

**INFLUENCE OF CULTURAL AND INSTITUTIONAL FACTORS
ON ACCESS AND PARTICIPATION IN ADULT LITERACY
PROGRAMME IN RONGO SUB-COUNTY, MIGORI COUNTY,
KENYA**

BY

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**A Research Project submitted in partial fulfilment of the requirement for the
award of Masters of Education in Adult Education and Community
Development, School of Education.**

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DECLARATION

This research project is my original work and has not been presented for award of degree in any university.

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This research project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

This research project is dedicated to my mother Janet Anne Owaka; my wife Judith Marion Otieno and our children Sylvia, Moses, Brian, Solomon and Anne for their support and encouragement. May God bless them all.

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I wish to express my gratitude to God almighty for granting me gift of life through this process. I wish also to express my appreciation to my supervisor Professor Lucy Wairimu Kibera, Professor of Education at University of Nairobi for her tireless effort and support through guidance; encouragement and advice which enabled me accomplish this work. Finally, I acknowledge with thanks and encouragement from my friends, colleagues and relatives.

ABSTRACT

The study sought to establish the effects of institutional factors on access and participation of adult learners in literacy programme in Rongo sub-county, Migori county in Kenya. The specific objectives of the study were: to establish the relationship between the availability of learning/teaching resources and the implementation of adult literacy programme in Rongo sub--county; to establish how teaching strategies in adult literacy centres promote adults level of participation in adult literacy programme; to establish the academic and professional qualification levels of adult education teachers in the literacy programme; and to establish the suitability of physical facilities for learners in adult literacy programme in Rongo sub-County. The study target population was 120 adult education learners and 2 adult education officers at the division. Descriptive survey method of research was used. Data was collected by use of questionnaires, interview schedule and observation checklist. Data collected was analyzed by using statistical package for social science (SPSS). Frequency, tables, and percentages were used to enhance data presentation. The major findings of the study revealed that: attendance rate for adult learners has been low at (56.8%); learners were not subjected to fulltime learning: attendance rate was higher for female learners at (87.5%) compared to male learners; absenteeism was higher among males than females. Findings on institutional factors were that there were inadequate teaching and learning materials in literacy centres; majority of teaching staff were part-time teachers; centres were not available in every sub locations but one in every location; adult learners did not have their own learning centres but were housed in primary schools.

The following recommendations were made: literacy campaign to be enhanced to boost enrolment and attendance; staff need to be encouraged to acquire befitting academic and professional qualifications; in-service training for staff is necessary for successful curriculum implementation; more adult education teachers need to be employed to boost literacy programmes access and participation.

ABBREVIATIONS AND ACRONYMS

ABE	Adult Basic Education
ABET	Adult Basic Education and Training
ACE	Adult and Continuing Education
AE	Adult Education
BAE	Board of Adult Education
CBOs	Community Based Organizations
CSG	Community Support Grant
DACE	Directorate of Adult and Continuing Education
DAE	Department of Adult Education
FBOs	Faith Based Organizations
FTI	Fast Track Initiative
IGAs	Income Generating Activities
KESSEP	Kenya Education Sector Support Programme
KIE	Kenya Institute of Education
KNALS	Kenya National Adult Literacy Survey
NGOs	Non-Governmental Organizations
PLP	Post Literacy Programme
UNESCO	United Nations Educational Scientific and Cultural Organization

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
ABBREVIATIONS AND ACRONYMS	vi
LIST OF FIGURE	xiv
DEFINITION OF SIGNIFICANT TERMS.....	xv
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the study	1
1.2 Statement of the problem.....	4
1.3 Purpose of the study	4
1.4 The Objectives of the Study	5
1.5 Research Questions	5
1.6 Significance of the study	5
1.7 Delimitations of the study.....	6
1.8 Limitation of the study	6
1.9 Assumptions of the Study.....	6
1.10 Organization of the study	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	8
2.1 Introduction.....	8
2.2 Financing Adult Literacy Programme.....	8
2.3 Physical facilities in adult centres.....	9
2.4 Teaching and Learning resources in Adult Literacy programme	11
2.5 Language of instruction in Adult Literacy centres.....	13

2.6 Teaching and Learning methods in Adult Education.....	14
2.7 Teaching staff in adult basic education programme in Kenya	15
2.8 Conceptual Framework	16
CHAPTER THREE: RESEARCH METHODOLOGY.....	18
3.1 Introduction.....	18
3.2 Location of the study.....	18
3.3 Study Design.....	18
3.4 Target population	19
3.5 Sample Size and Sampling Procedure.....	19
3.6 Research Instruments	20
3.6.1 Learners Questionnaires	20
3.6.2 Interview schedule for Adult Education Officers	20
3.6.3 Observation Schedule.....	21
3.7. Data collection procedure	21
3.8 Pilot Study	21
3.8.1 Reliability	22
3.8.2 Validity.....	22
3.9 Data Analysis Techniques	22
3.10. Ethical Issues	23
CHAPTER FOUR: DATA ANALYSISPRESENTATION AND	
INTERPRETATION	24
4.0 Introduction.....	24
4.1 Demographic characteristics of the respondents.....	24
4.2 Age Bracket of Adult Learners	25
4.3 Educational Level of Adult Learners under Study.....	26

4.4 Marital Status of Respondent.....	27
4.5 Family Size of Respondents	27
4.6 Respondent Occupation.....	28
4.7 Learning Centres for Adult Learners	28
4.8 Culture and Access and Participation in Adult Literacy for both men and women	29
4.9 Men sharing same class with Women.....	30
4.10 Community views and literacy programme participation in Rongo Sub-country	31
4.11 Participation of Spouses in Adult class.....	32
4.12 Workload at Learners' homes.....	33
4.13 Adult Learning centres suitability in Rongo sub-county.....	33
4.14 Condition of Chairs for Adult learners in Rongo sub-county.....	34
4.15 Learning Resources in Adult centres	35
4.16 Effects of learning Subjects Skill areas in Adult Literacy Programme in Rongo Sub-county.....	36
4.17 Learning of Kiswahili Language.....	37
4.18 Learning Number work as a subject.....	37
4.19 Learning reading as a subject.....	38
4.20 Learning writing as a subject	39
4.21 Learning skills in agriculture	40
4.22 Learning Skills in Home science and Craft.....	41
4.23 Learning skills in Business Education.....	41
4.24 Learning Distance from Home to centres.....	42
4.25 Learners motivation to enrol in literacy programme.....	44
4.26 The role of Teachers on Access and Participation of Learners in Literacy Porgramme	45
4.27 Role of Adult Teachers on Access and Participation in Literacy Programme	46

4.27.1 Role of adult teachers on access and participation in literacy Programme.....	46
4.28 Teacher perpetual absenteeism from the centre.....	47
4.29 Teacher comes to class late.....	47
4.30 Teachers Dress Code.....	48
4.31 Learners Motivation.....	49
4.32 Suggested Ways of Improving Programme.....	51
4.33 Number of Years in Service.....	52
4.34 Improving Access and Participation in Adult Education Programme.....	52
4.35 Factors of learning response to access on teaching strategies in other literacy programme and the participation of learners.....	53
4.36 Observation Report on Availability and Adequacy of Learning Resources ...	54

