FACTORS INFLUENCING ADULT LEARNERS' PARTICIPATION IN COMMUNITY DEVELOPMENT IN NYANDARUA NORTH SUB-COUNTY, NYANDARUA COUNTY, KENYA

BY

PRISCILLA NYAMBURA KURIA

A Research Project Report Submitted in Partial Fulfilment for the Requirement of the award of Degree of Masters in Education in Adult Education and Community Development

UNIVERSITY OF NAIROBI

2015

DECLARATION

This research project report is my original work and has not been presented for a Degree award in any other institution.

Signature _____ Date _____

Priscilla Nyambura Kuria

E56/83844/2012

This research project has been presented to the University with my approval as the University Supervisor.

Signature_____ Date: _____

Prof. Lucy Kibera

Department of Educational Foundations

School of Education, University of Nairobi.

DEDICATION

This work is dedicated to my dear husband Patrick, our son Denis and daughters, Charity, Joyline and Winrose.

ACKNOWLEDGEMENTS

This research project is a culmination of intensive study. There are numerous individuals who have provided me with support and encouragement. I honestly express my deepest gratitude to all for helping me complete this research project. Special thanks go to Prof. Lucy Kibera of University of Nairobi who was my supervisor. She diligently and thoroughly guided me through all the stages of writing a project. Thanks for your foresight and guidance.

Special appreciation goes to Mr. Daniel Mutitu for typesetting my research project. His support and patience saw me get past the data analysis stage.

I also offer my sincere gratitude and appreciation to my husband, Patrick, my son Denis and daughters Charity, Joyline and Winrose for their patience and understanding during my absence from home as I strove to accomplish this task. Their encouragement and support motivated me towards completion of this research project.

To cap it all, I give gratitude and praise to the Almighty God, my comforter and source of supernatural inspiration and strength for continually guiding me throughout this academic journey.

May God Bless You All.

ABSTRACT

The main purpose of the study was to examine the factors that influence participation of adult learners in community development. The objectives sought to establish how basic literacy education of adult learners, social background, religion, cultural and economic endowment influence adult learners' participation in community development. Using *ex-post facto* research design, data was collected through a questionnaire which was administered to a sample of ninety nine adult learners and nineteen adult education teachers who were selected through stratified and simple random sampling techniques in Nyandarua North Sub-County. Data were analyzed through descriptive statistics specifically frequency and percentage. The study offers useful insights to the Ministry of Education, adult learning programme as well as the Ministry of Devolution, community development organizations/projects on intervention strategies to be initiated with a view to improving adult learning and enhancing participation in community development organization activities respectively. Lack of adequate education towards what entails community based organizations/projects (CBOs) and inadequate knowledge in community matters were the major social hindrances to learner's participation in CBOs. Academic qualification did not hinder one from participating in CBOs activities as a member but a factor when it came to assuming managerial positions. Most adult learners (75.0%) were affiliated to religious organization and had community based activities that were beneficial both to the church as well as the individual members. The adult learners (82.6%) felt that religion affiliation create a platform for achieving what an individual had a challenge in realizing. The main cultural factors were the nature of work and the need to educate the young influenced adults participation in CBOs. Women were involved more with work at home (58.7%) as well in community development activities (46.2%) than men with 32.5% and 23.8% respectively. Lack of adequate resources including lack of finances as well as lack of immediate financial benefits was the main economic factors that hindered full participation in community development projects. When no financial benefits were forthcoming, adult learners withdrew from the projects to create time for activities that they could earn from.

The study recommends that other scholars to carry out a similar study through its concerned institutions/ stake holders in adult learners institutions and other private sector in other Nyandarua Sub-Counties and also in various parts of other Kenyan Counties.

TABLE OF CONTENTS

DECLARATION ii

DEDICATION iii

ACKNOWLEDGEMENT iv

ABSTRACT v

TABLE OF CONTENTS vi

LIST OF TABLES x

LIST OF ABBREVIATIONS AND ACRONYMS xii

CHAPTER ONE: INTRODUCTION 1

1.1 Background to the Study 1

1.2 Statement of the Problem 5

1.3 Purpose of the Study 6

1.4 Research Objectives 6

1.5 Research Questions 7

1.6 Significance of the Study 7

1.7 Delimitations of the Study 8

1.8 Limitations of the Study 8

1.9 Assumptions of the Study 8

1.10 Definition of Significant Terms 8

CHAPTER TWO: REVIEW OF RELATED LITER ATURE 11

2.1 Introduction 11

2.2 Overview of Adult Education and Adult Participation in Community 11

2.3 Theoretical Framework 12

2.3.1 Theory of Adult Learning 13

2.4. Empirical Review of Related Literature on Adult Education 14

2.4.1 Social Factors 14

2.4.2 Religious Factors 16

2.4.3 Cultural Factors 17

2.4.4 Economic Factors 18

2.4.5 Community perception and adult learners perception 19

2.5 Conceptual Framework 20

2.6 Research Gaps 22

CHAPTER THREE: RESEARCH METHODOLOGY 24

3.1 Introduction 24

3.2 Research Design 24

3.3 Population and Sampling 24

3.4 Data Collection Instrument 25

3.5 Validity and Reliability 25

3.6 Data Collection Procedures 26

3.7 Data Analysis techniques 26

3.8 Ethical Issues 26

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION 27

4.1 Introduction 27

4.2 Background Information 27

4.3 Respondents' Biodata 28

4.3.1 Distribution of Respondents by Gender 28
4.3.2 Distribution of Respondents by Age 29
4.3.3 Distribution of Adult Learners by their Religion of affiliation 30
4.3.4 Distribution of Adult Learners by Marital Status 31
4.3.5 Distribution of Teachers and Learners by Highest Academic Qualification 32
4.3.6 Distribution of Teachers by Professional Qualification 34
4.3.7 Distribution of Teachers by Teaching Experience 35
4.4 Results and Discussion Based on Objectives of the Study 35
4.4.1 Effect of Social factors on participation in Community development 36
4.4.2 Effect of Religious factors 40
4.4.3 Effect of Cultural Factors 42
4.4.3.1 Effect of cultural factors and participation of adult learners in community development according to Teachers 49
4.4.3.2 Adult Learners' involvement in Community development activities by gender 51
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 58
5.1 Introduction 58
5.2 Summary of the Findings 58
5.2.1 Respondents' Biodata 58
5.2.2 Summary of findings on the basis of the objectives of the study 59
5.3 Conclusions of the Study 61
5.4 Recommendations 62
5.5 Suggested Areas for Further Study 62

REFERENCES.....63

Appendix 1: Research questionnaire for adult learners.....66

Appendix II: Research questionnaire for teachers 74

LIST OF TABLES

Table 1.1: Nyandarua County Adult Education demographic data.....5

Table 4.1: Respondents by Gender.....28

Table 4.2: Age of the Respondents.....29

Table 4.3: Adult Learners' by Religion of affiliation.....30

Table 4.4: Marital status of the Adult Learners 31

Table 4.5: Teachers' Highest Academic qualification 32

Table 4.6: Adult Learners' Highest Academic qualification.....33

Table 4.7: Teachers' Present Professional Qualification.....34

Table 4.8: Teachers' Teaching Experience.....35

Table 4.9: Adult Learners' perception of the effects of social factors on participation in Community Development programmes.....36

Table 4.10: Adult learners' perception on the influence of religious factors on their participation in Community development by gender. 40

Table 4.11: Adult learners' perception on effect of cultural factors in participation.....42
in Community development by gender. 42

Table 4.12: Teachers' perception on effect of cultural factors in participation in Community development.....50

Table 4.13: Adult Learners' involvement in Community development activities by gender.....52

LIST OF FIGURES

Figure 2.1: Conceptual Framework.....21

LIST OF ABBREVIATIONS AND ACRONYMS

ACE: Adult and Continuing Education

AEAs: Adult Education Associations

AED: Adult Education and Training

CBOs: Community-Based Organizations

GoK: Government of Kenya

NCST: National Council of Science and Technology

NGOs: Non-Governmental Organizations

SPSS: Statistical Package for Social Sciences

UNESCO: United Nations Science and Cultural Organization

U.S.: United States

WALL: Work and Lifelong Learning

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Generally, education can be described as a form of learning whereby there is transfer of knowledge, skills, values, beliefs and habits of a given group of people from one generation to another through different channels such as teaching and training. It can take place in schools and colleges on a full-time basis and with a formalized curriculum or it take place outside these institutions with less formal curriculum. Adult education falls under the latter category. Adult education refers to the provision and utilization of education facilities whereby those who are no longer participants in full-time school's system may have a chance of learning at any period of their lives (Kamau, 2011). The United Nations Science and Cultural Organization (UNESCO, 2006) stated that there is a need for adults who never went to school to learn and for those who have left school to continue learning.

It was further noted that adult learning and training is crucial in the integration, combating of social exclusion, and in promoting of social cohesion, and also plays a fundamental role in adults' day-to-day life. Baumgartner (2001) asserted that, adult education has long been demonstrated as a channel for social change and transformation. The initial vision of adult education's contribution to political empowerment and societal transformation has declined as it is rarely factored in policy-making (UNESCO, 2010). Muhammad et al. (2008) observed that, modern practice of adult education postulates that, adult learners are self-directed in other areas of their lives and as such they prefer self-directed learning.

It was identified that in developed countries the focus of adult education policy is to address labour market needs and link adult education to the development of a sustainable knowledge economy. It advocates for the accessibility for disadvantaged groups and people with low literacy levels (OECD, 2003).

A report by UNESCO (2009) indicated that, globally, basic education (mainly adult literacy programmes) remains the most dominant form of adult education, with 127 countries (82%) declaring this as one of their programmes. In Arab States, basic education is the principle form at 84 per cent, Latin America and the Caribbean is at 96 per cent, while in sub-Saharan Africa is at 93 per cent. It is argued that, it is not surprising that adult education provision in Latin America and Caribbean is predominantly centred on literacy programmes, granted that this was where the majority of the 774 million people without reading and writing skills live. It was further argued that, adult literacy and levels of adult literacy are not problems limited to low-income countries. Moreover, it was observed that, many Western countries have opted to address literacy issues by providing adult literacy or basic skill programmes.

According to Kibera (2007) since independence, Kenya has committed herself to provision of adult education. Adult education in Kenya is said to include all forms of organized education and training that meet basic learning needs of adults. It further includes literacy and numeracy instruction as well as general knowledge, skills, attitudes and values that assist them to survive, develop capacity, live and work in dignity.

