/learning resources on the implementation of ABE curriculum in Isiolo Central district. Availability of teaching/learning resources is said to impact on the performance of learners in exams. This study investigated the extent to which ABE facilitators utilize these resources. Figure 4.1 provides a summary of the findings.

Responses on the extent to which teaching/learning resources.

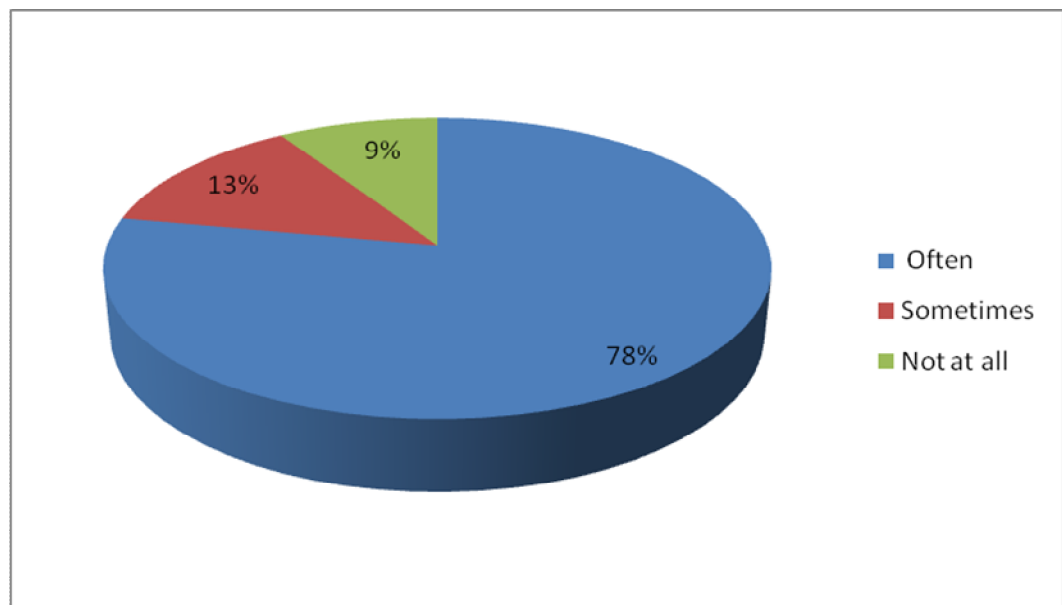


Figure 4.1 The extent to which ABE facilitators use teaching/learning resources

The results show that most (78%) of the facilitators utilize teaching/learning resources. This implies that the teaching/learning process in ABE centres follows standard procedure. This assertion is based on Omotayo et al (2008) argument that use of teaching/learning resources is a basic requirement in the teaching/learning of any subject.

The respondents were also asked to indicate whether teaching/learning resources are important in the implementation of ABE curriculum. All the respondents answered in the affirmative. This implies that all the facilitators value teaching and learning resources. The finding above that some (22%) of the facilitators do not or rarely use teaching/learning resources could be due to lack of such resources. To ascertain this, the respondents were asked to indicate whether teaching/learning resources were enough in their centres. All the respondents indicated that teaching/learning resources in their centres are inadequate. This view was shared by the ABE officer who indicated that teaching/learning resources in various ABE centres were inadequate. This could be compromising the teaching/learning process in the ABE centres in Isiolo Central Division. Ananda, 1990) argued that inadequate learning resources in both primary and secondary schools impact negatively on performance of students in national examinations. Thus, the finding that most ABE centres are inadequately equipped in terms of teaching/learning resources indicates that learners in these centres are likely to perform poorly.

Focus group discussion with ABE learners indicated that some of the concepts taught are usually hard to comprehend due to lack of resources to demonstrate some of the facts taught. They also argued that in most centres there are inadequate books to be used by students and hence they rely on facilitators for everything. In addition, the learners indicated that in some cases basic resources such as chalks are missing during learning and hence it is often difficult to capture what the facilitators teach. This implies that most ABE centres are inadequately equipped in terms of teaching/learning resources.

Provision of learning/teaching resources in schools and learning institutions has been the prerogative of parents. With the introduction of free basic primary education and secondary education in Kenya, the mandate of provision of such resources has been partly met by the government and partly by the parents. However, provision of teaching/learning resources in ABE centres is not well known. To establish the really provider of teaching/learning resources in these centres, ABE facilitators were asked to state who provides the teaching/learning resources to their respective centres. The results were summarized in figure 4.2 below.