CHAPTER FIVE: SUMMARY, CONCLUSION AND

RECOMMENDATIONS.....	56
5.1 Introduction.....	56
5.2 Summary of the Research Findings.....	56
5.2.1 Demographic Characteristics of the Respondents.....	56
5.2.2 The Attendance Rate of Adult Education Learners in Literacy Programme.....	57
5.2.3 Factors Influencing Learners Participation in Adult Literacy Programme.....	57
5.2.4 Relationship between Motivation and Attendance in Adult Literacy Programme.....	58
5.2.5 Relationship between Marital status and Attendance in Adult Literacy Programme.....	58
5.2.6 Availability and Adequacy of Learning/Teaching Resources.....	59
5.2.7 Suggested Measures to Improve Access and Participation in Adult Literacy Programme.....	59

5.3 Conclusion	60
5.4 Recommendations	61
5.5 Suggestions for Further Research	63
REFERENCES.....	64
APPENDICES.....	67
Appendix I: Questionnaire For Adult Literacy Learners	67
Appendix II: Interview Schedule For Adult Education Officers at the Division/Ward.....	72
Appendix III: Observation Checklist	74
Appendix IV: Research Authorization	75
Appendix V: Research Permit	76

LIST OF TABLES

Table 1.1: Adult learners' enrolment by gender in Rongo sub-county 2012-2014... 4	4
Table: 2.1 Sponsors of Adult Literacy programme 10	10
Table: 2.2 Language of instruction at Adult Basic Education centres in Kenya..... 14	14
Table 2.3: Teaching staff in Rongo sub-county between 2008 -2015 16	16
Table 4.1: The study respondents by gender 24	24
Table 4.2: The Age brackets of the Respondents. 25	25
Table 4.3: Education level of study Respondents..... 26	26
Table 4.4: Marital status of Respondents 27	27
Table 4.5: Number of Respondents Children 27	27
Table 4.6: Adult Learners Occupation 28	28
Table 4.7: Centre Venues in Rongo Sub-county 29	29
Table 4.8: Culture and women participation in Adult Literacy Programme..... 30	30
Table 4.9: Men Sharing same class with Women..... 30	30
Table 4.10: Community views and Literacy Programme 31	31
Table 4.11: Participation of Spouses in Adult class 32	32
Table 4.12: Workload at Learners' homes 33	33
Table 4.13: Suitability of Adult Learning Centres in Rongo sub-county 34	34
Table 4.14: Chairs for Adult Learners 34	34
Table 4.15: Learning materials in Adult centres in Rongo sub-county 35	35
Table 4.16: Learning English Language as a subject 36	36
Table 4.17: Learning Kiswahili Language as a subject 37	37
Table 4.18: Learning Number work as a subject..... 38	38
Table 4.19: Learning reading as a subject..... 38	38
Table 4.20: Learning writing as a subject 39	39
Table 4.21: Ratings of usefulness in Learning Agriculture Skills..... 40	40
Table 4.22: Ratings of the usefulness Learning Home science and Craft Skills..... 41	41

Table 4.23: Ratings of usefulness of skills in Business Education.....	42
Table 4.24: Approximate distance in Kilometres	43
Table 4.25: Factors of motivation for enrolment in adult class.....	44
Table 4.26: Assessment of effectiveness of teaching methods	45
Table 4.27: Learners don't like the teacher.....	46
Table 4.28: Teacher is always absent.....	47
Table 4.29: Teacher comes to class late.....	48
Table 4.30: Teachers Dress Code	48
Table 4.31 Factors of Motivation	49
Table 4.32: Learners' Expectations after Literacy Programme.....	50
Table 4.33: Ways of improving literacy programme by the Government.	51
Table 4.34: Suggested Ways of improving literacy programme by the Government	53
Table.4.35: Effects of Factors on Learning.....	54
Table 4.36: Observation Report on Availability and Adequacy of Learning Resources.....	55

LIST OF FIGURE

Figure 2.1 Conceptual Framework showing the relationship between them on access and participation of adult learners	17
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DEFINITION OF SIGNIFICANT TERMS

Adult	:	Refers to a person aged 15 years and above.
Adult literacy centre:		Is a place where adults learn.
Adult Literacy learners:		Are people who learn in adult literacy centres.
Adult teacher:		Refers to one who is involved in teaching of adults.
Access:		Adult learners getting enrolled in literacy programme
Literacy:		Is the ability to read, write and do simple arithmetic
Participation:		Adult learners getting engaged in learning activities.
Drop-Out:		Learners that withdraw from literacy class before completing.
Literacy education:		Learning activities that include reading, writing and arithmetic

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Africa together with the rest of the world started adult literacy programmes to eradicate the problem of illiteracy. However, serious campaigns started after research figures on population, growth, wealth and death rates showed that poverty, disease and illiteracy go hand in hand (Townsend, 1988). Adults are expected to be producers of wealth and active participants in socio-economic and political development. To be productive they need knowledge and skills which they can apply to different situations in order to obtain desired results. It is in this light that literacy education is accepted as right and an essential part of the human right of every individual as recognised in the universal declaration of Human Rights (UNESCO, 2003).

Literacy is a vital tool for promoting socio-economic and political development of any country. This development can be propelled by literate adult population. Since independence the government of Kenya has committed itself to provision of adult education (Kibera, 1997). This commitment has been through session paper No.10 of 1965 (Republic of Kenya, 1965) which declared a carefully planned attack on poverty, disease, and ignorance in order to achieve social justice, human dignity and economic welfare for all. The declaration on human rights signed in Paris in 1948 included rights of each individual to education. One of the issues of major concern in education today is the eradication of illiteracy. This is due to the realization and acceptance of the fact that education in general and literacy in particular has implication for both personal and national development (Fordham, 1985). Vision

2030 (Republic of Kenya, 2007) is a development blue print for the country, which aims at making Kenya an industrialised country by 2030, with education and training being a key strategy for the achievement of this vision. Kenya education commission report (Republic of Kenya, 1964) acknowledged that socio-economic progress of a country depends a general rising of the standards of education among the masses of its population. Kenya also signed international declarations on education and committed itself to the provision of quality education for every citizen, for example Education for All (EFA) Jomtein Thailand (1990) and also the Dakar Framework For Action on Education For All (Dakar, Senegal 2000). Education For All (EFA) seeks to promote learning and life skills for children, youth and Adults by making education equitably accessible and reduce adult literacy levels by 50 per cent by the year 2015.

According to global monitoring team on Education for All (UNESCO, 2003), literacy strengthens the capabilities of individuals, families and communities to access health, education, political, economic and cultural opportunities and services. However, according to latest general monitoring report on Education for All (GMR) (2008) states: *“overallly, illiteracy rates are highest in the countries with the greatest poverty. The link between poverty and illiteracy is also observed at households substantially lower than those of the wealthiest”*. And there is no gender parity either, as the illiteracy figures for women is considerably higher at 64 percent (UNESCO, 2008). In Kenya, the Board of Adult Education (BAE) was created by an act of parliament (Cap 223 of 1966 of Laws of Kenya revised in 1967) to coordinate, regulate, and advise on the promotion of adult education in the country. It was not until 1979 when the department of adult education (DAE) was established to spearhead the presidential

directive on eradication of illiteracy (DAE, 2006). Despite government effort and from individuals and organizations dealing with various aspects of adult education and literacy in Kenya, the access and participation is still very low. Some of the researches that have studied factors that contribute to low access and participation of adults in literacy programmes include: the state of the art of adult literacy in Kenya by (Murahi, 1985), functional literacy (Gakuru,1976), methods and approaches in adult literacy (Murahi,1982; Kinyua,1982). The department of adult education too has some reports on the same and these reports include: the literacy programme scheme of work (1977), training of literacy teachers (1979), low cost material production (1981) and attendance survey (1980).