In Kenya, literacy levels by year 2013 were 87.4% (90.6% for males and 84.2% for females respectively. It was moreover, pointed out that adult education in Kenya, incorporates persons aged 15 years and above who may have missed out on formal education (Directorate of Adult Education, 2008). In year 2008, there were a total of 189,005, that is, 58,750 males and 130,435 females adult learners in Kenya (Directorate of Adult Education, 2009). This was an increase of 64.5% from the statistics of 2002 (114,865 adult learners). According to the Kenya National Bureau of Statistics (2007), the adult literacy levels in the current Nyandarua County as at 2007 were males (76.6%) and females (68.0%). The Government of Kenya (GoK, 2005) stated that, adult education programs are offered by different organizations which include non-governmental organizations (NGOs) and community-based organizations (CBOs) amongst others. Such organizations offer basic literacy non-formal and community training development programmes.

There are many community development projects that are funded by the government, NGOs, and donors across Kenya. Such projects call for involvement of different stakeholders drawn from the local community in their formulation, implementation, monitoring, and evaluation. Yet, there are many cases whereby the participants are not enlightened enough to contribute objectively towards the success of such community projects. The former was more often attributed to lack of knowhow amongst participants especially in rural areas. Given that adults constitute the membership of committees formed to oversee the implementation of such projects, it was clear that adult education would tentatively contribute towards the success of the projects mentioned above. As

such, it is important to understand the factors that influence adult learners' participation in community development. The current study hypothesizes that cultural, social, economic and religious factors influence participation of adult learners in community development.

Agriculture is the main economic activity carried out in Nyandarua North Sub- County. Both animal and crop farming were popular in the area. Nyahururu Umoja Sacco and Nyala Dairy Co-operative are two development projects that have attracted a big membership from the Sub-County. The two deal with the sale and processing of milk from members.

As far as religion is concerned, Christianity is dominant. More than 80% currently confess Christianity (Jarvis, 1995). It is important to note that in addition to spiritual shepherding the church has also initiated several development projects for their members. PCEA Manguo Parish has formed Manguo Land Buying Company. Members of the church were given first priority in the purchase of the company shares. The church members had in return joined the company in great numbers as if to fulfill the church's call "JITEGEMEA" (PCEA MANGUO KIRK SESSION REPORT : DECEMBER, 2014)

Adult learning and training has been embraced in Nyandarua County. Between 2012 to 2014 the enrolment for Nyandarua County has been on the increase as indicated in Table 1.1.

Table 1.1 Nyandarua County Adult Education demographic data

YEAR	MALE	FEMALE	TOTAL
2012	775	2109	2884
2013	845	2555	3406
2014	903	2818	3721

Source: Nyandarua County Adult Education Annual Report 2014.

Nyandarua North Sub-County in 2014 had 19 Adult Education centers with a student population of 426; 108 males and 318 females respectively. There are more female adult learners compared to males. This can be explained by the fact that more females are illiterate compared to their male counterparts.

1.2 Statement of the Problem

Adult education is emphasized as important in any community and nation. Adults embark on learning with the aim of acquiring further knowledge and/or skills relevant to their social economic activities such as agriculture. In addition, adult learners also learn communication and leadership skills. Many community projects included uneducated adults in their committees. It was quite obvious that their contribution towards community development through such projects was limited due to their illiteracy or low levels of education. Hence educating the adults was in the first place, very fundamental in community development. Many studies, however, that have been done in adult education have revolved around participation of adults in learning. Therefore, little attention has been paid to how adult learners participate in community development.

Understanding the contributing factors to adults' participation in community development is expected to enable the relevant stakeholders appreciate their participation and thus may assist them to formulate sound and relevant strategies that can enhance the adult learners' participation in community development project. Some of the community projects in Nyandarua North Sub-County include: fish farming, poultry keeping and dairy goat farming. Leshau/Karagoini Water Project is another major project serving Kiriita and Leshau Pondo wards. The aforementioned projects required the community for implementation and sustenance with the assistance of IFAD, an NGO as a key donor which operates through the Ministry of Agriculture.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors that influence participation of adult learners in community development in Nyandarua North Sub-County, Nyandarua County, Kenya.

1.4 Research Objectives

The objectives of the study sought to:-

i. Establish how social factors in terms of family size and marital status affect adult learners' participation in community development in Nyandarua North sub-County.
ii. Investigate the role of religious factors in adult learners' participation in community development in Nyandarua North sub-County.

iii. Establish the influence of cultural and economic factors on participation of adult learners in community development in Nyandarua North sub-County.

1.5 Research Questions

i. How do social factors affect adult learners' participation in community development in Nyandarua North sub-County?

ii. What is the role of religious factors in adult learners' participation in community development in Nyandarua North sub-County?

iii. What is the influence of cultural and economic factors on participation of adult learners in community development in Nyandarua North sub-County?

1.6 Significance of the Study

The study will provide an opportunity to the adult learners to express ideas or opinion on the participation in Community Development Projects as an approach of enhancing community development. The data obtained from the study will inform the government on the adult learners' perceptions on Community Development Projects. The study will help the Ministry of Education to take the necessary action based on the findings so as to help the country to achieve the goals and aspirations of vision 2030 whereby the country want to transform itself into a rapidly industrializing middle income nation in which citizens enjoy high quality life in a clean and secure environment.

1.7 Delimitations of the Study

The study was restricted to Nyandarua North sub-County which is one of the seven sub-Counties in Nyandarua County, Kenya. The study was limited to persons undertaking adult education classes within the Nyandarua North sub-County. The respondents comprised adult learners participating in the ACE programmes. The sample findings cannot therefore be generalized to the rest of the population.

1.8 Limitations of the Study

The respondents might not have disclosed the reasons that may hinder/ encourage their participation in community based organization activities.

1.9 Assumptions of the Study

The study assumed that, the adult learners targeted are the ones that were accessible; that the respondents voluntarily gave factual information regarding their participation in community development; and that the research instruments used adequately and accurately captured the data required.

1.10 Definition of Significant Terms

The following terms are critical in this study and their definitions are as illustrated below;

Education: Is a transfer of knowledge, skills, values, believes and habits of a given group of people from one generation to another.

Adult education: It denotes the entire body of organized education processes whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or

professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior.

Adult learners: These are persons who attend education programmes at a relatively Advanced age.

Community:- Refers to a village, a tribe or a nation that share basic conditions of a common life, also an areas of social living marked by some degree of social coherence.

Perception :- It is the conscious understanding of something.

Community development: It is a process whereby community members come together to take collective action and generate solutions to common problems which aim at achieving development and welfare of the community. In this study the researcher refers to development activities like milk processing institutions such Nyala Dairy Co-op and poultry keeping activities as practiced by DOREB (Desert and Oasis Residents Empowerment Programme).

Cultural factors: These refer to issues touching on a set of beliefs, traditions, moral values, language, and behaviour held by a community.

Economic factors: These include unemployment, inflation, and other policies that have a bearing on money issues that help to determine the competitiveness of an environment.

Participation: It is a process of taking part in a given activity, project, etc where one is a stakeholder and/or is qualified to be engaged.

Religious factors: These are factors that have a religious bearing and include life-changing religious experiences, participation in spiritual practices, an membership in a religious group.

Social factors: They refer to things that influence the lifestyles of people such as family size and marital status.

CHAPTER TWO: REVIEW OF RELATED LITER ATURE

2.1 Introduction

This chapter reviews the related theories, concepts and empirical studies touching on adult learners and their participation in community development. The chapter also illustrates the conceptual framework of variables and a study of the reviewed studies on adult learners' participation in community development. Lastly potential research gaps which the study will seek to address are identified.

2.2 Overview of Adult Education and Adult Participation in Community Development

Typically, it is argued that, there are no career-oriented purposes related to adult education. The aim of this education, Desjardins et al. (2006) noted, is simply to provide the adult participants with greater insight. Participation is considered to be an embodiment of democracy. It is also stated that, in many parts of the world, popular adult education is less structured and lacks government subsidies except in the European countries; nevertheless, it plays a crucial role in the life of various social movements and community developments. Adult education and training (AED) according to Organization for Economic Cooperation and Development (OECD) 2005 has been largely linked to the world of work in the last quarter of century. This was illustrated in the basic change in methods from a passive to an active labour market strategy in which government-initiated labour market programmes became central public policy instrument.

It is also observed that, private strategies have become crucially vital and at par with public policy in structuring the field of adult learning. Livingstone and Raykov (2013) on their surveys of adult learning trends in Canada noted that, approximately 50 per cent of Canadian adults participated in further education courses each year. Most of such adults were participating in informal learning related to paid employment, housework and general interests. The surveys also indicated that, the adult learners participated in community volunteer work as well as the array of adult learning activities. In a study conducted in Kenya, Kamau (2011) conceptualized some community-based factors that influence adult education; both participation and completion rates. The factors included positive attitude, collective support of literacy programmes, and culture.

2.3 Theoretical Framework

The theoretical framework of this study will be based on the “human capital theory” by Adam Smith (Backer, 1964). In economic terms capital refers to items of extensive value, investing in skills and education can also be viewed as building up of human capital that has its own economic value. The human capital theory based on the principle that human capital represents the stock of skills and knowledge that leads to the ability to perform labour that is of economic value. Simmons (1980) in supporting this theory suggests that an investment in education increases labour productivity by embodying in that labour increased skills and knowledge.

2.3.1 Theory of Adult Learning

The theory of adult learning is the key question of how adults learn has occupied the attention of scholars and practitioners since the inception of adult education as a professional field of practice in the 1920's (Merriam, 2001). The scholar lamented that, after almost a century since adult education came to effect, there is no single theory or model of adult learning that best explains all that is known about adult learners, the various contexts where learning takes place, and the process of learning itself. Davenport and Davenport (1985) classified andragogy as a theory of adult education, theory of adult learning, theory of technology of adult learning, method of adult education, technique of adult education, and a set of assumptions.

It is argued that, as active and pragmatic members of communities, adult learners can discover, shape, and make explicit their own knowledge. The theory of adult learning intensifies the intriguing discussion about what counts for knowledge and learning in adulthood. It is lastly opined that, context-based learning enhances the knowledge and development of adult learning theory (Lave, 1988). Merriam (2001) pinpoints a number of implications of adult learning theory. This is against the argument that, though a grand theory of adult learning might appear to ease the task of explaining adult education to others, it has to be so broad that, it would eventually explain nothing.