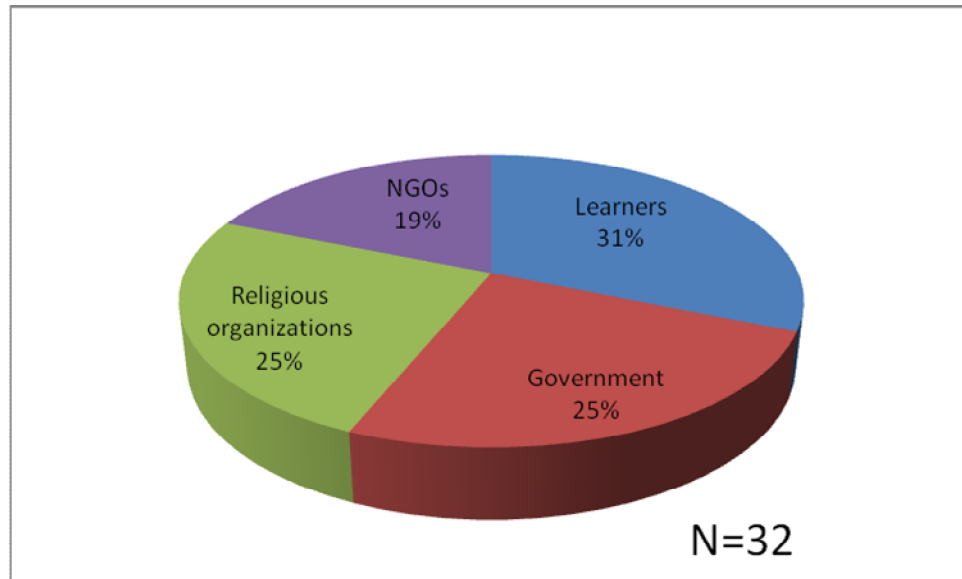


Figure 4.2 Providers of teaching/learning resources in ABE centres

The results in the figure show that in most centres (31%) teaching and learning resources are provided by learners. This could explain why the facilitators had indicated that teaching/learning resources in the centres are inadequate. However, the government, NGOs, and religious groups account for the greatest contribution of learning/teaching resources in the ABE centres in the division. The ABE officer supported this view by indicating that various centres get teaching/learning resources from government, religious groups, NGOs and in some cases students cater for the provision of these resources. This implies that adult education is valued by the government, NGOs, and religious groups.

The study also sought to establish the adequacy of teaching/learning resources in the ABE centres. The facilitators were asked to indicate whether teaching/learning

resources in their respective centres were enough for all learners. Figure 4.3 illustrates the findings.

ABE Facilitators responses on adequacy of teaching and learning resources.

Adequacy of teaching/learning resources to learners.

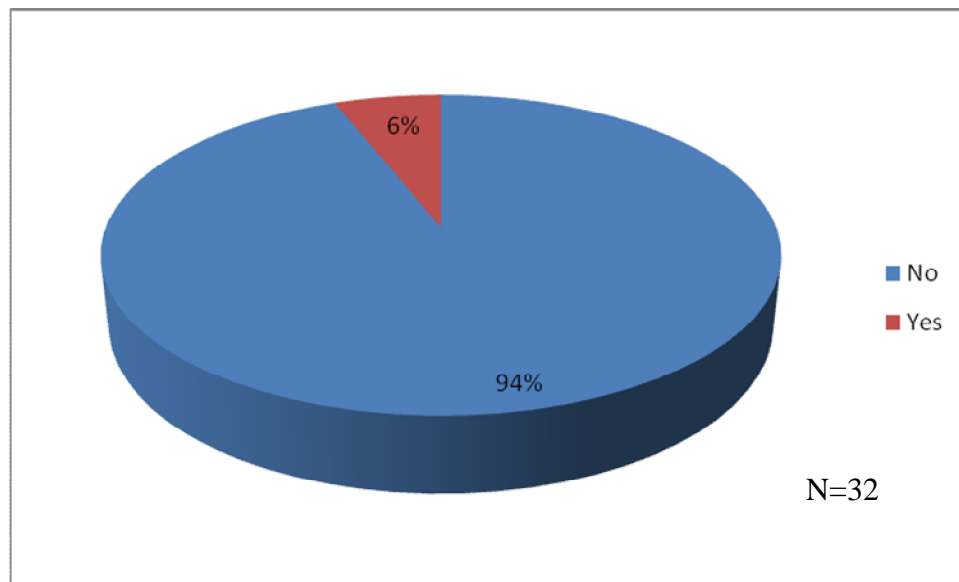


Figure 4.3: Teaching/learning resources are enough for all learners

The results show that in most (94%) centres, the teaching and learning resources are inadequate. This view was supported by the ABE officer who indicated that the availability of learning/teaching resources are inadequate. The officer explained that some centres have inadequate facilitators, books and other teaching/learning materials. This implies that facilitators and learners are not able to effectively teach and learn respectively because of limited resources. This might be impacting negatively on the implementation of ABE curriculum in the region.