Currently, it is estimated that 87.4% of Kenyans can read and write. Literacy rate for males is at 90.6% while that of females is at 84.2% according to(Central Intelligence Agency, World Fact book August,2004).This means that 12.6% of Kenyans are illiterate.

Rongo sub-county is one of the 8 sub-counties that form Migori County in the former Nyanza province. Sugar cane is the major agricultural activity in the area. The sub-county has 9 administrative locations and 21 sub-locations. The illiteracy rate is 56.8 per cent (County Statistics office-Migori, 2014).The data showing enrolment trends of adult learners in Rongo sub-county are captured in Table.1.1

Table 1.1: Adult learners' enrolment by gender in Rongo sub-county 2012-2014

Year	Gender		Total
	Male	Female	
2012	63	314	377
2013	91	379	470
2014	97	314	411
TOTAL	251	1007	1258

Source: District Adult Education office-Rongo

1.2 Statement of the problem

Despite the government's commitment to adult literacy programme through session paper No.10 of 1966, Kenya national adult literacy survey of 2006 and recognition of its importance in socio-economic and political development, the programme is experiencing poor participation and low enrolment in literacy centres in most regions in Kenya. Rongo sub-county is one of the regions experiencing low access and poor participation in adult literacy programme, in that the enrolment is low, given the fact that as per Kenya National Bureau of Statistics(2009) in Rongo Sub-county, illiteracy rate stands at 56.8 per cent. Therefore, it is important to find out why illiteracy is high in this sub-county.

1.3 Purpose of the study

The purpose of the study was to investigate the factors that influence access and participation of adult learners to adult literacy programme with special reference to institutional factors in Rongo sub-county.

1.4 The Objectives of the Study

The study sort to:

- i. establish the relationship between culture and access and participation of adult learners in literacy programme in Rongo sub-county.
- ii. access suitability of institutional factors for adult literacy programme in Rongo sub-county.
- iii. access the role of adult teachers on literacy programme in Rongo Sub-county.
- iv. establish factors that encourage adult lerners to join literacy class.

1.5 Research Questions

- i. What is the relationship between culture and access and participation of adult learners in literacy programme in Rongo Sub-county?
- ii. How suitable are institutional factors in terms of physical facilities and learning resources for adult literacy programme?
- iii. What is the role of adult teachers in adult literacy programme?
- iv. Why do adult learners join adult literacy programme?

1.6 Significance of the study

The study is likely to benefit adult education teachers, adult learners, individual literacy programme providers, and policy makers of the literacy programmes. The institutions that are expected to benefit from the findings include: adult literacy centres, community based organizations, faith based organizations, non-governmental organizations, private sectors, Kenya institute of curriculum development, directorate of adult and continuing education and ministry of education, science and technology

who have a key role in policy making for the development and promotion of adult education programme.

1.7 Delimitations of the study

This study was carried out in 24 centres in Rongo sub-county but not the whole of the Migori County. It was not generalized to the rest of the county or the rest of Kenya. Only those enrolled in adult literacy programmes were investigated.

1.8 Limitation of the study

The major limitation was that the questionnaire was in English language and the researcher may not have been able to translate questions correctly in 'dholuo' which is language of instruction.

1.9 Assumptions of the Study.

The study assumed that:

- i) The data and information provided by respondents was truthful and correct to the question asked.
- ii) The respondents were available and gave their time in providing the information needed for the study.
- iii) All adult education centres in Rongo sub-county were operational and offering adult literacy programme.

1.10 Organization of the study

The Project was organized into three chapters. Chapter one consisted of background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, basic assumptions, limitations and delimitations of the study. The chapter also consisted of organization of the study and definition of significant terms. Chapter two consisted of literature review under the following sub-topics: financing adult literacy programme, physical facilities in adult literacy class, teaching and learning resources in adult literacy Programme, language of instruction in adult literacy programme and teaching staff in adult literacy programme. Chapter three discussed the introduction, research design, and target population. Chapter three also discussed sample and sampling procedure, instruments of data collection, pre-testing of the instruments and data analysis techniques.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed literature related to influence of institutional factors on access and participation of adults to literacy programme. It highlighted how literacy is financed, physical facilities in adult classes, teaching and learning resources in literacy programme, language of instruction in literacy programme, teaching and learning methods in adult education and the teaching staff in literacy programme in Kenya.

2.2 Financing Adult Literacy Programme

Odhiambo et al (2012) states that the provision of adult and continuing education (ACE), though has suffered from inadequate funding whist the overall vision requires structural and curriculum reform, to fit it to the aspirations of vision 2030, of particular concern is raising the levels of literacy. Odhiambo (2012) added that funding of adult and continuing education should be guaranteed and based on a realistic needs assessment including the provision of tutors, infrastructure, equipment and other teaching and learning materials. In comparing the funding of adult education in Kenya and other countries, it is obvious that funding of adult education is still low all over. Hasaba (2013) adds that funding for literacy learning is low for example in Uganda; central government has been investing about 3.2 billion Ugandan shillings (US\$1,391,304) annually, in adult literacy service provision. In Vietnam, out of the annual US\$100,000 from government for continuing education, only \$700 is spent on adult literacy programmes in communities. Gambia receives 0.3 per cent;

Malawi receives 0.5 per cent and Zambia 0.2 percent of their education budget on adult education. In Kenya, education programmes receive 30 per cent of the annual government budget, while adult and continuing education receives less than 1 percent (Government of Kenya,2014).

Most government financing adult education, fall short of the funding benchmark for high quality literacy programmes, as identified by global campaign for education2005, which suggested that government should dedicate at least 3 per cent of their educational budget on adult literacy, with additional contributions being made by other relevant ministries for continuing adult education courses. Rongo sub-county got government community support grant (CSG) of Kenya shillings 850,000/=(eight hundred and fifty thousand) funding during 2005 to 2010 Kenya education sector support programme (KESSP) period where four centres out of 28 benefited. This money was meant for teaching and learning materials and infrastructure renovation. Since then there has never been any funding to adult literacy programme in Rongo sub-county.

2.3 Physical facilities in adult centres

Availability of facilities for learning is an important input to the adult learning process in the country. To increase participation in adult learning programmes, it is critical that facilities are conducive and appropriate to adult learning and provided in all parts of the country (KNALS, 2007). Olojede and Oladitan (2013) asserts that many findings in reports have shown that many adult learning centres are located in schools

because of the need for tables and chairs to be used for learning, this therefore affect learning and continuing patronage of literacy classes by adult learners.

Adult learners 'programmes is sponsored by a cross section of stakeholders such as government, faith based organizations, community based organizations, privately rented, non-governmental organizations and others. (KNALS, 2007). This information is contained in Table 2.1.