Merriam (2001), moreover, noted that, according to the theory of adult learning, the adult learner is viewed holistically. Secondly, the learning process is much more than the systematic acquisition and storage of information. The theory also enables us to make

sense out of our lives, transforming not just what we learn but also the way we learn. Furthermore, it is absorbing, imagining, intuiting, and learning informally with others. Lastly, according to the theory, the context in which learning occurs is of great importance. Not only is learning visible as situated in a particular context, but people can also examine how race, class, gender, power and oppression, and conceptions of knowledge and truth shape the context in the first place and subsequently the learning that occurs.

2.4. Empirical Review of Related Literature on Adult Education

This section reviews the empirical studies that have so far been conducted touching on social, religious cultural and economic factors in context of adult learners 'participation in community development. Community perception and adult learners perception has also been discussed.

2.4.1 Social Factors

Studies by Breckett and Hiemstra (1991) emphasized the importance of the social context in which the learning itself takes place. According to Baumgartner (2001), adult education has long been demonstrated as a channel for social change and transformation. It is firmly stated that, adult education is an entitlement and a public good, to which all should have access, but in which all equally have a responsibility to participate– in the interests of building and sustaining democracy.

It is stated that, many social and political movements have integrated adult learning and education as a powerful means for supporting personal, social and political empowerment (Antikainen et al., 2006).In a study on factors that influence adult learners' decision to drop out or persist in learning, Park and Choi (2009) when citing Tinto (1993) argued that, social and academic integrations are likely to result in a stronger student commitment to learning. According to Kalman (2005), social status affect participation of adult learners in literacy education programmes.

In a study on adult learners' demographic variables in Oyo and Ondo States of Nigeria, Olojede and Oladitan (2013) noted that, married learners are affected by social responsibilities within the community. The authors observed that, in spite of adult learners being tasked with undertaking domestic responsibilities and social commitments, some still manage to get time for learning activities. The study findings further indicated that, given that majority of the adults are married they are expected to be role models in their areas and as such face social demand. This has necessitated the need for them to participate in adult literacy activities. Moreover, it was established that social circles within and among the community members do influence the rate of literacy acquisition amongst the women. A study by Mayo (2009) further supported the foregoing by exemplified the case of Tanzania where the founding president's vision of socialism embraced adult education as a means of mobilizing people for self-reliant community development and societal empowerment.

2.4.2 Religious Factors

Factors such as religion, according to Kalman (2005) affect adult learners' participation in literacy education. In countries such as those in North Africa and Arabian, religion is a crucial factor in accessibility of education. These countries highly value religion and more so in respect to women (Sanda, 2014). Accessibility of education by adult women is hindered by religious and cultural beliefs in most of these countries. However, some countries like Qatar which have strict religious beliefs have got high literacy levels amongst adult women which is argued to be largely based on their relatively high economic status. Nyandarua County is dominated by Christianity which advocates male and female education.

The findings of a study on adult learners' demographics as a predictor of access and participation in literacy programmes in Nigeria found that, majority (68%) of the adult learners in both Ondo and Oyo States were Christians whereas only 1.5% were African Traditional Religion (Olojode & Oladitan, 2013). 78 per cent of the respondents who were Christians admitted that their church leaders including pastors did involve them in various church activities. This meant that, adult literacy programmes were better received by Christians as compared to other religions. The authors further noted that, the low level of Muslim participants was due to the inherent belief that everything Western is Christian. The findings thus indicated that religion affects the level of participation and acquisition of adult literacy and adult participation in community development.

2.4.3 Cultural Factors

Studies indicate that the United States, Canada and Nordic countries embrace and support adult learning (Desjardins et al., 2006). The culture and government policies in these countries make higher education attractive to adult students. There is popular and liberal adult education which constitute 'folk high schools' and adult education associations (AEAs), which are crucial to adult education particularly in Nordic countries. The adult education lies at the crossroads between civil society and the state, and essentially has three major roles. That is, to act as an agency of popular movements, to educate adults, and to support culture.

The UNESCO's (2006) global report on adult learning and education noted that, in as early as 19th century, emphasis was put on the importance of cultural and socio-political fields of knowledge and on the development of community-based, non-formal adult education. The report further indicated that, adult education is now viewed as a key in the economic, political and cultural transformation of individuals, communities and societies. Olojede and Oladitan (2013) in their study conducted in Nigeria concluded that, socio-cultural problems are compounded by the problem of distance. Therefore, literacy programmes should be organized with the age of the participating adults in mind.

In her study on access and participation of adult and continuing education (ACE) learners in adult basic literacy programmes in Kiambu County, Kenya, Kamau (2011) when citing Jarvis (1995) observed that, education is the process of transmission of people's culture through language. The scholar further noted that, the language employed in adult

teaching should be well understood by the learners. Taari's (2012) study concluded that, in Kenya majority of the men are favoured by the cultural beliefs in some communities which are inclined towards promoting boy-child education. Therefore, more men end up being educated as compared to women.

2.4.4 Economic Factors

A global report on adult learning and education indicated that, adult education is now viewed as a key in the economic transformation of individuals, communities and societies (UNESCO, 2009). Literacy is argued to be a prerequisite for the economic development and empowerment. Thompson (1987) asserted that, socio-economic factors significantly affect the development of adult literacy in the society. The author further argued that it is quite difficulty to remove adults away from their normal responsibilities.

Olojode (2012) lamented that, there exists a special human resource challenge in areas of socio-economic skills. This is due to the argument that teachers have a grave inadequacy in vocational skills that adult learners hugely need. Olojede and Oladitan's (2013) study carried out in Nigeria indicated that adults would only be willing to participate in learning programmes if such would enhance their economic status. More so, the scholars noted that, many women involved in the study were petty traders which implied that economic factors determined their rate of acquiring education. Various factors including socio-economic activities affect the willingness and outright participation in adult literacy programmes.

Mwale (1998) in a research study conducted in Taita Taveta District, Kenya noted that majority of adult learners join classes with the hope that the same will enhance their economic status. A study on factors influencing participation of learners in adult and continuing education in Meru South District, Kenya (Taari, 2012), noted that the adult education programmes object to build capacity by imparting knowledge, skills, attitudes and values, which enable people to engage in gainful employment and as such enhance their quality of life. The scholar, therefore, inferred that, the participation of adults in the aforementioned forms of adult and continuing education (ACE) is crucial to the individual concerned, community, and indeed the socio-economic development of a country at large.

2.4.5 Community perception and adult learners perception

The purpose of community development education is to empower a community to live a more satisfying life individual member in the community become self-reliant. An empowered community know its development needs and will therefore have the responsibility to determine the direction of its own development (Bhasin, K. 1992). The people in such or community will be able to form their own development projects based on their needs.

Individual members may however not take part in those community development projects due to various reasons. Some reasons may be based on politics, religion, culture, social status, wealth, gender, race etc. (Kibagendi Abugah Dr. 2013). The government

and donor agencies should bring awareness to the community to make them see the need to take part in community development projects.

Adult learners may want to participate in community development projects for various reasons. Some would like to exercise their newly acquired skills. Others may want to join the community based organizations for leadership (peter J.M. et-al 1991)

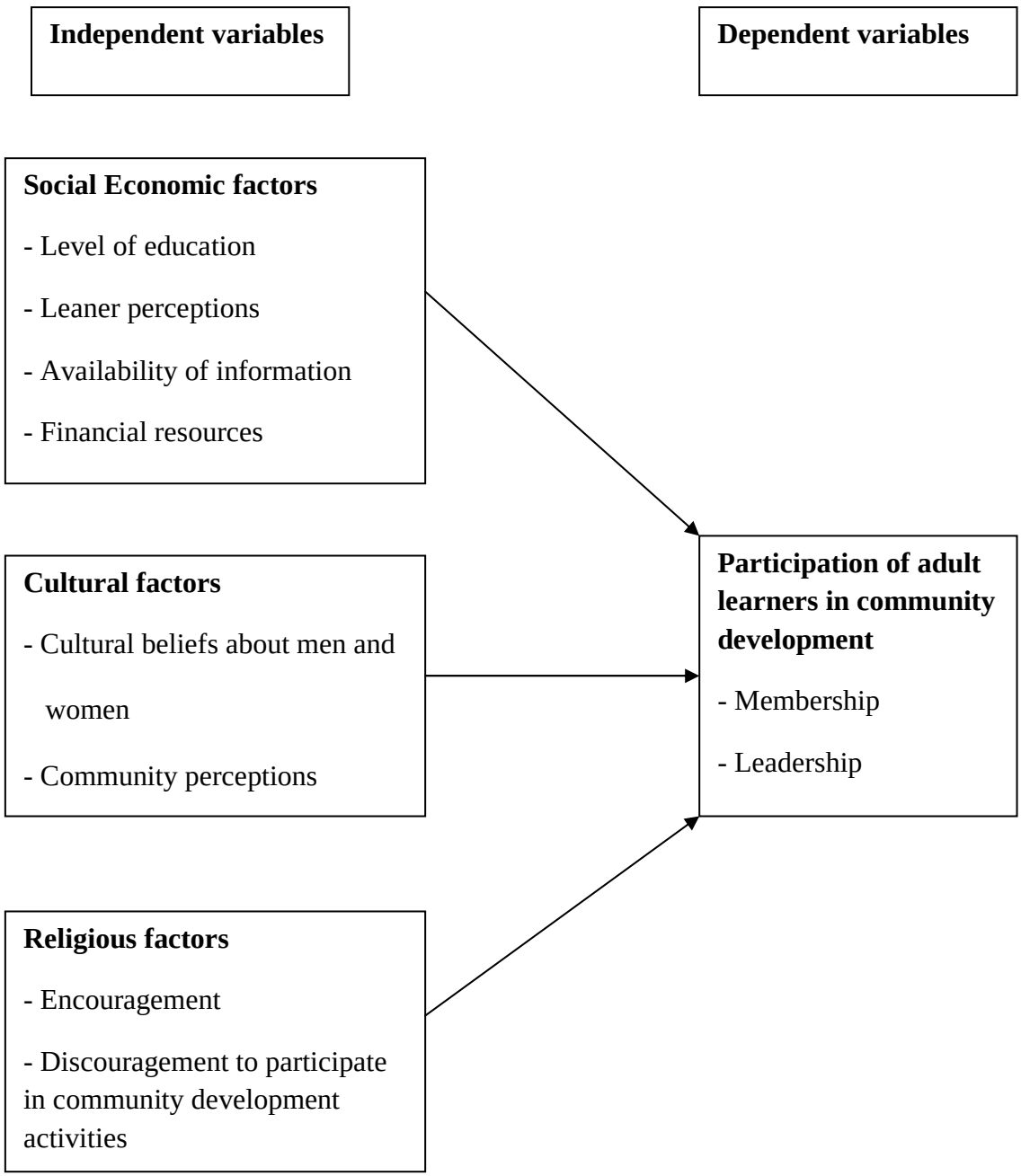
2.5 Conceptual Framework

Conceptual framework of this study is designed to show the relationship between the independent variable (social factors, Religious factors, Cultural factors, economic factors) and the dependent variable which is adult learners' participation in community development. Other factors that are investigated include community's and learners' perception towards their participation in community development projects.