The ABE officer indicated that inadequate training of facilitators, limited time to implement curriculum, and low textbook to student ratio hinders effective use of the available resources. The officer also indicated that the available material are often irrelevant to the adult learners since in most cases they are old and do not reflect the current syllabus requirements.

4.5 The influence of professional qualifications of the ABE facilitators on implementation of the ABE curriculum

Teachers are probably the most important resource that any country has (Okumbe, 2001). An efficient human resource capital development depends on the quality of teachers. Educational managers are supposed to ensure that the teachers who are in the teaching profession either by choice or default are provided with an environment which is professionally motivating and satisfying. Onger (1996) argues that students are in need of qualified teachers. Thus, this study sought to establish the influence of professional qualification of the ABE facilitators on the implementation of the ABE curriculum in Isiolo Central division. Table 4.2 provides a summary of the findings on this issue.

Table 4.2 Influence of professional qualification of ABE facilitators on the implementation of ABE curriculum (according to facilitators)

Variable	Response	Frequency	Percent
Professional qualification	Certificate	30	93.8
	Degree	2	6.2
The level of education influences the implementation of ABE curriculum	Yes	20	62.5
	No	12	37.5
Does your professional qualification affect your ability to teach?	Yes	19	59.4
	No	13	40.6
Have you ever attended in-service programs?	Yes	2	6.2
	No	30	93.8
Frequency of in-service program attendance	Once a year	2	6.2

N=32

The results show that 93.8% of the ABE facilitators are certificate holders with only 6.2% being degree holders. However, this does not clarify whether the respondents have acquired a certificate in teaching or not. Nevertheless, it can be seen from table 4.1 that the respondents have not undertaken any training course in teaching. Given that most respondents (59.4%) believe that their professional

qualification affect their ability to teach, it is possible that lack of training among facilitators could be hampering effective implementation of ABE curriculum in ABE centers in Isiolo Central Division.

The data in table 4.2 also shows that most (62.5%) of the facilitators agree that the level of education influences the implementation of ABE curriculum. This concurs with ABE officer indication that professional qualification of the ABE facilitators is vital in the implementation of ABE curriculum. Asked to explain why they felt that level of education influences the implementation of ABE curriculum, the facilitators indicated that some contents are hard to explain and that in most instances it is often difficult to tackle some questions from learners if you have not undergone basic training in teaching. They also indicated that some content delivery to learners is often difficult. They further argued that with limited teaching/learning resources it is often hard to resolve some conflicting ideas in the available resources. The results further showed that most (59.4%) of the respondents agreed that their professional qualification affect their ability to teach. Asked how their professional qualification affects their ability to teach most of them indicated that they have a better understanding of the curriculum content because of their higher academic qualification than what they teach. Based on these findings, it can be said that ABE facilitator's education level influences the implementation of ABE curriculum in Isiolo Central division.

In-service training equips educators with new skills and knowledge to implement school curriculum. This study sought to establish whether ABE facilitators attend in-service training. The data show that only 6.2% of the facilitators attend in-service training. This could be due to the fact that no in-service programs are organized by relevant authorities as indicated by the ABE officer. This implies that most of the facilitators are ill equipped in terms of current skills and knowledge to implement ABE curriculum. All of those who indicated that they do attend in-service training do so once a year.

Focus group discussion with learners on the issue of professional qualification of ABE facilitators pointed out various issues. It emerged that in most instances the facilitators do the talking with little participation of the learners. The learners indicated that they are rarely involved in the teaching/learning process and that their only role in class is to write notes. This implies that most facilitators use the lecture method to deliver curriculum content to learners. The learners also indicated that the facilitators rarely demonstrate what they teach and hence it becomes difficult to them to conceive what is being taught. The learners further argued that some facilitators often evade questions when asked by the learners. They also reported that some of the facilitators spend much time talking about things which are unrelated to the topic at the expense of teaching subject content. All these issue point to the fact that most of the facilitators are untrained to teach.