Table: 2.1 Sponsors of Adult Literacy programme

Sponsors of Facilities	Frequency	Percentage
Government	195	41.0
Faith based organization	149	31.3
Community based organization	91	19.1
Privately rented	20	4.2
Non-Governmental organizations	6	1.3
Others	15	3.2
Total	476	100.0

Source: Kenya National Adult Literacy Survey, 2007

Analysis in Table 2.1 shows the majority of facilities are owned by the government at 41% and faith based organization 31.3% respectively.

According to Kenya National Adult Literacy survey, 2007 most building where adult learning takes place are of permanent structured at 49.2%, semi-structure at 44.5%, under a tree at 3.6%, makeshift at 2.1% and others at 0.6%. Although the data seems to suggest that they have facilitates, the facilities are not specifically preserved for adult learners.

Kenya national adult literacy survey (2007) report revealed that only 31 per cent of adult population is aware of existence of literacy centres in their neighbourhood, a fact attributed to low visibility of the programme on the ground due to the sparse distribution of literacy classes since, in many cases only one centre is available per location. In Rongo sub-county only two centres are owned by the faith based organizations. Other twenty two centres facilities are owned by the government. All the twenty four learning centres are of permanent structures.

Seetharamu (2010) says that it is normal to think about learning atmosphere, in terms of quality building, the space used for instruction, its location in a hygienic surrounding, provision of lighting equipment and other facilities, involvement of immediate local community in day to day operation of the programme, as 30.77 per cent of the total number of centres are located in formal school buildings.

2.4 Teaching and Learning resources in Adult Literacy programme

Adult education programmes are offered by a spectrum of organizations. These include government departments (GOK), Non-governmental organizations (NGOs), community based organizations (CBOs), and faith based organizations (FBOs), private sectors, individuals and universities. They offer basic literacy, post-literacy, continuing education programmes and community education and extension programmes (Government of Kenya, 2010).

These organizations came up with different teaching and learning resources. Jarvis (1992) asserts that some materials are written. Other sources of learning and teaching

depend on the needs of the learning group. In Rongo sub-county we use a variety of primers touching on different learning needs. These include 'Dak Maber' (good living), poultry farming, bee keeping, vegetable farming, dairy farming and Growth, Oral, Breastfeeding, and immunization (GOBI) books. Other sources are learner's specific learning needs. We also draw learning from National Basic Functional Literacy curriculum also known as Adult Basic Education and Training (ABET) 1, 2, and 3 designed by Kenya Institute of Education (KIE). Its objectives are to read, write and perform arithmetic calculations related to their daily activities; participate fully in development activities within his/her community; use acquired skills for further education; communicate effectively in mother tongue, Kiswahili and English; accept responsibilities and perform them with integrity: respect and participate in the preservation of Kenya's rich cultural heritage; understand and practice human/civil rights and responsibilities; and embrace healthy living and environment conservation(Republic of Kenya,2003).

Mulira (1978) states that literacy programmes should be provided with literacy materials, such as primers, posters, charts, audio visual and other materials. This makes literacy programme interesting and thus enhance participation of adult learners. Walklin (1990) is of the view that teachers need to have awareness of the use of instructional materials, because they create desire for learners to learn. Olembo et al (1992) add that funds should be made available for instructional materials. Teachers should also be allowed to select instructional materials for their learners.

2.5 Language of instruction in Adult Literacy centres

Education is the process of transmission of the culture of the people, culture is transmitted through language (Jarvis, 1995). The continent of Africa is second to none with regard to the multitude of language in use. Without any doubt, the mother tongue is preferable at the basic levels. Transition to second languages, such as French and English, Arabic or German, can be done at post literacy and higher levels (Ouane, 1989, 2003 and Obanya, 2003).

In adult basic education classes in Rongo sub-county and Kenya as a whole, the key language used is mother tongue in rural areas; Kiswahili in urban settings and a bit of English when learning the language. Kamunge (1988) states that decline in learner enrolment were due to lack of appropriate reading materials in some ethnic languages. Some of these primers in mother tongues language have been in existence for a longer time without any revision yet they are key teaching and learning resources. Mbaabu(1992) supports Kamunge's view, by saying that instructional resources in mother tongue, were not well prepared and not evaluated. This may lead to lack of interest by learners hence promote drop-out.

UNESCO (2003) adds that mother tongue education is essential for initial instruction in literacy and should be extended to as late stage in education as possible. Thus every pupil should begin formal education in mother tongue and adult illiterates should make their first steps in literacy through mother tongue. Bunyi (1999) points out that indigenous African language were used prior to colonization in Kenya society, and should be incorporated more into education in the future. Language is critical for

development of literacy skills. The choice of the language of instruction used is of most importance since it improves learners learning outcomes (KNALS, 2007). The languages used for literacy programme are illustrated in Table 2.4

Table: 2.2 Language of instruction at Adult Basic Education centres in Kenya

Language of instruction	Frequency	Percentage (%)
Mother tongue	41	9.6
Kiswahili	48	10.1
English	1	0.2
Mother tongue & Kiswahili	157	33.3
Kiswahili & English	47	9.9
Mother tongue, Kiswahili & English	182	38.2
TOTAL	476	100.0

Source: Kenya National Adult Literacy Survey, 2007

2.6 Teaching and Learning methods in Adult Education

There are three categories of teaching methods in adult education classes in Rongo sub-county just like any other centre providing adult education in Kenya, namely teacher-centred: where the teacher takes centre stage in the learning process. These include lecture, visualization, symposium, guest speaker/resource person, and demonstration. Another method is teacher-learner which is interactive kind of method. It includes case study, brainstorming, role-play, discussion, dramatization, questioning, buzz session and field visits. The third method is learner-centred, where learners play a central role, making the teacher a mere supervisor. Such methods include group work, drama, problem solving, and creative activities, inquiry and simulation activities (Republic of Kenya, 2009).

2.7 Teaching staff in adult basic education programme in Kenya

Odhiambo et al (2012) states that teachers engaged in adult basic education programme are either unqualified or lack the necessary andragogy for such learners. They recommended that to ensure standards and quality of delivery, qualified teachers should be employed, with an established scheme of service to motivate and retain them.

The teaching staffs in adult basic education are in three categories. Full-time teachers are employed by the government on full time basis and are civil servants in the republic of Kenya. Part-time teachers are paid an honoraria of Kenya shillings two thousand (2000/=) per month as they work on part-time basis for three days a week. Majority of part-time teachers are not employed elsewhere, and entirely depend on these honoraria to support their families. These are the largest teaching workforce in adult basic education. Majority of teachers in adult basic education attained secondary level of education (Odhiambo, 2012). He adds that number of full-time teachers has declined from 1,945 to 1592 in 2009 due to natural attrition, retirement and non-replacement and majority transferring services as a result of poor remuneration. However, part-time teachers have maintained a constant number of 3,000 in the country since 2008. Most adult literacy centres are manned by volunteers (63.3 per cent), who are paid token allowances. Such teachers are not adequately rewarded for their efforts and therefore, are not likely to provide quality education that can help reduce illiteracy (KNALS, 2007). Information on staffing of literacy programme in Rongo sub-county is presented in Table 2.5.