The conceptual framework in a diagram form is presented in Figure 2.1.

Figure 2.1: Conceptual Framework.

Conceptual framework showing the relationship between socio economic, cultural factors and religious factors on participation of adult learners in community development.



2.6 Research Gaps

From the reviewed empirical studies, it is quite evident that, many studies have addressed the themes of social, religious, cultural, and economic factors. These studies have taken global, regional, and indeed local perspectives. It is exemplified that, Antikainen et al. (2006), Park and Choi (2009), Mayo (2009), and Olojede and Oladitan (2013) among other scholars have studied the subject of social factors in light of adult education. Yet, none of the studies reviewed have contextualized social factors to the case of adult participation in community development in Nyandarua North Sub-County.

Many studies reviewed (Kalman, 2005; Olojode & Oladitan, 2013; Sanda, 2014) have focused into the theme of religious factors in light of adult education. For instance, Kalman (2005) emphasized the importance of religion in North African and Arabian countries. Yet none of the studies reviewed related the theme of religion to adult participation in community development. More so, related studies in Kenya context are scarcely available.

The role of culture in continuing adult education has been studied. It is exemplified by Desjardins et al. (2006) that countries such as the U.S. and Nordic countries embrace adult learning; and that, the culture and government policies in these countries make higher education attractive to adult students. In Kenya, Kamau (2011) studied access and participation of adult and continuing education learners. In addition, Taari (2012) deduced that, in Kenya majority of the men are favoured by the cultural beliefs.

Nevertheless, none of these studies has sought to seek the contribution of adult learners' participation in community development.

The reviewed studies acknowledge that economic factors and adult education are associated. For instance it is stated that, adults are encouraged to attend classes with the aim of enhancing their economic status (Olojede & Oladitan, 2013). However, the studies are not clear how economic factors influence adult learners' participation in community development. It is, therefore, clear that there are glaring research gaps relative to social, religious, cultural, and economic factors in context of adult participation in community development in Kenya. The current study, therefore, seeks to fill or bridge the highlighted research gaps.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The chapter outlines the entire process that was followed to arrive at findings that are in line with the study objectives. It outlines the research design that was adopted, the target population, sampling procedures, research instrument, data analysis, reliability and validity of the research instrument.

3.2 Research Design

This study used descriptive survey design. Descriptive survey was preferred to other designs due to the fact that it enabled the study to capture the opinions of the respondents. It also enabled the researcher to answer "what?" kind of questions as exemplified by the general research question: what is the influence of adult learners' participation in community development? The descriptive research design (Mbawambo, 2005) facilitated the realization of the research objectives. Descriptive survey, as it was the case with the current study, was an example of cross-sectional study that was conducted at particular point in time (Kothari, 2004).

3.3 Population and Sampling

The target population was stated to be the population to which the study findings would be generalized. In this study the target population constituted a total of 426 (108 males and 318 females) adult learners in Nyandarua North sub-County which had eighteen (18) adult learning centers (District Adult Education Officer, 2014). Simple random sampling was used to select respondents, who were distributed according to the ratio of male to

female at a percentage of 25% as illustrated by the target population of 108 males: 318 females.

3.4 Data Collection Instrument

The study employed a structured questionnaire to collect primary data from the sampled respondents. As suggested by Kothari (2008) and Mugenda and Mugenda (2009), questionnaires are very suitable in survey research since they can be administered to a large number of respondents. The questionnaire consisted of questions on respondents' demographics, that is, gender, age, marital status, and education level. The instrument also captured data relevant to both independent variables (social factors, religious factors, cultural factors, and economic factors) and the dependent variable (participation of adult learners in community development).

3.5 Validity and Reliability

Prior to administering the research instrument, a pilot study was conducted with the object of assessing both the validity and reliability of the instrument. Van Teijlingen et al. (2001) argued that pilot studies are reported as a means of justifying the research methods and research design. The scholars further stressed that pilot studies are essential in determining the validity and reliability of the research instrument. Reliability was first tested followed by validity since it is alleged that, an instrument can be reliable but not valid, but it has to be reliable in order for it to be valid (Kimberlin & Winterstein, 2008). Reliability was tested by use of Cronbach alpha (α) coefficient where the reliability threshold was alpha value equal to 0.8. The researcher also sought expert opinion of her

University of Nairobi supervisors in order to determine the content validity of the data collection instrument.

3.6 Data Collection Procedures

A research permit was sought from the National Council of Science and Technology (NCST) through the School of Post-Graduate Studies of University of Nairobi to be allowed to collect the required data. Consent of the Nyandarua County Department of Adult Education was also sought. The researcher then visited all the adult education centers in Nyandarua North Sub-County where she personally informed the respondents about the impending study. Thereafter, the instrument was self administered to the teachers and learners.

3.7 Data Analysis techniques

Data collected was processed, coded and analyzed through descriptive statistics namely frequencies and percentages.

3.8 Ethical Issues

Ethical issues are a set of principles of right conduct. The following ethical rules and regulations were adhered to in the course this study:

i) The researcher concealed confidential information and assured the respondents that their identity would remain anonymous.

ii) The respondents' responses as gathered through the questionnaires were used purely for academic purposes and not for any other purpose.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the research analysis, presentation and interpretation of the research study based on the specific objectives which are: to establish how social factors affect adult learners' participation in community development in Nyandarua North sub-County, to identify the effect of religious factors on adult learners' participation in community development, to investigate the role of cultural factors in adult learners' participation in community development and to establish the influence of economic factors on participation of adult learners in community development in Nyandarua North sub-county, Nyandarua county.

4.2 Background Information

A total of 99 questionnaires were administered to twelve randomly selected Adult learning centers in Nyandarua North Sub County. Some 80 questionnaires were administered to Adult education learners while 19 questionnaires were administered to adult education teachers.

The study was carried out using the survey design**.** Their response was then coded using SPSS and Ms Excel computer programs which generated analytical results. The analytical results were then interpreted.

The response rate was 100.0%. According to Sekaran (2003) it is a very high response rate. Sekaran (2003) observed that a high response rate helps to ensure that the survey results are representative of the target population.

4.3 Respondents' Biodata

This section deals with respondents biodata which is covered in sections 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6 and 4.3.7 with respect to gender, age, religion, marital status, academic qualification, teaching experience and learner's duration of learning respectively. Data obtained from these variables are presented in Tables 4.1, 4.2, 4.3, 4.4 and 4.5.

4.3.1 Distribution of Respondents by Gender

The study gathered data on respondents gender which is summarized in Table 4.1.

Table 4.1: Respondents by Gender

	Adult Learners		Adult Teachers	
	Male	Female	Male	Female
Frequency	29	51	8	11
%	36.2	63.8	42.1	57.9

Source: Field Data

The analysis in Table 4.1 indicates that majority of the respondents from Learners were females 63.8% compared to males 36.2% while teachers were 42.1% and 57.9% for males and females respectively.

This could imply that majority of the respondents for each of the two categories of the respondents were females. It could also imply that more females were receptive to adult education issues than males.

4.3.2 Distribution of Respondents by Age

The study gathered data on respondents' age which is summarized in Table 4.2.

Table 4.2: Age of the Respondents

Age Bracket	Respondents			
	Learners		Teachers	
	Frequency	%	Frequency	%
18 – 25	6	7.5	1	5.3
26 – 35	9	11.2	5	26.3
36 – 45	37	46.3	5	26.3
Over 45	28	35.0	8	42.1
Total	80	100.0	19	100.0

Source: Field Data

The findings in Table 4.2 reveal that the age range for majority of adult learners were between 36 – 45 years. The majority of teachers (42.19%) were over 45 years. The

percentage of learners in learning centers appeared to increase with the increase in age from 36 years of age.

4.3.3 Distribution of Adult Learners by their Religion of affiliation

The study enquired data on learners' religion affiliation which is summarized in Table 4.3.

Table 4.3: Adult Learners' by Religion of affiliation

Religion affiliation	Learners	
	Frequency	%
Roman Catholic	21	26.2
PCEA	31	38.8
ACK	9	11.2
AIC	3	3.8
OTHERS	16	20.0
Total	80	100.0

Source: Field Data

The respondents were classified according to religion affiliation where 26.2% from Roman Catholic, 38.8% from PCEA, 11.2% from ACK, 3.8% from AIC and 20.0% from other Christian religious affiliation. Religion promotes and encourages participation in CBOs.

4.3.4 Distribution of Adult Learners by Marital Status

The study collected data on Learners' marital status. This information is summarized in Table 4.4.

Table 4.4: Marital status of the Adult Learners

Marital Status	Learners	
	Frequency	**%**
Single	9	11.2
Separated	3	3.8
Married	65	81.2
Divorced	3	3.8
Total	80	100.0

Source: Field Data

The information in Table 4.4 indicates 81.2% of adult learners were married while 11.2% were not married. The rest 3.8% were separated and divorced respectively. These findings seem to suggest that married people value education and is likely to help them participate in Community Based Organizations (CBOs).

4.3.5 Distribution of Teachers and Learners by Highest Academic Qualification

The study elicited data on teachers' academic qualification and learners' academic qualification before joining adult classes which is summarized in Table 4.5.

Table 4.5: Teachers' Highest Academic qualification

Academic Qualification	Teachers	
	Frequency	%
None	0	0.0
Primary	0	0.0
Secondary education	12	63.2
Advanced Secondary	4	21.0
Bachelors	3	15.8
Total	19	100.0

Source: Field Data

The results in Table 4.5 show that majority of teachers (63.2%) had attained secondary education (O level) as their highest level of education while 21.0% had their highest academic qualification up to secondary education (A level). The lowest proportion of teachers (15.8%) had bachelor of education (Arts) degree.