4.6 Influence of supervision of ABE on the implementation of ABE

curriculum

Supervision of teaching/learning process ensure that there is standardization of education throughout the republic carrying out various types of inspections of schools and colleges namely routine/advisory inspection, panel inspection, subject inspections, school registration, school mass indiscipline and mass inspection, public examination centres and recognition and registering of schools (School management guide, 1999). Thus, it is expected that all learning centres are inspected for the purpose of standardization education. This study sought to establish the extent to which ABE centres are supervised. Table 4.3 provides a summary of the findings.

Table 4.3 Facilitators responses on influence of the implementation of ABE curriculum

Variable	Response	Frequency	Percent
How often do the supervisors visit your centre?	Never	20	62.5
	Yearly	12	37.5
Supervisor's advice is important in the implementation of ABE	Yes	11	34.4
	Don't know	21	65.6
How is your relationship with your supervisors?	Healthy	9	28.1
	Unhealthy	23	71.9

N=32

The data indicates that most (62.5%) of the centres are never inspected with only 37.5% being inspected once per year. This was in line with the finding from the ABE officer who said that supervision of centres is done once per year through visits. The results further show that only 34.4% of the facilitators felt that the supervisors' advice is important. However, 65.6% of the facilitators do not know whether the advice of supervisors is important or not. Asked why they do not know, most of the respondents indicated that they have never interacted with supervisors and hence could not tell whether the advice is important or not. Those who felt that the advice is important indicated that the inspectors advice them on how to best implement the curriculum, how to plan for the lessons and how to

involve students in the learning process. Given that most of the facilitators are not trained such advice could improve the way ABE curriculum is implemented in various centres. The data also show that 28.1% of the respondents felt that their relationship with supervisors is healthy. However, 71.9% of the respondents indicated that their relation with supervisors is unhealthy. Those who indicated that the relation is unhealthy cited the fact that the supervisors do not visit their centres as the main cause of unhealthy relationship. The respondents argued that the relationship with supervisors could be improved if the supervisors visited the centres more regularly and offered the necessary advice on the best ways that the ABE curriculum could be implemented. They also indicated that the supervisors could encourage centre management to organize and/or sent the facilitators for in-service training to enhance their capability to implement the ABE curriculum. This concurs with ABE assertion that supervision assist in the implementation of ABE curriculum.

Focus group discussion with learners on the issue of supervision indicated that most centres are not supervised. The learners in the centres which are usually inspected indicated that the centres are usually supervised once a year and that during such occasion the facilitators are usually serious with teaching. The learners felt that supervision should be done regularly to enhance teaching/learning process in the centres. This implies that supervision is vital in the implementation of ABE curriculum.

4.7 Influence of availability of funds on the implementation of ABE curriculum

The availability of funds determines how well the school is run. This is because availability of funds will enable the management to acquire the necessary teaching/learning resources, to pay the salaries of workers and carry out other managerial functions. Provision of ABE also requires funds to hire facilitators and to provide teaching/learning resources. This study sought to establish ways in which availability of funds influence the implementation of ABE curriculum in Isiolo Central Division. Table 4.4 provides a summary of the findings.

Table 4. 4 ABE Facilitators responses on the finding and utilization of funds by the ABE centres

Variable	Response	Frequency	Percent
Who sponsors the ABE program	Government	8	25.0
	NGO	6	18.8
	Religious group	8	25.0
	Privately sponsored	10	31.2
Are funds enough to run the centre	Yes	6	18.8
	No	26	81.2
Availability of funds affect learners' enrolment	Yes	8	25
	No	24	75

N=32

The findings show that most (31.2%) of the centres are privately sponsored. Other centres are sponsored by the government (25%), NGOs (18.8%) and religious groups (25%). This finding was supported by the ABE officer who indicated that financing of ABE is done by private institutions, government, NGOs and religious groups. This shows that ABE is valued by various stakeholders in the division. The findings also show that the funds available are only enough in 18.2% of the ABE centres. The study sought to find out how the centres (81.2%) are run with insufficient funds. The results revealed that most of these centres rely on volunteer services of facilitators to run the centres. Most of the respondents indicated that funds are channeled to the centres via the management. They also indicated that the funds are used to acquire teaching/learning resources, to pay for salaries and pay for rent of the premises used. The results from table 4.4 also show that in most cases (75%) availability of funds do not affect learners' enrolment. This is contrary to ABE officer who argued that availability of funds greatly affects the rate of student enrolment in ABE programs. Asked to explain why availability of funds does not affect enrolment, most respondents (31.2%) indicated that some of the students sponsor themselves and that some of the facilitators work on voluntary basis. Focus group discussion with learners also revealed that funding of the centres is usually from the students, religious groups, NGOs, and the government. The student indicated that the funds are utilized in acquisition of learning/teaching resources and paying facilitators' salaries.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Introduction