Table 2.3: Teaching staff in Rongo sub-county between 2008 -2015

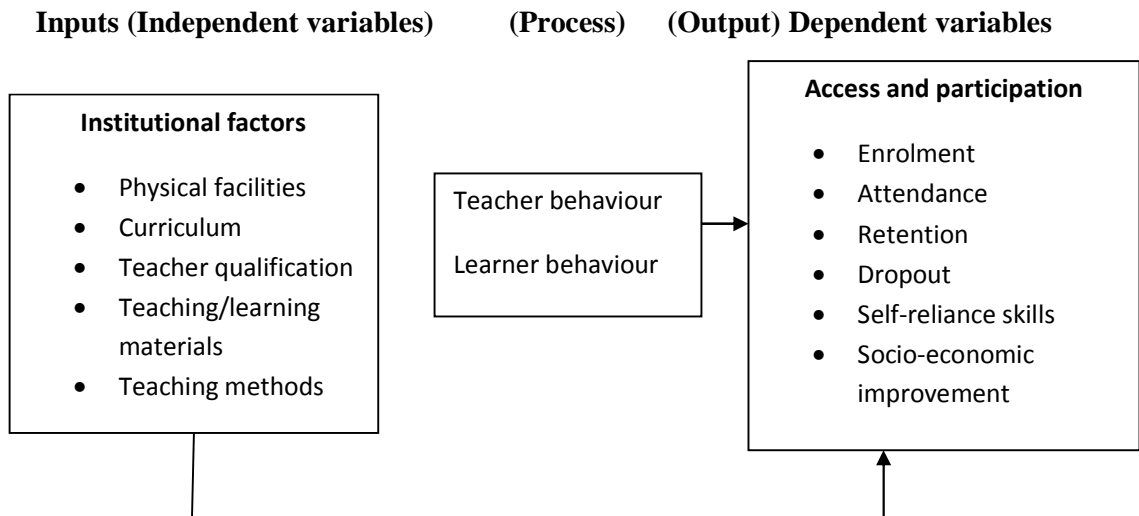
Category	2008	2009	2010	2011	2012	2013	2014	2015
Full-time	5	5	11	9	6	8	8	8
Part-time	18	18	18	18	6	6	6	6
TOTAL	23	23	29	27	12	14	14	14

Source: District Adult Education Office-Rongo Sub-county,2015

2.8 Conceptual Framework

A conceptual framework can be defined as a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Reichel & Ramey, 1987).Conceptual framework in this study will involve examination of factors that are likely to affect access and participation of adults in adult basic education programme. The selected factors of investigation are institutional factors: These are physical facilities, learning resources, teaching methods, government funding of adult education, qualification of adult teachers and curriculum offered. This conceptual Framework shows that Adult literacy programmes would only be successful through the use of qualified and experienced adult educators, provision of teaching /learning resources, proper use of appropriate teaching methods and funding from government and other organizations. The Conceptual framework for this study is captured in Figure 2.1

Figure 2.1 Conceptual Framework showing the relationship between them on access and participation of adult learners.



Source (Author, 2015)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This Chapter contains discussion of the research design adopted for the study, target population and sampling procedure followed. There is also a discussion of the instruments used in collecting data. This section ends with a discussion of how the data collected in the field was analysed.

3.2 Location of the study

The study was carried out in Rongo sub-county in Migori county. It is approximately 25 km from Kisii town towards Migori town. Major economic activity in the area is sugar cane farming. The whole sub-county is 110km squared (Statistics office – Migori county). The rationale for choosing Rongo sub-county was because it had low level of literacy at 56.8 per cent (KNBS-Migori) and low enrolment in literacy programme.

3.3 Study Design

A research design is a scheme, outline or plan that is used to generate answers to research problem (Orodho, 2003). It constitutes the blue print for the collection, measurement, and analysis of data (Kothari, 2003). The descriptive survey research design was used in the study. The purpose of descriptive survey research is to study the relationships that exists, practices that prevail, beliefs and attitudes held, processes that are going on, and effect being felt or trends that are developing (Best &

Khan,2001). It was suitable because it aimed to collect information, by interviewing or administering a questionnaire to a sample of individuals. It also manipulate variables or arrange for events to happen (Orodho,2003).

3.4 Target population

A population refers to an entire group of individuals, events, or objects having a common desirable characteristic (Mugenda and Mugenda, 1999). The study targeted 120 adult education learners from the targeted centres, five each from 24 adult basic centres and 2 divisional adult education officers', one officer per division. The choice of adult learners was because they were key participants in the programme, and education officers are programme supervisors.

3.5 Sample Size and Sampling Procedure

Sampling is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo,2002). A sample size is the number of items to be selected from the target population. The sample size selected for the study should fulfil the requirement of efficiency, representative, reliability and flexibility. It is a subject of a particular population whose characteristics are the representative of the entire population (Kothari,2003). The study applied simple random sampling method to select the respondents. The study targeted 120 learners, and 2 divisional adult education officers. A sample size of 30% of 411 learners was selected. The sampling interval was determined to identify learners participating in the study. To do this the researcher first listed all the 411

learners and ticked every third name until the desired sample size of 120 learners was obtained. All the 2 divisional adult education officers took part in the study.

3.6 Research Instruments

For this study three instruments of data collection were used. These were the following: These were learner's questionnaires, Adult education officer's interview schedule and observation schedule/checklists.

3.6.1 Learners Questionnaires

A questionnaire, which is a list of questions aimed at getting specific information on a variety of subjects, was used to collect information from the learners. Questionnaires consisted of items that were closed and others opened. The questions also seek information on the learner's details, skill learning areas and subject areas. Gall et. al (1996) states that, questionnaire is a carefully designed instrument for collecting data in accordance with specification of the research questions.

3.6.2 Interview schedule for Adult Education Officers

Interview was conducted to collect information from adult education officers on institutional factors influence on access and participation of adult education learners to adult literacy programme in Rongo sub-county. Nsubuga (2000) argues that interview schedule provide more information because respondents are comfortable communicating orally. Therefore the researcher was able to collect a lot of information on access and participation of adult education learners in Rongo sub-county because one advantage of interview as instrument of data collection is that it

makes it possible to elicit personal and confidential information and to gain knowledge about motivations, feelings, attitudes and beliefs.

3.6.3 Observation Schedule

According to Daten (1979) in observational studies researchers collect data on the current status of entities by watching them and listening to them rather than asking questions about them. Observation may be controlled or uncontrolled, scheduled or unscheduled, visible or concealed, participant or non-participant. Items that were observed were learner population, classrooms, sitting arrangements, and furniture. The following value system was employed: 5-Excellent, 4-Good, 3-Satisfactory, 2-Poor and 1-Very Poor.

3.7. Data collection procedure

Before the actual fieldwork began, the researcher seeks research licence from National council for science, technology and innovation. The researcher then personally visited adult centres and begin by establishing a rapport with divisional adult education officers and teachers before administering questionnaires. He then introduced himself to centre authorities and explained his mission and request to carry out the research among learners.

3.8 Pilot Study

The validity and reliability of the instruments was determined through piloting of the questionnaire in 2 centres. The respondents were not involved in the final

administration of the questionnaire. The pilot study was meant to identify ambiguous or unclear questions.

3.8.1 Reliability

Best and Khan (2001) define reliability as the degree of consistency that the instrument or procedure demonstrates. Whatever it is measuring, it does so consistently. An instrument is reliable when it can measure a variable accurately and consistently if used under similar conditions. To establish the reliability of the instruments, simple descriptive statistics was used to analyze the collected data. These included frequencies, percentages and means.