On the basis of academic qualifications of adult teachers summarized in Table 4.5, it can be concluded that teachers in the study sample had requisite academic education that could be relied upon to facilitate the teaching and learning in regard to adult learners.

The responses from the open-ended questions namely numbers 10, 11, 12, 13 and 14 on teachers' questionnaires reveal that the majority of teachers feel that more learning resources and more teachers would go a long way in inculcating knowledge and skills to adult learners. This would enhance their participation in community based projects. Negative attitude and stigmatization by the community against the adult learners are the main challenges that hinder full participation in formulation, implementation, monitoring and evaluation of CBOs.

Adult teachers are in agreement that adult literacy programmes has helped adult learners in developing good self expression skills, ability to read and write, enhanced self esteem and ability to keep personal records. This has increased adult learners' participation in CBOs activities.

Table 4.6: Adult Learners' Highest Academic qualification

Academic qualification	Adult Learners Academic qualification	
	Frequency	%
Has no formal education	18	22.5
Primary	43	53.8
Secondary (O level)	19	23.7
Total	80	100.0

Source: Field Data

The results in Table 4.6 show that majority of learners (53.8%) had attained primary education as their highest level of education while 23.7% had their highest academic qualification up to secondary education (O level). The lowest proportion of learners

(22.5%) had no formal academic qualification. On the basis of academic qualifications of adult learners captured in Table 4.6, it can be concluded that learners with secondary education could be seeking adult education with the expectation of getting certificates that would enable them get employed.

4.3.6 Distribution of Teachers by Professional Qualification

The study soughted data on teachers' professional qualification. This analysis is summarized in Table 4.7

Table 4.7: Teachers' Present Professional Qualification

Professional Qualification	Frequency	%
Certificate of adult teaching	13	68.4
Diploma in adult training	4	21.1
Degree in adult training	2	10.5
Total	19	100.0

Source: Field Data

The findings in Table 4.7 reveal that majority of teachers (68.4%) had attained a certificate in adult teaching while 21.1% had a diploma in adult training. The rest (10.5%) had a bachelor' degree in adult training. Given that the professional qualifications displayed in Table 4.7 for teachers of adult learners are high that they could be relied upon to disseminate and inculcate relevant skills to the adult.

4.3.7 Distribution of Teachers by Teaching Experience

The study gathered data on teaching experience of teachers. This analysis is summarized in Table 4.8.

Table 4.8: Teachers' Teaching Experience

Teaching Experience	Frequency	%
Less than 1 year	1	5.3
1 – 4 years	2	10.5
4 – 8 years	6	31.6
8 -12 years	10	52.6
Total	19	100.0

Source: Field Data

The results in Table 4.8 clearly show that majority of the teachers (52.6%) had been in adult teaching profession for a period ranging between 8-12 years. Other teachers (31.6%) had taught for between 4 – 8 years. This suggests that an overwhelming majority of teachers (84.2%) had been in the teaching profession for more than four years and therefore capable of making informed decisions or opinions on adult education programme and level of participation in CBOs.

4.4 Results and Discussion Based on Objectives of the Study

The research aimed at achieving three objectives. Results and discussions relating to each of these three objectives are presented in sections 4.4.1, 4.4.2 and 4.4.3 with regard to the

effect of social factors, religious factors and cultural-economic factors to adult learners' participation in community development activities respectively.

4.4.1 Effect of Social factors on participation in Community development

The **first** objective of the study sought to establish whether there are social factors affected adult learners' participation in community development in Nyandarua North sub-County. The pertinent results are summarized in the Table 4.9.

Table 4.9 Adult Learners' perception of the effects of social factors on participation in Community Development programmes.

Learners' Perception	Strongly Agree		Agree		Disagree		Total
	F	%	F	%	F	%	
Social change assist me to participate in community based projects	45	56.2	27	33.8	8	10.0	100.0
Adults join classes to be able to write their names	61	76.3	5	6.2	14	17.5	100.0
Adults join classes to be able to read the Bible	52	65.0	17	21.2	11	13.8	100.0
Adults join classes to be able to read the newspaper	36	45.0	36	45.0	8	10.0	100.0

Table 4.9 continued: Adult Learners' perception of the effects of social factors on participation in Community Development programmes.

Learners' perception	F	%	F	%	F	%	Total
Am able to express my ideas freely in village groups	34	42.5	37	46.2	9	11.3	100.0
I got a leadership position in community based organization	27	33.8	25	31.2	28	35.0	100.0
Adults join adult classes to be able to do financial transactions	56	70.0	23	28.8	1	1.2	100.0
Lack of confidence due to lack of adequate education	18	22.5	33	41.2	29	36.3	100.0
Inadequate knowledge in community matters	20	25.0	36	45.0	24	30.0	100.0
Inadequate management skills	29	36.2	31	38.8	20	25.0	100.0
Lack of adequate education towards what entails community based organizations (projects)	16	20.0	48	60.0	16	20.0	100.0

Source: Field data

Key.

Strongly agree- 3 Agree- 2 Disagree- 1

Frequency =F Percentage= %

Amongst the social factors effect on participation in community development considered in this study, involved the learners either agreement or disagreement with statements on social factors investigated. In terms of the reasons that encourage learners to join adult

learning centers, such as to be able to write their names, to be able to read either a Bible or a Newspaper and to be able to do financial transactions recorded the highest percentage under “strongly agree” or “agree” compared to “disagree” category. Under all the cited reasons for joining adult classes, ability to write their names recorded the highest percentage at nearly 80.0%.

With regard to self esteem, that is being able to express my ideas freely in village groups was attributed to lack of adequate education. Therefore, “agree” category recorded the highest percentage of 46.2% and 41.2% respectively. These percentages are below the average 50%. This could imply that according to learners, participation in community development projects is not necessarily influenced by academic qualification. They seem to believe that they can participate in community based programmes not necessarily as leaders but as members being lead by others. This is evident from the percentage of learners responses recorded in “I got a leadership position in community based on organizational skills” at disagree level at 35.0% which was higher than strongly agree (33.8%) and agree (31.2%) level.

Lack of adequate education towards what entails community based organizations/projects (CBOs) and inadequate knowledge in community matters recorded higher percentage at agree level of 60.0% and 45.0% respectively than disagree level at 20.0% and 30.0% respectively. It could imply that most of the CBOs activities are related with the study area of social activities, and hence the learners involved themselves in them for a sense of belonging.

The respondents responses on whether inadequate management skills hindered their participation in community development reveal, that they did. Some 38.8% and 36.2% strongly agreed and agreed with the statement. Learners generally agree that they do not have adequate management skills to participate in CBOs. Consequently, most teachers (53.0%) acted as the secretaries for CBOs. It is therefore evident that academic qualification is a prerequisite to acquisition of managerial skills for certain managerial positions. Some of the sentiments the respondents recorded under "explain whether adult programmes are useful to you", were. "I do not have to carry a relative to the bank and I have become independent in signing a cheque", "I can now read the Bible by myself in church", "I can now express myself in community groups or church". Perhaps this could also imply that adults who are less educated and in the socio-economically lower classes were more interested in learning and education that is aimed at their survival needs could be realized through CBOs activities. The more educated and knowledgeable they are, the more open to learning and education that is aimed at personal development, achievement and self actualization.

The responses from the open-ended question number 16 revealed that majority of adult learners were in agreement that adult learning programmes have inculcated relevant knowledge that helps them carry out their social activities. Adult learners were also in agreement that these adult learning programmes have enhanced their ability to read and write and boosted their self expression skills. They were in agreement that illiteracy among their colleagues hindered them from participating in community based organization activities.

4.4.2 Effect of Religious factors

The **second** objective of the study sought to investigate whether religious factors that affected adult learners' participation in community development in Nyandarua North sub-County. The responses of adult learners on their perceptions on the role of religious factors on their participation in community development are presented in Table 4.10

Table 4.10 Adult learners' perception on the influence of religious factors on their participation in Community development by gender.

Respondents' Statements	**Strongly Agree**		**Agree**		**Disagree**	
	F	**%**	**F**	**%**	**F**	**%**
My religion does not value participation in community projects						
Male	2	2.5	5	6.2	22	27.5
Female	4	5.0	9	11.3	38	47.5
My church does not believe in adult education						
Male	1	1.2	3	3.8	25	31.3
Female	2	2.4	8	10.0	41	51.3

Source: Field Data

The findings in Table 4.10 in statements such as 'my church does not believe in adult education' and 'my religion does not value participation in community projects' recorded

high percentages at disagreement level with 82.6% and 75.0% respectively. The level of agreement in terms of “strongly agree” and “agree” levels recorded 17.4% and 25.0% respectively, for the two religion affiliation attributes. Perhaps this seems to suggest that affiliation to various religions is supportive of CBOs activities. Most religious leaders preach that change is the order of the day and that further education is needed to help society to cope, understand and embrace change. Most public learning institutions in the area of study are sponsored by churches and as such the churches emphasise the importance of education for all its followers.

Further, it was also found that most of the head teachers in the public primary school in the area of study are affiliated to the faith of the church that sponsors their school. It was realized that there was a high correlation between certain religion of affiliation and the adult learning centre the learners attended. Certain churches, like the Manguo PCEA parish has a private primary school managed by the church. Mairo-inya Catholic parish also runs a private primary school. In both of these private primary schools, the church leaders form the executive committee members of their respective private primary schools during their term of office. Thus, the church followers always associate the management of the church and the running of their private primary schools. More females than males disagree that their church does not believe in adult education.

4.4.3 Effect of Cultural Factors

The **third** objective of the study sought to investigate whether there are cultural factors that affect adult learners' participation in community development in Nyandarua North sub-County. The responses of adult learners on their perceptions on the role of cultural factors on their participation in community development are presented in Table 4.11

Table 4.11 Adult learners' perception on effect of cultural factors in participation in Community development by gender.

Statements on cultural factors.	**Strongly Agree**		**Agree**		**Disagree**	
	Frequency	%	Frequency	%	Frequency	%
Community does not believe in adult education especially for men						
Male	7	8.8	8	10.0	14	17.5
Female	17	21.2	14	17.5	20	25.0
Community does not believe in adult education especially for women						
Male	2	2.5	13	16.2	14	17.5
Female	12	15.0	21	26.3	18	22.5

Key.