This chapter covers the summary of the study, conclusions, recommendations and suggestions for further studies

5.2 Summary

The purpose of this study was to investigate the institutional factors influencing the implementation of Adult Basic Education curriculum implementation in Isiolo Central Division, Isiolo County, Kenya. Adult Basic Education (ABE) is a major component of Adult and Continuing Education (ACE) sub-sector of Education. It falls under the Non-Formal Education Dimension (NFE) which provides basic Education and opportunities to adults and out of school youth between 15-18 years. The implementation of ABE curriculum in Kenya had a lot of challenges. The implementation of adult education curriculum in Kenya is done by various bodies which include; Non-Governmental Organizations (NGO's), Community Based Organizations (CBO's), Faith Based Organizations (FBO's) government ministries and departments, the civil society and private organizations. Despite all the government's effort to fight illiteracy in Kenya, recent studies reveal that there are many Kenyans who are illiterates. Isiolo Central Division suffers the problem of learners dropping out of school due to early marriages among other reasons. However, there have been low enrolment rates in adult literacy classes in Isiolo

Central Division. Reviewed literature from other studies has established that unavailability of enough teaching/learning resources, unqualified facilitators, lack of enough funding and lack of proper organized supervision are some of the factors influencing the implementation of ABE curriculum in any area (Ndiku, 2009). The studies have been done in such areas like Nairobi, Marigat, Kitui, Meru among other areas. Apart from Kitui and Marigat which are ASAL, these areas differ from Isiolo in many ways since Isiolo is an ASAL area and is multi-ethnic area comprising of many pastoralist communities. The problems experienced in Isiolo may not be the ones experienced in Marigat. Besides that, there is no study that has been done in Isiolo Central division on such factors. The study adopted the descriptive survey design. The target population comprised of one (1) Adult Education Officer, thirty two (32) adult facilitators and 1016 adult learners making a total of 1049 respondents. The study sampled one ABE officer, 32 facilitators and 102 ABE learners. A pilot study and discussion with experts was used to realize instrument validity. Instrument reliability was obtained using a pilot study. Questionnaires and focus group discussion were used to collect data. Data was analysed using Statistical Package for Social Science (SPSS).

Objective one of the study investigated the influence of teaching/learning resources on the implementation of ABE curriculum in Isiolo Central Division. The researcher established that most of the facilitators utilize teaching/learning resources. The study further found out that all the respondents (ABE facilitators) value teaching/learning resources in the implementation of ABE curriculum. In

spite being valued; the study established that all the respondents indicated that their centres lack sufficient teaching/learning resources. The importance of teaching/learning resources was further noted when focus group discussion of learners indicated that some of the concepts taught are usually hard to comprehend due to lack of resources to demonstrate some of the facts taught. The learners also emphasized that their centres were inadequately equipped with learning/teaching resources. The study found out that teaching/learning resources in ABE centres are provided by learners, government, religious groups and NGOs. The results further indicated that inadequate training of facilitators, limited time to implement curriculum, and low textbook to student ratio hinders effective use of the available resources.

Objective two sought to determine the influence of professional qualifications of the Adult Basic Education facilitators on implementation of the ABE curriculum in Isiolo Central Division. The study established that most of the ABE facilitators are certificate holders with only few being diploma holders. Demographic data of the facilitators indicated that most of the facilitators were either holders of KCPE, KCSE or KACE certificate with a few being diploma holders. This implies that most of the facilitators are untrained teachers. The study also established that most of facilitators agreed that the level of education influences the implementation of ABE curriculum. This view was shared by the ABE officer who indicated that professional qualification of the ABE facilitators is vital in the implementation of ABE curriculum. The study found out that higher educational

qualification enables the facilitators to comprehend and interpret curriculum content clearly for the better understanding of the learners. The focus group discussion noted that lower academic qualification of facilitators hampers their ability to vary teaching methods, to conclusively answer questions from learners and to remain focused on the subject matter of the curriculum. The results further showed that most of the facilitators agreed that their professional qualification affect their ability to teach. However, the study noted that only a few facilitators attend in-service training.