3.8.2 Validity

Best and Khan (2001) defines validity as the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. Content validity refers to the degree to which the test actually measures, or is specifically related to, the traits for which it was designed. For both the questionnaire and interview schedule care was taken to ensure that the items they contain were derived from the objectives of the study.

3.9 Data Analysis Techniques

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. It involves uncovering underlying structures; extracting important variables, detecting any anomalies and testing any underlying assumptions (Kombo and Tromp, 2006). The process began by examining the

questionnaires to establish if there were items that were wrongly answered or unanswered. Data was then organised in different categories. Descriptive statistics which involve calculating frequencies and measure of central tendency such as mean and mode was used to analyze the collected data. The analysis of the data was done using statistical computer package for social science software (SPSS). The result of the analysis was then summarised in frequency tables and discussed in chapter four and five.

3.10. Ethical Issues

I requested the learners to fill the questionnaire and assured them of Confidentiality. The respondents were requested not to write their names on the questionnaire.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter presents the findings on demographics of the respondents followed by study objectives. It also presents the analysis of data collected by means of questionnaires, interview schedule and observation checklists based on research objectives in terms of institutional factors and their perceived influence on access and participation on adult literacy programme in Rongo sub-county, Migori County.

4.1 Demographic characteristics of the respondents

The respondents were asked to provide information on their gender. This information is summarized in Table 4.1.

Table 4.1: The study respondents by gender

Adult Learners			Adult Education Officers	
Gender	Frequency	Percentage (%)	Frequency	Percentage (%)
Males	15	12.5	0	0.0
Females	105	87.5	2	100
TOTAL	120	100	2	100

Primary data

The information in Table 4.1 above shows that out of 120 sampled respondent adult learners, 12.5% were males and 87.5% were female learners. The 2 adult education officers in the sub-county at 100% were females. The findings clearly indicate that females are the majority of participants in adult literacy programme.

4.2 Age Bracket of Adult Learners

The respondents were asked to provide information on their age bracket. This information is captured in Table 4.2.

Table 4.2: The Age brackets of the Respondents

Adult Learners			Adult Education Officers	
Age in Years	Frequency	Percentage (%)	Frequency	Percentage (%)
0 -18	0	0.0	0	0.0
19-25	6	5	0	0.0
26-32	8	6.7	0	0.0
33-39	10	8.3	0	0.0
40 and above	96	80	2	100
TOTAL	120	100	2	100

Primary data

The results in Table 4.2 show that 80% of the respondent learners were 40 years and above, followed by 8.3% who were in the age bracket of 33 to 39 years, 6.7% in the age bracket of 26 to 32 years and 5% between age brackets of 19 to 25 years. Findings indicate no learners or 0.0 % of the respondents were between 0 to 18 years and the two adult education officers were above 40 years at 100% .The findings of the study show that in Rongo sub-county, all respondents accessing and participating in adult literacy programme are adults of above 15 years and above according to UNESCO definition. These findings imply the need for literacy programme that is designed to cater for the needs of the aged people.

4.3 Educational Level of Adult Learners under Study

The respondents were asked to indicate their entry educational level. This information is presented in table 4.3.

Table 4.3: Education level of study Respondents

Adult Learners		
Education Level	Frequency	Percentage (%)
Non-Formal Education	6	5
1-3	48	40
4-5	36	30
6-7	28	23.33
Others	2	1.67
TOTAL	120	100

Primary data

The information in Table 4.3 shows that majority of respondents indicated that 40% of the respondents of level 1-3 of education; 30% in level 4-5 of education; 23.33% are in level 6-7 of education; 5% are in Non-formal level and 2% are in others affects the organization i.e. all the adult education officers had attained secondary level of education. The highest level of education attained by adult education officers can make them less effective and therefore impact negatively on participation and access of adult learners on literacy programme in Rongo sub-county.

4.4 Marital Status of Respondent

The respondent learners were asked through questionnaire to state their marital status.

The responses of the adult learners are summarized in Table 4.4

Table 4.4: Marital status of Respondents

Marital Status	Frequency	Percentage(%)
Married	90	75
Single	3	2.5
Widow	12	10
Widower	9	7.5
Divorced	0	0
Separated	6	5
TOTAL	120	100

Primary data

The findings in Table 4.4 show that majority of adult learners were married (75%); widow were ((10%), widower were (7.5%); those who separated formed (5%) and single respondents were (2.5%), the results reveal that married people were more unlikely to embrace adult literacy programme compared to those who were not married.

4.5 Family Size of Respondents

Table 4.5: Number of Respondents Children

Adult Learners			Adult Education Officers	
Number of Children	Frequency	Percentage (%)	Frequency	Percentage (%)
0	3	2.5	0	0.0
1-2	12	10	0	0.0
3-4	40	33.33	1	50
4 and above	65	54.17	1	50
TOTAL	120	100	2	100

Primary data

The Findings in Table 4.5 show that 65 respondents at 54.17% had above four (4) children followed by 40 respondents at 33.33% with between 3-4 children; 12 at 10% with between 1-2 children and 3(2.5%) respondents had no children. One adult education officer had between 3-4 children while the other education officer had above 4 children.

4.6 Respondent Occupation

Table 4.6: Adult Learners Occupation

Occupation	Frequency	Percentage (%)
Salaried	0	0.0
Peasant Farmer	66	55
Self-employed	48	40
Casual Labourer	6	5
TOTAL	120	100

Primary data

The primary data findings in Table 4.6 indicate that 66 learners at 55% said they were peasant farmers; 48 learners at 40% self-employed; 6 learners at 5% casual labourers. Majority of learners being peasant farmers would benefit more on agriculture and business skills.

4.7 Learning Centres for Adult Learners

The respondents were asked to indicate where learning takes place. The results are summarized in Table 4.7.

Table 4.7: Centre Venues in Rongo Sub-county

Centre Venues	Number of Respondents	Percentage (%)
Community Hall	6	5
Primary School	105	87.5
Church	6	5
Under Tree	3	2.5
TOTAL	120	100

Primary data

The results in Table 4.7 have revealed that 105 out of 120 learners which make 87.5% of the respondents were receiving their education from primary schools facilities. The rest of adult learners 6 learners at 5% learn in community hall; 6 learners at 5% learn in the church and 3 learners at 2.5 percent learnt under tree. The study showed that most of adult learners are housed in primary school buildings. This is not good for adult education programme as learners will be comfortable learning in their own facilities.

4.8 Culture and Access and Participation in Adult Literacy for both men and women

The **first** objective sought to find out the effects of culture on participation of adult learners in literacy programme. The responses of women on the influence of culture on their participation in literacy programme are presented in Table 4.8.

Table 4.8: Culture and women participation in Adult Literacy Programme

Factor	Ratings	Frequency	Percentage(%)
Does our Culture encourage women to join adult class	Strongly Agree	93	77.5
	Agree	16	13.3
	Not Agree	11	9.2
TOTAL		120	100

Primary data

The analysis present in Table 4.8 shows that when learners were asked to indicate there ratings on culture and women participation, 77.5% of respondents interviewed through questionnaires strongly agreed that culture encourages women to join adult classes; 13.3% agreed that culture can encourage women to join adult classes and 9.2% did not agree that culture can encourage women to join adult classes.