Strongly agree- 3 Agree- 2 Disagree- 1

F= Frequency %= Percentage

Table 4.11 continued: Adult Learners' perception on effect of cultural factors in participation in Community development

The community does not believe in putting men and women in the same class	**F**	**%**	**F**	**%**	**F**	**%**
Male	5	6.3	10	12.5	14	17.5
Female	8	10.0	12	15.0	31	38.7
The community does not believe in being taught by very young teachers						
Male	13	16.2	11	13.8	5	6.2
Female	15	18.8	10	12.5	26	32.5
Too much work at home affects my programme of attending adult learning classes						
Male	15	18.7	11	13.8	3	3.8
Female	27	33.7	20	25.0	4	5.0
Prefer to spend resources on children than adults						
Male	19	23.7	4	5.0	6	7.5
Female	31	38.8	13	16.2	7	8.8

Key.

Strongly agree- 3 Agree- 2 Disagree- 1

F= Frequency %= Percentage

Table 4.11 continued: Adult Learners' perception on effect of cultural factors in participation in Community development

Respondents' statements	**F**	**%**	**F**	**%**	**F**	**%**
Poor learning physical facilities						
Male	7	8.9	11	13.7	11	13.7
Female	22	27.5	18	22.5	11	13.7
Inadequate learning resources						
Male	10	12.5	10	12.5	9	11.3
Female	20	25.0	22	27.4	9	11.3
Adult learners have little or no future prospects due to lack of finances to proceed to higher levels of education						
Male	5	6.3	11	13.7	13	16.2
Female	30	37.5	16	20.0	5	6.3
Lack of promotion of teachers demoralizes their teaching morale						
Male	9	11.3	11	13.7	9	11.3
Female	21	26.2	20	25.0	10	12.5
Poor supervision due to lack of transport to the centers						
Male	11	13.7	7	8.8	11	13.7

Key.

Strongly agree- 3 Agree- 2 Disagree- 1

F= Frequency %= Percentage

Table 4.11 continued: Adult Learners' perception on effect of cultural factors in participation in Community development

Respondents statements	F	%	F	%	F	%
Female	13	16.2	27	33.8	11	13.7
High drop-out rate by adult from adult literacy classes						
Male	17	21.3	7	8.8	5	6.2
Female	20	25.0	17	21.2	14	17.5
Men are likely to join community based organizations than women						
Male	3	3.7	7	8.8	22	27.5
Female	7	8.8	12	15.0	29	36.2
Women are likely to join community based organizations than men						
Male	15	18.8	4	5.0	10	12.5
Female	29	36.2	8	10.0	14	17.5
Time attending						
Male	13	16.2	10	12.5	6	7.5
Female	24	30.0	10	12.5	17	21.3

Key.

Strongly agree- 3 Agree- 2 Disagree- 1

F= Frequency %= Percentage

Table 4.11 continued: Adult Learners' perception on effect of cultural factors in participation in Community development

Respondents' Statements	**F**	**%**	**F**	**%**	**F**	**%**
Lack of confidence due to lack of adequate education						
Male	5	6.2	11	13.8	13	16.2
Female	13	16.2	22	27.6	16	20.0
Negative attitudes from my spouse towards participation on community based projects						
Male	6	7.5	10	12.5	14	17.5
Female	3	3.8	26	32.5	21	26.2
My tribe does not value participation						
Male	1	1.3	5	6.2	23	28.8
Female	3	3.7	9	11.3	39	48.7
Chronic sickness hinder me from participation in community projects						
Male	6	7.5	5	6.2	18	22.5
Female	10	12.5	18	22.5	23	28.8

Key.

Strongly agree- 3 Agree- 2 Disagree- 1

F= Frequency %= Percentage

Table 4.11 continued: Adult Learners' perception on effect of cultural factors in participation in Community development

Respondents' Statements	**F**	**%**	**F**	**%**	**F**	**%**
Poor future prospects for community projects hinder me from participating in organization and implementation of community based projects						
Male	8	10.0	9	11.2	12	15.0
Female	14	17.5	22	27.5	15	18.8
Language barrier						
Male	2	2.5	17	21.3	10	12.5
Female	12	15.0	18	22.5	21	26.2

Source: Field Data

Key.

Strongly agree- 3 Agree- 2 Disagree- 1

F= Frequency %= Percentage

The results in Table 4.11 show that the learners agree that all the cultural attributes under study affect participation in CBOs but at different levels. "Prefer to spend resources on children than adults", "Women are likely to join community based organizations than men", "Too much work at home affects my programme of attending adult learning classes", "Time attending" and "Adult learners have little or no future prospects due to lack of finances to proceed to higher levels of education" have the highest percentages at

strongly agree level of 62.5%, 55.0%, 52.4%, 46.2% and 43.8% respectively among cultural attributes considered. These cultural and personal factors appear to affect adult learners participation in CBO. All these cultural attributes are personal initiatives. At this level females seem to be more affected more by these factors compared to their males counter parts. According to Brod (1995), low self esteem, daily pressures from work, home problems of schedule and lack of support of the family/community culture of education affect access and or retention of a learner in adult learning programme.

The cultural context in which learners find themselves is also pertinent to their participation in CBOs activities. This statement could be supported by the fact that some community cultural attributes such as “My tribe does not value participation “, “Men are likely to join community based organizations than women”, “The community does not believe in putting men and women in the same class”, “Community does not believe in adult education especially for men”, “Community does not believe in adult education especially for women” and “The community does not believe in being taught by very young teachers” recorded the highest percentage at disagreement level of 77.5%, 63.7%, 56.2%, 42.5%, 40.0% and 38.7% respectively. These high percentages at disagreement level could imply that the community is not biased against either males or females attending adult learning. In all these community cultural attributes, women respondents rate all cultural attributes higher than men.

According to Kerka (1986), the predominant barriers hindering participation of the educationally disadvantaged are lack of self confidence, low self esteem and negative attitude towards education compounded by language and literacy problems.

Some of the cultural-economic factors associated with interference of adult learning and participation in community development included: “Too much work at home affects my programme of attending adult learning classes”, “Prefer to spend resources on children than adults”, “Inadequate learning resources” and “Poor learning physical facilities” with 8.8%, 16.3%, 22.6%, and 27.4% respectively. The majority of learners stated that they found it difficult to cope with work and adult learning.

4.4.3.1 Effect of cultural factors and participation of adult learners in community development according to Teachers

The study also sought teachers’ opinions on the social factors that seem to affect adult learners’ participation in community development in Nyandarua North sub-County. Teachers’ responses are summarized in Table 4.12.

Table 4.12 Teachers' perception on effect of cultural factors in participation in Community development

Cultural Factor	Frequency	Percent
Domestic chores	25	31.3
Illiteracy	13	16.2
Lack of money	9	11.3
Language barrier	4	5.0
Negative attitude	13	16.2
Self confidence	4	5.0
Stigma	12	15.0
Total	**80**	**100.0**

The analysis in table 4.12 reveals that domestic chores hindered participation of learners in community development activities at 31.3%. According to teachers, learners' involvement in domestic chores was a major hindrance to participation in community development activities. Teachers concurred with learners that involvement in domestic chores/home work took more of their time at the expense of learning. This could be attributed to the need of the learners who are parents, not to compromise their parental responsibilities of providing for their children at the expense of their adult learning. Most of the activities that were performed by adult learners included crop and animal farming. These activities are labour intensive and as such demand a lot of their time. Illiteracy and negative attitude ranked second with 16.2% each, while stigma recorded 15.0%.

Language barrier and self confidence recorded the lowest percentage of 5.0% each. This could be attributed to the entry behavior of the learner. According to teachers, some learners join adult learning classes with the mentality that their mere adult class attendance will equip them with certain skills. Others attend thinking that upon enrolment in these adult learning centers, they will start enjoying certain privileges in their communities. Teachers stated that they assist learners to stay in the programme even when their expectations do not seem to be forthcoming by constantly talking to them, phoning them if they fail to attend classes. Wlodkowski (1985) emphasizes the importance of tracking inactive learners. Language barrier did not seem a major problem to most learners since teachers allow useful multiple languages such as English, Kiswahili and the common local language, Gikuyu.

4.4.3.2 Adult Learners' involvement in Community development activities by gender

Gender is a social and cultural attribute that assigns roles to males and females. The adult learners' were requested to indicate the extent to which gender affect their participation in community development in Nyandarua North sub-County. The responses of adult learners on their perceptions on the influence of gender as a cultural factor attribute towards participation in community development activities are presented in Table 4.13.

Table 4.13 Adult Learners' involvement in Community development activities by gender

Community development activities	**Participate a lot**		**Moderately participate**		**Not at all**	
	Frequency	%	Frequency	%	Frequency	%
Poultry keeping						
Male	21	26.2	6	7.5	2	2.5
Female	31	38.8	16	20.0	4	5.0
Water project						
Male	8	10.0	14	17.5	7	8.8
Female	25	31.2	19	23.7	7	8.8
Land buying						
Male	10	12.5	6	7.5	13	16.2
Female	11	13.8	26	32.5	14	17.5

Table 4.13 continued: Adult Learners' involvement in Community development activities by gender

Respondents' statements	**F**	**%**	**F**	**%**	**F**	**%**
Table banking						
Male	14	17.5	12	15.0	3	3.7
Female	26	32.5	23	28.8	2	2.5
Goat keeping						
Male	12	15.0	13	16.2	4	5.0
Female	22	27.5	19	23.8	10	12.5
Fish farming						
Male	5	6.2	6	7.5	18	22.5
Female	5	6.2	19	23.8	27	33.8
Dress making						
Male	7	8.8	10	12.5	12	15.0
Female	17	21.2	7	8.8	27	33.7
Formulation of a project						
Male	11	13.8	6	7.5	12	15.0
Female	19	23.7	25	31.2	7	8.8

Key.

Participate a lot- 3 moderately participate- 2 not at all- 1

Table 4.13 continued: Adult Learners' involvement in Community development activities by gender

Respondents' statements	**F**	**%**	**F**	**%**	**F**	**%**
Able to make personal budget records						
Male	21	26.2	7	8.8	1	1.2
Female	31	38.8	12	15.0	8	10.0
Able to keep personal business records						
Male	24	30.0	5	6.2	0	0.0
Female	29	36.3	13	16.3	9	11.2
Am able to apply good fishing methods						
Male	5	6.2	12	15.0	12	15.0
Female	7	8.8	21	26.2	23	28.8
Inadequate money						
Male	10	12.5	13	16.1	6	7.5
Female	29	36.3	11	13.8	11	13.8

Key.