Objective three sought to establish ways in which supervision of ABE influence the implementation of ABE curriculum in Isiolo Central Division. The researcher found out that most of the centres are never inspected with only a few centres being inspected once per year. This view was shared by most of the learners in the focus group discussion which indicated that most centres are usually not supervised. The results however pointed out that only a few of the facilitators felt that the supervisors' advice is important. However, most of the facilitators do not know whether the advice of supervisors is important or not. Lack of interaction with the supervisors was cited as the reason for not knowing the importance of supervision.

Facilitators who felt that the advice is important indicated that the inspectors advice them on how to best implement the curriculum, how to plan for the lessons and how to involve students in the learning process. The data also showed that on

a few of the facilitators felt that their relationship with supervisors was healthy. However, most of the facilitators indicated that their relationship with supervisors is unhealthy. Those who indicated that the relationship is unhealthy cited the fact that the supervisors do not visit their centres as the main cause of unhealthy relationship. The respondents argued that the relationship with supervisors could be improved if the supervisors visited the centres more regularly and offered the necessary advice on the best ways that the ABE curriculum could be implemented. The study established that learners value supervision and they indicated that supervision should be done regularly to enhance teaching/learning process in the centres.

The final objective examined ways in which availability of funds influence the implementation of ABE curriculum in Isiolo Central Division. The study established that ABE centres are financed by private institutions/individuals, government, NGOs and religious groups. The study also established that the available funds are inadequate. It was also established that most of these centres which have inadequate funds rely on volunteer services of facilitators to run the centres. The researcher further found that the funds are used to acquire teaching/learning resources, to pay for salaries and pay for rent of the premises used.

5.3 Conclusions

The findings on the first objective indicated that teaching/learning resources are utilized by ABE facilitators and that the resources are greatly valued. The study further noted that teaching/learning resources are valued by learners in the comprehension of concepts. However, the study established that most ABE centres have inadequate teaching/learning resources. Therefore, it was concluded that insufficient teaching/learning resources in ABE centres hampers implementation of the ABE curriculum in Isiolo Central Division.

The findings on objective two indicated that majority of facilitators are form four leavers. The facilitators and ABE officers indicated that the level of education influences the implementation of ABE curriculum. The study also noted that low educational and professional qualification hampers the use of various teaching methods and comprehension of various concepts. Thus, it was concluded that low professional qualification of ABE facilitators in Isiolo Central division hampers implementation of the ABE curriculum in Isiolo Central Division.

The findings on the third objective noted that most centres are not inspected and for those which are inspected the supervision only takes place once a year. Most of facilitators indicated that they have unhealthy relation with supervisors because they rarely interact with them. The study further indicated that supervision is vital in enhancing the learning process. Based on these findings, it was concluded that

lack of supervision of learning process in ABE centres hampers implementation of ABE curriculum in Isiolo Central Division.

The findings on the final objective established that availability of funds helps in the acquisition of learning/teaching resources and in the hiring of ABE facilitators. However, the study found that the available funds are inadequate to facilitate these functions. Since facilitators and learning/teaching resources are vital in the implementation of ABE curriculum, it was concluded that inadequate funds hampers implementation of ABE curriculum in Isiolo Central Division.

Based on the study findings, it was concluded that availability of teaching/learning resources, professional qualification of ABE facilitators, supervision of learning process, and availability of funds are institutional factors that influence implementation of ABE curriculum in Isiolo Central Division.

5.4 Recommendations

Based on the study findings the following recommendations were made:

- i. Various stakeholders such as private sector, the government, NGOs and religious groups should provide adequate teaching/learning resources in ABE centres in Isiolo Central division to facilitate implementation of ABE curriculum. This is based on the finding that insufficient teaching/learning resources in ABE centres hamper implementation of the ABE curriculum in Isiolo Central Division.

- ii. The ministry of education should hire professionally qualified ABE facilitators in ABE centres in Isiolo Central division to facilitate implementation of ABE curriculum. This is based on the finding that low professional qualification of ABE facilitators in Isiolo Central division hampers implementation of the ABE curriculum in Isiolo Central Division.
- iii. ABE supervisors should visit and supervise ABE centres regularly to enhance the process of ABE curriculum implementation. This is based on the findings of this study that lack of supervision of learning process in ABE centres hampers implementation of ABE curriculum in Isiolo Central Division.
- iv. The government, private sector, NGOs and religious groups should increase the funds they provide to ABE centres in order to facilitate the provision of teaching/learning resources. This is because the findings of this study indicated that inadequate funds hampers implementation of ABE curriculum in Isiolo Central Division.