4.9 Men sharing same class with Women

The researcher also wanted to find out whether sharing of classes between males and females had anything to do with men's participation in literacy programme. The findings are contained in Table 4.9.

Table 4.9: Men Sharing same class with Women

Factor	Ratings	Frequency	Percentage (%)
Men don't feel comfortable to be in the same class with women	Strongly Agree	87	72.5
	Agree	25	20.8
	Not Agree	8	6.7
TOTAL		120	100

Primary data

The data in Table 4.9 shows that when respondents were asked whether men don't feel comfortable to be in the same class with women, 72.5% strongly agreed that men don't feel comfortable being in the same class as women; 20.8% agreed and 6.7 of the respondents did not agree that men do not feel comfortable to be in the same class as women.

4.10 Community views and literacy programme participation in Rongo Sub-country

Researcher wanted to find out in this section from adult learners what are other community members views and feelings about literacy programme in Rongo sub-country. The results are captured in Table 4.10.

Table 4.10: Community views and Literacy Programme

Factor	Ratings	Frequency	Percentage (%)
Community does not value literacy programme	Strongly Agree	6	5
	Agree	11	9.2
	Not Agree	103	85.8
TOTAL		120	100

Primary data

The results showed that when respondents were asked whether community does not value literacy programme, 6 respondents out of 120 respondents which make 5% strongly agreed that community does not value literacy programme; 11 respondents at 9.2% agreed that community does not value adult literacy programme while 103 respondents (85.8%) did not agree that community does not value literacy programme

as shown in table 4.10. This results mean that majority of respondents does not agree that community does not value literacy programme.

4.11 Participation of Spouses in Adult class

The researcher wanted to find out from the adult learners whether spouses encourage each other in issues of participation in acquisition of education. The results are summarized in Table 4.11.

Table 4.11: Participation of Spouses in Adult class

Factor	Ratings	Frequency	Percentage(%)
Many spouses discourage their partners from attending class	Strongly Agree	17	14.2
	Agree	80	66.6
	Not Agree	23	19.2
TOTAL		120	100

Primary data

The analysis in Table 4:11 shows that spouses discouraged their partners from attending adult class, 17 respondents which make 14.2% strongly agreed that many spouses discourage their partners from attending class; 80 respondents which make 66.6% of the respondents agreed that many spouses discouraged their partners from attending adult class while 23 respondents which cover 19.2% of the respondents did not agree that many spouses discouraged their partners from attending adult. This results seem to suggest that majority of respondents agree that spouses discourage their partners from attending adult classes.

4.12 Workload at Learners' homes

In this section, the researcher wanted to find out the effect of home chores on learners' participation in literacy programme. The results are captured in Table 4.12.

Table 4.12: Workload at Learners' homes

Factor	Ratings	Frequency	Percentage (%)
There is too much work at home	Strongly Agree	93	77.5
	Agree	22	18.3
	Not Agree	5	4.2
TOTAL		120	100

Primary data

The findings in Table 4.12 on whether too much work at home was affecting their participation in adult literacy programme, 93 respondents which cover 77.5% of the total respondents strongly agreed that there is too much work at home affecting their access and participation in adult literacy programme; 22 respondents at 18.3% agreed that there is too much work at home while 5 respondents which cover 4.2% of the total respondents did not agree that there is too much work at home.

4.13 Adult Learning centres suitability in Rongo sub-county

The **second** objective wanted to find out the suitability of centres for learning. The result shown in Table 4.13, 4.14, 4.15, 4.16, 4.17, 4.18, 4.19, 4.20, 4.21, 4.23 and Table 4.24, condition of chairs, availability of learning materials, language of communication, subjects studied and distance from home to school.

Table 4.13: Suitability of Adult Learning Centres in Rongo sub-county

Factor	Ratings	Frequency	Percentage (%)
Adult learning centres are not conducive to learning	Strongly Agree	87	72.5
	Agree	14	11.7
	Not Agree	19	15.8
TOTAL		120	100

Primary data

The information present in Table 4.12 indicate that 87 respondents out of the total 120 respondents which formed 72.5% of the respondents strongly agreed that adult learning centres are not conducive to learning followed by 14 respondents or 11.7% agreed that adult learning centres are not conducive to learning. The rest respondents or 15.8% of the respondents did not agree that adult learning centres are not conducive to learning. These findings mean that majority of our literacy learning centres are not conducive to learning.

4.14 Condition of Chairs for Adult learners in Rongo sub-county

The researcher wanted to access the condition of the chairs and desk adult learners sat on. The results are captured in Table 4.14.

Table 4.14: Chairs for Adult Learners

Factor	Ratings	Frequency	Percentage(%)
Chairs are not good for adult learners	Strongly Agree	75	62.5
	Agree	26	21.7
	Not Agree	19	15.8
TOTAL		120	100

Primary data

The findings on the conditions of chairs used by adult learners are summarised in Table 4.14. 75 respondents (62.5%) strongly agreed that the chairs they sat on not good for adult learners followed by 26 respondents (21.7%) who also agreed that chairs were not good, 19 respondents or (15.8%) did not agree that chairs sat on by adult learners were not good.

4.15 Learning Resources in Adult centres

In this section, the researcher wanted to know the position of learning materials in Rongo sub-county in terms of adequacy. The results are summarized in Table 4.15.

Table 4.15: Learning materials in Adult centres in Rongo sub-county

Factor	Ratings	Frequency	Percentage(%)
Inadequate learning materials	Strongly Agree	99	82.5
	Agree	19	15.8
	Not Agree	2	17
TOTAL		120	100

Primary data

The results reveal that 120 respondents on learning materials, 99 respondents which is 82.5% of the total respondents strongly agreed that there is inadequate learning materials in our centres, 19 respondents (15.8%) of the total respondents agreed while 2 respondents covering (1.7%) did not agree that learning materials are inadequate.

4.16 Effects of learning Subjects Skill areas in Adult Literacy Programme in Rongo Sub-county

This section deals with subject skills learnt in literacy programme such as English, Kiswahili, Number work, reading and writing and learning skills such as Agriculture, Home science and Craft and Business education and how such skills are viewed by learners and their contribution to access and participation in adult literacy programme in Rongo sub-county. They were asked to choose ratings of very useful, useful and not useful in their responses. In English language as a subject, their ratings are as shown in Table 4.16.

Table 4.16: Learning English Language as a subject

Ratings	Frequency	Percentage (%)
Very Useful	96	80
Useful	17	14.2
Not Useful	7	5.8
TOTAL	120	100

Primary data

The findings in Table 4.16 reveals that 96 respondents out of 120 respondents which is 80% of the total respondents consider learning English language as “very useful”; 17 respondents out of 120 respondents which is 14.2% consider it “useful” while 7 respondents which is 5.8% do not consider learning English language as useful in adult literacy programme.

4.17 Learning of Kiswahili Language

The researcher wanted to find out how useful Kiswahili language is to the learners in a predominantly Luo area. Findings are illustrated in Table 4.17.

Table 4.17: Learning Kiswahili Language as a subject

Ratings	Frequency	Percentage (%)
Very Useful	105	87.5
Useful	14	11.7
Not Useful	1	0.8
TOTAL	120	100

Primary data

The findings from Table 4.17 above reveals that 105 respondents out of the total 120 respondents which is 87.5% consider learning Kiswahili language “very useful” for purposes of trade and communication in our country today; 14 respondents out of the 120 respondents which is 11.7% considered learning Kiswahili language “useful” while only 1 respondent out of the total 120 respondents which is 0.8% did not consider learning Kiswahili language as useful.