Participate a lot- 3 moderately participate- 2 not at all- 1

Table 4.13 continued: Adult Learners' involvement in Community development activities by gender

Respondents' statements	**F**	**%**	**F**	**%**	**F**	**%**
Inadequate management skills						
Male	7	8.7	15	18.8	7	8.7
Female	19	23.8	16	20.0	16	20.0

Source: Field data

Key.

Participate a lot- 3 moderately participate- 2 not at all- 1

The findings in Table 4.13 reveal that most of the adult learners agree that key 1 participated in community development activities to some extent. Some of the economic activities in which adult learners were engaged in included: "Poultry keeping" and it recorded the highest participation with 65.0%. It was followed by "table banking" and "goat keeping" at 50.0% and 42.5% respectively. During the interview with learners, they said that most of these commercial activities are carried out on zero grazing. This was attributed to small sizes of their land. Probably that is the reason why they practice poultry keeping and goat keeping as they require a relatively small space and minimal skills to manage. Table banking was an active practice where the adult learners set some targets on items to buy per person after contributing a set amount of money. This money was kept by one of them in his or her m-pesa account, and on raising enough money, they would buy the target commodity for each member.

Fish farming and land buying, recorded the lowest level of participation at 12.4% and 26.3% respectively. This could be attributed to the relatively high capital required to start these economic activities. Dress making was at 30.0% participation by females and 12.3% by males. In addition, females participation in poultry keeping, goat keeping, and table banking exceeded that of males. This may be explained by the fact that poultry and goat keeping take place around homes where most women work. As far as "table banking" is concerned, women are said to be better in saving money. In fish farming and land buying, the participation of both males and females is almost at par with 6.2% versus 6.2% and 12.5% versus 13.8% respectively.

"With regard to being able to keep personal business records" and "able to make personal budget records" recorded high level of participation for both sexes. Participation was at 66.3% and 65.0% respectively. This relatively high level of participation percentages implies that the learners are able to maintain good financial records of the economic activities they are involved in.

During the interview with teachers, it emerged that one of the main teaching concepts emphasized a lot on financial management to enable the learners manage wisely the little earnings they make in their commercial activities. The teachers identified and grouped learners based on their occupational needs, poverty or income levels and gave them related skills covering various aspects of poverty alleviation and economic empowerment. These included training for management and organizational skills, income generating skill in various occupational skills such as poultry keeping, goat keeping,

fishing, managerial and community skills. This was done by teachers and some invited resource persons as a deliberate functional literacy for self reliance in economic empowerment. Capacity building strategies that engaged target groups to engage in economic activities seemed successful in promoting individuals in carrying out income generating activities that they participated in formulating and implementing.

The responses from the open-ended questions number 15 “Explain what can be done to help you as an adult learner to participate in community development activities”, and question number 17 “Explain whether adult programmes are more useful to the community”, adult learners are of the opinion that if more finances and more resources are allocated to adult learning programmes, the adult learners would participate more in community development activities. Adult learners also proposed that better resources and infrastructure in their learning centres would enhance their learning which in turn would encourage their participation in community based organization activities.

The responses from open-ended question 19 “List reasons that hinder you from participating fully in community based organization activities”. Majority of adult learners attributed their low participation in community based activities to their personal issues and lack of finances to fund the community proposed activities. In addition lack of know-how to what entailed some of community proposed activities also hindered their participation.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the key findings of the study, conclusions made on the basis of the findings, recommendations and suggestions for further research.

5.2 Summary of the Findings

This section presents a summary of key findings in regard to respondents' characteristics as well as by each of the objectives of the study.

5.2.1 Respondents' Biodata

1. Majority of learners (63.8%) were females while 36.2% were males.
2. Majority of teachers (57.9%) were females while 42.1% were males.
3. Majority of teachers (42.1%) in the study sample were over 45 years old while the minority (5.3%) were in 18 – 25 years age bracket.
4. Majority of learners (46.2%) in the study sample were in 36 – 45 years age bracket while 18 – 25 years age bracket had the minority at (7.5%).
5. The highest proportion of learners (38.8%) in the sample were affiliated to PCEA, religion with (26.2%) followed by Roman Catholic, (11.2%) while ACK and AIC had the lowest proportion of (3.8%) each. The rest (20%) did not identify their religion of affiliation.
6. The highest proportion of learners (81.2%) in the study sample were still married while those separated or divorced recorded the lowest proportion (3.8%) each.

7. The highest proportion of teachers (63.2%) had secondary level of education as their highest academic qualification. The adult teachers with degrees constituted 15.8%.
8. The highest proportion of learners (53.8%) had primary school education as their highest academic qualification while the lowest academic qualification (23.7%) amongst learners was secondary school education (O level). However, 22.5% amongst learners had no formal education before joining adult learning.
9. The highest proportion of teachers (68.4%) had a Certificate of adult teaching while a minority (10.5%) had a degree in adult training.
10. The highest proportion of teachers (52.6%) had a teaching experience of between 8–12 years while the lowest proportion of teachers (5.3%) had a teaching experience of less than one year.

5.2.2 Summary of findings on the basis of the objectives of the study

The first objective sought to establish how social factors affect adult learners' participation in community development. The findings showed that:

- ✓ lack of adequate education towards what entails community based organizations/projects (CBOs) and inadequate knowledge in community matters were major social hindrances to learner's participation in CBOs activities at 80% and 70% respectively.
- ✓ academic qualification did not hinder one from participating in CBOs activities as a member but a factor when it came to assuming managerial positions.

- ✓ in view of the foregoing findings it is evident that social factors affect adult learners participation in CBOs.

The second objective sought to identify the effect of religious factors on adult learners' participation in community development. The analysis established that:

- ✓ religion of affiliations had a positive effect on learner's participation in CBOs. Most of the adult learners from different religions participated in community development activities.

The third objective sought to investigate the role of cultural and economic factors in adult learners' participation in community development. The results generated revealed that:

- ✓ the nature of work and the need to educate the young reduced the participation of adults in CBOs.
- ✓ more women participated in community development activities as compared their male counterparts.
- ✓ learners participated in CBOs activities whenever they felt that such participation would teach them new skills for their day to day economic activities. The economic skills imparted during adult learning, were well practiced in both self and community based organization economic activities.
- ✓ slightly more than double (45%) the number of women than men (22.2%) are of the agreement that poor future prospects for community projects hinder them

from participating in organization and implementation of community based projects.

5.3 Conclusions of the Study

On the basis of the findings generated by the study, the following conclusions were drawn.

1. That academic qualification and knowledge on CBOs activities are the main social factors that influence participation in community development.
2. That most religious affiliations have community based activities that benefit both the church as well as the individual members. The learners felt that religion of affiliation creates an opportunity for adult learners to participate in community based development activities to achieve their academic goals.
3. That the cultural bias based on gender is still influencing participation of men and women in community development activities. In this study women were more involved with work at home as well as in community development activities.
4. That lack of adequate resources including lack of finances and lack of immediate financial benefits were the main economic factors that hindered full participation of adult learners in community development projects. It was interesting to note that learners assumed that if they participated in community development projects, they should be paid some allowance. When no financial benefits were forthcoming, they withdrew from the projects in order to create time for activities that would generate income for them.

5.4 Recommendations

On the basis of the findings generated by the study, the following recommendations are made:

1. Those teachers in adult learning centers should strive to clearly define the expected outcomes to adult learners at the onset of a given community based development project.
2. Those learners should be equipped with time management and study skills to enable them balance their time spent on community work, personal work and studying.
3. Those leadership opportunities should be substantially increased for learners involved in adult learning for the learners so that they can appreciate application of such skills in their daily life.
4. Those community leaders should take into consideration factors such as gender, dedication and commitment to adult teaching and learning when appointing facilitators in community development projects. This would give even the adult teachers an opportunity to contribute to community development projects.

5.5 Suggested Areas for Further Study

In order to achieve the targeted aims of community development, the study suggests:

(i) Similar studies should be replicated in other counties.

REFERENCES

Antikainen, A., Harinen, P.,& Torres, C.A. (2006).*In from the Margins. Adult Education, Work and Civil Society,* Rotterdam: Sense Publishers.

Baumgartner, L. M. (2001). An update on transformational learning'. In: S. B. Merriam (ed.) *The New Update on Adult Learning Theory. New Directions for Adult and Continuing Education.* Hoboken: Jossey-Bass.

Chirchill, S.C. (2012). Factors influencing participation of learners in adult and continuing education in Kipkelion District in Rift Valley Province. *Med research project,* University of Nairobi, Kenya.

Delors, J. et al.(1996). *Learning: The Treasure Within. Report to UNESCO of the International Commission on Education for the Twenty-First Century.*Paris: UNESCO.

Desjardins, R., Rubenson, K., & Milana, M. (2006).Unequal chance to participate in adult learning: International perspectives. Paris: UNESCO.

Jarvis, P. (1995). *Adult and Continuity Education Theory and Practice*. London: Rutledge

Kamau, C.J. (2011). Access and participation of adult and continuing education learners in adult basic literacy programme in Kiambu District, Kenya. Med research project, University of Nairobi, Kenya.

Kenya National Bureau of Statistics (2007).*Kenya National Adult Literacy Survey Report*. Nairobi: Government Printer.

Kimberlin, C.L., &Winterstein, A.G. (2008).Research fundamentals .*Am J Health-Syst Pharm*, 65.

Kothari, R.C. (2004). *Research Methodology and technique*. New Delhi: New Age International Publishers

Kothari, R.C. (2008). *Research Methodology and technique*. New Delhi :New Age International Publishers

Lave, J. (1988). *Cognition in Practice' Mind,* Mathematics, and *Culture in Everyday Life*. Cambridge ,England: Cambridge University Press.

Lavrakas, P.J. 2008.*Encyclopaedia of Survey Research Methods*. London: Sage Publications.

Livingstone, D.W., & Raykov, M. (2013).*Adult learning trends in Canada*. Toronto: Centre for the Study of Education and Work, Ontario Institute for Studies in Education of the University of Toronto.