5.5 Suggestions for further studies

The following suggestions are made for further study:

- i. A study should be carried out to establish the impact of institutional factors on the performance of ABE learners in national examinations

- ii. A study should be carried out to establish the impact of academic/professional qualifications and experience of facilitators on the performance of ABE learners in national examinations

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APPENDICES

APPENDIX A

LETTER OF INTRODUCTION

University of Nairobi,
Kikuyu Campus,
P.o. Box 92,
Kikuyu.

Dear Sir/Madam,

I am a post graduate student in the Department of Educational Administration and Planning University of Nairobi.

I am carrying out research on the Institutional factors influencing implementation of Adult Basic Education curriculum in Isiolo Central Division.

You have been selected to participate in this study. The attached questionnaire is designed to assist the researcher gather data from the respondents for purpose of the research. I kindly request you to respond honestly to all the items, your assistance will generate information that will help in the improvement of implementation of adult education curriculum in Isiolo Central Division. I wish to ensure you maximum confidentiality. Therefore do not indicate your name or the name of the adult education centre on the questionnaire.

Yours faithfully,

Eunice Kaigongi Francis.

APPENDIX B

QUESTIONNAIRE FOR ADULT BASIC EDUCATION OFFICERS:

Introduction

You have been selected to take part in this research. The purpose of the research is to determine the institutional factors influencing on implementation of Adult basic Education in Isiolo central division.

Answer the questions honestly according to the instruction given.

Section 1: BACKGROUND INFORMATION

1. What is your gender Male Female

2. What is your age bracket in years?

20-29 30-39 40-49 Above 50

3. Indicate your highest level of academic qualifications.

KCSE KACE DEGREE

Any other

specify.....

.....

.....

4. Indicate your highest professional qualification

Certificate Diploma

5. Indicate the number of year you have worked as a Supervisor/Inspector.

1-5 6-10 11-15 16-20 Above 30

6. Indicate your employment terms

Permanent [] Part time [] Volunteer [] Self help []

SECTION II: Teaching/learning resources

7(a) How would you describe availability of learning /teaching resources?

Adequate [] Inadequate [] Hardly enough [] Not sure []

(b) Explain your answer

.....
.....

8. Who provides the teaching/learning materials?

Ministry [] NGO's []

Any other specify

.....
.....

9. What factors hinders effective use of teaching/learning resources in your centre?.....
.....

10(a) Are the materials relevant to the adult learners?

Yes [] No []

(b) If your answer is No, give reasons.....

.....

SECTION III: Professional qualifications of ABE facilitators

11(a) Do you organize in-service programs like seminars or workshop for your facilitator's?

Yes [] No []

(b) If Yes, how often?

Always [] Sometimes [] Rarely []

12(a) Do in-service programmes assist in implementation of ABE curriculum?

Yes [] No []

(b) If Yes, how do you rate the relevance of the in-service programmes in implementation of ABE?

Very necessary [] Necessary []

13. Do you agree or disagree that professional qualifications of facilitators affect proper implementation of ABE curriculum?

Agree [] Disagree []

Explain your answer briefly.....
.....

SECTION IV: Supervision of ABE curriculum

14. How do you ensure effective implementation of the ABE curriculum?

Visits [] Written Questionnaires [] Interviews []

15. How often do you do the supervision?

Weekly [] Monthly [] Yearly []

Others specify.....
.....

16. Do you think the supervision assist in the implementation of ABE curriculum?

Yes [] No []

Explain your answer briefly.....
.....

17. Suggest other forms of supervision you would prefer.....
.....

SECTION V: Funding of ABE

18. How would you rate the government's funds towards the ABE programmes in the Division?

Adequate [] Inadequate []

19(a) Other than funds given by the government, are there other funding institutions available in this Division?

Yes [] No []

(b) If Yes, please state the financiers.....
.....

20. How do you ensure effective use of the funds?.....
.....

21(a) In your own opinion do you think that availability of funds affect learners' enrolments?

Yes [] No []

(b) Give reasons for your answer.....

.....

Thank you for your cooperation.

APPENDIX C

QUESTIONNAIRE FOR ABE FACILITATORS

You have been identified to participate in the study of the instructional factors influencing implementation of Adult Basic Education in Isiolo Central Division.

Please answer the questions honestly according to the instructions.

SECTION I: BACKGROUND INFORMATION:

1. What is your gender Male Female
2. What is your age bracket in years? 20-29 30-39 40-49
Above 50
3. What is your highest academic qualification?
KCPE KCSE KACE Degree
Others specify.....
4. Indicate your highest professional qualification. Certificate Diploma
5. Indicate the number of years you have worked as an ABC facilitator.
1-5 6-10 11-15 16-20 Above 30
6. Indicate your employment terms
Full time Part time Volunteer Self-help
Others specify
.....
.....

SECTION II: Teaching/learning resources

7. To what extent do you use teaching/learning resources?

Often Sometimes Not at all

8(a) Do you think the teaching/learning resources are important in the implementation of ABE curriculum? Yes No

(b) Explain your answer.....
.....

9. Who provides for the teaching/learning resources to your centre?

Government NGO's

Others please specify

10(a) Are the teaching/learning resources enough for all the learners?

Yes No

(b) Explain your answer.....
.....

SECTION III: Professional qualifications of ABE facilitators

11. What are your professionals' qualifications? Please tick

Certificate Diploma Degree

Others please specify

.....
.....

12. Do you agree that the level of education influences the implementation of ABE curriculum? Yes No

Explain your answer briefly

.....
.....

13(a) Does your professional qualification affect your ability to teach?

Yes No

(b) Explain your answer.....
.....

14. Do you attend in-service programmes?

Yes No

(b) If Yes, how often? Weekly Monthly Yearly

SECTION IV: Inspection of ABE centres

15. How often do the supervisors visit your centre?

Never visit Weekly Monthly Yearly

16(a) Do you believe that the supervisor's advice is important in the implementation of ABE? Yes No

(b) Explain your answer
.....
.....

17(a) How is your relationship with your supervisors?

Healthy Unhealthy

(b) If your answer is unhealthy give reasons
.....
.....

(c) What do you think can be done to make the relationship healthy.....

.....
.....

SECTION V: Funding of ABE

18. Who sponsors the ABE programme in your centre?

Government [] NGO's []

Others please specify

.....
.....

19(a) Are funds enough to run the centre? Yes [] No []

(b) If No, how does the centre run without enough money?

.....
.....

20. How are funds channeled to the centre?.....

.....
.....

21. How is the available funds used?.

.....
.....

22(a) Does availability of funds affect the learners' enrolment?

Yes [] No []

(b) Explain your answer briefly

.....
.....

Thank you for your cooperat

APPENDIX D

FOCUS GROUP DISCUSSION FOR ADULT LEARNERS

Introduction

My name is Eunice Kaigongi Francis, a post graduate student in the University of Nairobi. I am carrying out a research on institutional factors influencing implementation of Adult Basic Education curriculum in Isiolo Central division. I kindly request you to give honest responses during the discussion. Information obtained shall remain confidential.

QUESTIONS

1. How has use of learning resources helped the learners to get the concepts in adult education class? (Probe on importance of learning resources on learners' participation and reception of concepts).
2. Do your facilitators present the lesson in a manner that is understood by the learners? (probe on lesson approach, variation of methods of teaching, ability to handle adult learners etc)
3. Do you think the adult education supervisors are key to the implementation of ABE curriculum? (probe on how the facilitators react to the supervisors' visits, the learners' attitude towards their visit, how often the supervision is done and its influence to ABE curriculum implementation).
4. How does availability of funds influence implementation of ABE in your centres? (probe on sources of funds, how it is used)

Thank you for your cooperation

APPENDIX E: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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:

NACOSTI/P/14/7801/2316

2nd July, 2014

Kaigongi Eunice Francis
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 education curriculum in Isiolo Central Division, Isiolo County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in Isiolo County for a period ending **31st December, 2014.**

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



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

APPENDIX F: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

MS KAIGONGI EUNICE FRANCIS
of UNIVERSITY OF NAIROBI, 506 60200

Meru, has been permitted to conduct
research in Isiolo County

on the topic: INSTITUTIONAL FACTORS
INFLUENCING IMPLEMENTATION OF
ADULT BASIC EDUCATION CURRICULUM
IN ISILO CENTRAL DIVISION, ISILO
COUNTY, KENYA

for the period ending:
31st December, 2014

Applicant's
Signature

Permit No.: NACOSTI/P/14/7801/2316
Date Of Issue : 2nd July, 2014
Fee Received: Ksh 1,000

Secretary
National Commission for Science,
Technology & Innovation