Mayo, P. 2009. 'Flying below the radar? Critical approaches to adult education'. In: M. W. Apple, W. Au and L.A. Gandin (eds.) *The Routledge International Handbook of Critical Education:* New York: Routledge, 269-280.

Merriam, S. B. (2001). *Andragogy and self-directed learning: Pillars of adult learning theory*. Athens: Springer.

Mugenda, O.M and A.G. Mugenda (2009).*Research Methods: Quantitative and Qualitative Approaches.* Nairobi: Acts Press.

Muhammad, M.B.A., Koren, S.F., Muniapan, B., Parasuraman, B., Rathakrishnan, B. (2008). Adult participation in self-directed learning programs. *International Education Studies*, *1*(3), 66-72.

OECD (2005).*Promoting adult learning*. Paris: OECD.

Okemwa, J.M. (2012). Factors influencing implementation of post literacy programme in Kenya: The case of adult education centres in Homabay District. *A masters research project*, University of Nairobi, Kenya.

Orodho, J. A. (2008). Techniques of Writing Research Proposals and Reports in Education and Social Sciences. Maseno; Kanezia Enterprises.

Republic of Kenya (2005), *Annual Report of the Department of Adult Education.* Nairobi: Government Printers.

Taari, J.K (2012). Factors influencing participation of learners in adult and continuing education in Magumoini Division, Meru South District. *Med research project,* University of Nairobi, Kenya.

UNESCO (2006).*Human Development Report.* New York: Oxford University Press.

UNESCO (2009).*Global Report on Adult Learning and Education.* Hamburg: UNESCO Institute for Lifelong Learning.

Van der Kamp, M. (1999).New demands for lifelong-learning opportunities. In A. Tuijnman & T. Schuller (Eds.).*Lifelong learning policy and research: Proceedings of an international symposium, 97-108,* London: Portland Press.

APPENDIX 1

RESEARCH QUESTIONNAIRE FOR ADULT LEARNERS

I am a student from University of Nairobi and I am carrying out a study on "Factors Influencing Adult Learners' Participation in Community Development in Nyandarua North Sub-County, Nyandarua County, Kenya.". This study is purely for academic purposes and NOT for any other purpose. Your views will be crucial to the success of this study. Your cooperation will highly be appreciated and any information given shall be treated as strictly private and confidential.

Instructions

a) Fill in the spaces provided or tick inside the brackets ($\surd$) or in the provided spaces in the tables as appropriate.

b) Feel free to give any other information that is relevant to the study.

c) Do not write your name or sign anywhere in this questionnaire.

Section One: Respondents' Profile

1. Name of the learning centre ……..

2. Gender: Male ☐
   Female ☐

3. Age

Less than 20 year	☐
20 – 30 years	☐
30 – 40 years	☐
40-50 years	☐
Above 50 years	☐

4. Indicate the church you are affiliated to:

Roman Catholic ( ) PCEA ( ) ACK ( ) AIC ( )

Other Specify_____

5. Marital status:

Single	☐	Separated	☐
Married	☐	Divorced	☐

6. Level of education before joining adult classes

None	☐	Primary School	☐
Secondary School	☐	College	☐
University	☐		

7. How long have you been attending adult classes?

Less than 1 year	☐
1 – 5 years	☐
5 – 10 years	☐
Above 10 years	☐

8. The table below indicates some of the reasons that make adults join education programmes. Indicate by ticking your agreement with each of the statement listed hereunder.

Reasons for joining adult education programme	**Strongly Agree**	**Agree**	**Disagree**
a) Social change assist me to participate in community based projects e.g. Technology.			
b) Adults join classes for social empowerment such as			
i) Being able to write my name			
ii) Being able to read the bible			
iii) Being able to read the newspaper			
iv) Being able to do my personal budget.			
v) Being able to do my financial transactions.			
c) I got a leadership position in community based organization. Specify the organization			
d) I am able to take care of my poultry e.g. immunization schedule			
e) I am able to communicate freely to my family.			
f) I am able to communicate freely to my church members.			
g) If chosen to be a representative of a certain village group am able to express my ideas freely.			

9. Adult education helps adult learners to participate in the following activities, indicate the level of participation.

Activities	**Participate a lot**	**Moderately participate**	**Not at all**	**Participate a lot**
i. Poultry keeping ii. Water project				
iii. Land buying				
iv. Table banking				
v. Goat keeping				
vi. Fish farming				
vii. Dress making				
viii. Operating mobile phone				
ix. Taking care of my environment				
x. Able to follow immunization schedule for my livestock				
xi. I am able to apply good fishing methods				
xii. Able to keep personal business records				
xiii. Able to make a personal budget records				
xiv. I am able to operate a computer				
xv. Formulation of a project				
xvi. Implementation of a project				
xvii. Monitoring progress of the project				

10. What type of a job do you do? (tick as appropriate)

Employed ☐ Self employed ☐ Casual Labour ☐

11. Where do you stay?

Own house ☐ Rented house ☐ Others (specify) ☐

12. What is the size of your land if you own any? (tick as appropriate)

Less than 1 hectare ☐ 1 hectare ☐ 2 hectares ☐

2-4 hectares ☐ Above 4 hectares ☐

13. Kindly tick the factors that prevent you from participating fully in community development

Factors that influence participation in community development	**Strongly Agree**	**Agree**	**Disagree**
i. Time of attending			
ii. Lack confidence due to lack of adequate education			
iii. Lack of adequate education towards what entails community based organizations (projects)			
iv. Negative attitudes from my spouse towards participation on community based projects			
v. My religion does not value participation in community projects			
vi. My tribe does not value participation			
vii. Chronic sickness hinder me from participation in community projects			
viii. Poor future prospects for community projects hinder me from participating in organization and implementation of community based projects			
ix. Language barrier.			
x. Inadequate money.			
xi. Inadequate knowledge in community matters.			
xii. Inadequate management skills.			
xiii. In our sub-county people having strong culture beliefs about community together.			
xiv. Men are likely to join community based organizations than women.			
xv. Women are likely to join community based organizations than men			

14. To which extent do the following factors affect adult literacy?

Factors that affect adult literacy	**Very great extent**	**Moderately**	**Not at all**
A. The community does not believe in adult education especially for men.			
B. The community does not believe in adult education especially for women			
C. The community does not believe in putting men and women in same class			
D. The community does not believe by being taught by very young teachers			
E. Too much work at home affects my programme of attending adult learning classes			
F. Prefer to spend resources on children than adults			
G. Poor learning physical facilities e.g. poorly ventilated classes			
H. Inadequate learning resources e.g. books, desks			
I. My church does not believe in education for adults.			
J. Adult learners have little or none of future prospects due to lack of finances to proceed to higher levels of education.			
K. Lack of promotion of teachers e.g. Diploma teachers demoralizes their teaching morale			
L. Poor supervision due to lack of transport to the centres.			
M. High drop-out rate by adult from adult literacy classes.			

15. Explain what can be done to help you as an adult learner to participate in community development.

i) _____

ii) _____

iii) _____

16. Explain whether adult programmes are useful to you.

i) _____

ii) _____

17. Explain whether adult programmes are more useful to the community.

i) _____

ii) _____

18. What other recommendations do you have for improving levels of participation of adults in programmes based on community development.

i) _____

ii) _____

iii) _____

19. List reasons that hinder you from participating fully in community based organizations.

i. _____

ii. _____

iii. _____

Thanks you for your co-operation and assistance.

APPENDIX II

RESEARCH QUESTIONNAIRE FOR TEACHERS

I am a student from University of Nairobi and I am carrying out a study on "Factors Influencing Adult Learners' Participation in Community Development in Nyandarua North Sub-County, Nyandarua County, Kenya.". This study is purely for academic purposes and NOT for any other purpose. Your views will be crucial to the success of this study. Your cooperation will highly be appreciated and any information given shall be treated as strictly private and confidential.

Section One

BACKGROUND INFORMATION

1. Indicate your gender (please tick as required) Female ☐ Male ☐

2. What is your age bracket? (please tick as required)

18-25 ☐ 26-35 ☐

36-45 ☐ Over 45 ☐

3. For how long have you been in teaching? (please tick as required)

Less than 1 year ☐ 1-4 years ☐

4-8 years ☐ 8-12 years ☐

4. Which of the following indicates your level of education?(please tick as required)

Secondary (O level) ☐ Secondary (A level) ☐

Bachelors ☐ Masters ☐ Others (specify) ☐

5. What is your present professional qualification (please tick as required)

No formal training to teach adult teacher ☐ Certificate of adult teaching ☐

Diploma in adult training ☐ Degree in adult training ☐

6. What is your status as a teacher in the community based organization

Chairperson ☐ Vice chairperson ☐ Secretary ☐

Vice secretary ☐ Treasurer ☐

7. What is the number of learners in your centre.

Males ☐ Females ☐ Total ☐

8. How many learners participate in community based organizations

All ☐ Average ☐ None ☐

9. What kind of attitude is held by your community about learners participation in Community Based Organization (CBO's)?

Positive attitude ☐ Negative attitude ☐

10. How can participation of adult learners in community development be improved

i. ……

ii. …….....

iii. ……

11. Which are some of the challenges you face when participating in formulation, implementation, monitoring and evaluation of community based organizations (projects)

i. ……..

ii. ……..

iii. ……..

iv. ……..

12. Write down the factors which prevent adult learners from participating in community development activities.

i. ……..

ii. ……..

iii. ……..

iv. ……..

13. Explain whether adult literacy programmes have helped the adult learner to be more interactive in his/ her life.

i. ……..

14. In what way has adult literacy programmes helped the adult learner to be useful to:

a) Self

(i) _____

(ii)_____

(iii)_____

b) Community

(i) _____

(ii)_____

(iii)_____

Thank you for your cooperation.

THIS IS TO CERTIFY THAT:
MS. PRICILLA NYAMBURA KURIA
of NAIROBI UNIVERSITY, 724-20300
nyahururu,has been permitted to
conduct research in *Nyandarua County*

Permit No : NACOSTI/P/15/7360/6421
Date Of Issue : 8th July,2015
Fee Recieved :Ksh 1,000

on the topic: *FACTORS INFLUENCING ADULT LEARNERS' PARTICIPATION IN COMMUNITY DEVELOPMENT IN NYANDARUA NORTH SUB-COUNTY, NYANDARUA COUNTY, KENYA*

for the period ending:
6th November,2015

.....
Applicant's Signature

.....
for Director General
National Commission for Science, Technology & Innovation