4.18 Learning Number work as a subject

The researcher wanted to find out the usefulness of number work to adult learners. The results are contained in Table 4.18.

Table 4.18: Learning Number work as a subject

Ratings	Frequency	Percentage (%)
Very Useful	96	80
Useful	19	15.8
Not Useful	5	4.2
TOTAL	120	100

Primary data

The analysis in Table 4.18 shows that 96 respondents out of total 120 respondents which is 80% consider learning number work as “very useful” in daily business transactions; 19 respondents which is 15.8 % consider learning number work as “useful”, while 5 respondents in the study which is 4.2% do not consider learning number work useful. This results mean majority of respondents consider learning number work important in daily business transaction.

4.19 Learning reading as a subject

The researcher wanted to find out how useful reading is to the respondents. The results are captured in Table 4.19.

Table 4.19: Learning reading as a subject

Ratings	Frequency	Percentage(%)
Very Useful	107	89.2
Useful	12	10
Not Useful	1	0.8
TOTAL	120	100

Primary data

The findings in Table 4.19 reveal that 107 respondents which is 89.2% of the total interviewees out of 120 considered reading as “very useful” in today’s life for easy communication, acquisition of information and knowledge. 12 respondents which is 10% considered knowing how to read as “useful”; while 1 respondent which is 0.8 % of the total respondents did not consider learning how to read as useful.

4.20 Learning writing as a subject

The researcher wanted to find out how useful learning how to write is to the respondents. The results are captured in Table 4.20.

Table 4.20: Learning writing as a subject

Ratings	Frequency	Percentage(%)
Very Useful	103	85.8
Useful	14	11.7
Not Useful	3	2.5
TOTAL	120	100

Primary data

The findings on Table 4.20 above shows the 120 respondents’ ratings of writing as a subject in adult literacy programme. Findings were that 103 respondents which is 85.8% of the total 120 respondents considered learning how to write as very useful in today’s communication and interaction; while 14 respondents out of the total 120 respondents which is 11.7% considered learning how to write useful; and 3 respondents which is 2.5% of the respondents did not consider learning how to write as useful.

Learning Agriculture, Home Science and Craft and Business Education Skill

Respondents were also asked to assess the usefulness of some of the learning skill areas they undertook in literacy programme in Rongo sub-county such as agriculture, home science and craft and business education. Their respondents contained in Tables 4.21, 4.22 and 4.23.

4.21 Learning skills in agriculture

The researcher wanted to find out how useful learning skills in agriculture are to the respondents. The results are summarized in Table 4.21.

Table 4.21: Ratings of usefulness in Learning Agriculture Skills

Ratings	Frequency	Percentage (%)
Very Useful	101	84.2
Useful	16	13.3
Not Useful	3	2.5
TOTAL	120	100

Primary data

The data in Table 4.21 shows that majority of respondents 101 out of 120 respondents or (84.2%) considered learning skills in agriculture as very useful for personal and the country's socio-economic development followed by 16 respondents out of the total 120 respondents which comprises (13.3%) considered learning skills in agriculture as useful. The rest 3 respondents (2.5 %) did not consider learning skills in agriculture as useful.

4.22 Learning Skills in Home science and Craft

The researcher wanted to find out how useful skills of home science and craft are to learners. The findings are captured in Table 4.22.

Table 4.22: Ratings of the usefulness Learning Home science and Craft Skills

Ratings	Frequency	Percentage (%)
Very Useful	94	78.3
Useful	21	17.5
Not Useful	5	4.2
TOTAL	120	100

Primary data

The findings in Table 4.22 show responses from 120 respondents on how “very useful”, “useful” and “not useful” learning skills in home science and craft are in adult literacy programme in Rongo sub-county. Out of the 120 respondents 94 respondents which is 78.3% agreed that learning skills in home science and craft is “very useful”; while 21 respondents which is 17.5 % considered learning skills in home science and craft “useful” and 5 respondents which is 4.2% of the total respondents did not consider learning skills in home science and craft as “useful”.

4.23 Learning skills in Business Education

Researcher wanted to find out how usefulness are learnt skills in business to adult learners. The findings are presented in Table 4.23.

Table 4.23: Ratings of usefulness of skills in Business Education

Ratings	Frequency	Percentage(%)
Very Useful	98	81.7
Useful	19	15.8
Not Useful	3	2.5
TOTAL	120	100

Primary data

The analysis in Table 4.23 reveals findings from the 120 respondents from Rongo sub-county when they were asked their views through questionnaires to rate learning of business skills in literacy programme. 98 respondents which is 81.7% considered learning of business skills in adult classes as very useful for business transactions and trade; 19 respondents which is 15.8% of the respondents considered learning business skills useful; while 3 respondents which is 2.5% of the total 120 respondents did not consider learning business skills as useful.

4.24 Learning Distance from Home to centres

The researcher wanted to know whether distance from learners homes to learning centres affect their access and participation to literacy programme by asking learners through questionnaires the approximate distance in kilometre they take to reach centres from their homes and the responses of 120 respondents are as captured in table 4.24

Table 4.24: Approximate distance in Kilometres

Distance in Kilometre	Frequency	Percentage(%)
Less than 1 Kilometre	66	55
1-2 Kilometre	30	25
3-4 Kilometre	18	15
Over 4 Kilometre	6	5
TOTAL	120	100

Primary data

The information in Table 4.24 shows that 66(55%) respondents out of the total 120 respondents cover less than 1 kilometre from their homes to adult literacy learning centres; 30 (25%) of respondents cover between 1-2 kilometres from their homes to learning centres; 18 (15%) respondents cover between 3-4 kilometre per day between their homes and learning centres and 6 (5%) respondents out the total 120 respondents cover over 4 kilometres per day from their homes to seek literacy programme in adult literacy centres.

The adult learner respondents were again asked to indicate whether or not from their homes to learning centres prevent them from accessing and participating in literacy programme, 82 (68.3%) of the respondents ticked “yes” while 38 (31.7%) of respondents ticked “no”. The response seems to suggest that the distance from their homes to learning centres acted as a challenge to access and participation to adult learners.

4.25 Learners motivation to enroll in literacy programme

The researcher wanted to find out factors that motivate learners to enroll in adult literacy programme. This study was aimed at finding the reasons and the results are captured in Table 4.25.

Table 4.25: Factors of motivation for enrolment in adult class

Motivator	Frequency	Percentage (%)
Know how to read and write	41	34.2
Further my education	33	27.5
To improve my business	27	22.5
To get a certificate	15	12.5
To get promotion	4	3.3
Others	0	0.0
TOTAL	120	100

Primary data

The results in Table 4.25 reveal that 41(34.2%) adult learners were motivated to enrol in adult literacy class because they wanted to know how to read and write for their personal development; 33 (27.5%) respondents enrolled because they wanted to further their education and therefore improve their standard of living; 27 (22.5%) respondents wanted to acquire knowledge and skills to improve their business; 15 (12.5%) respondents wanted to get accredited certificate in order to seek for a job and help meet family obligations; and 4 (3.3%) respondents were motivated to enrol in adult literacy programme in order to get promotion.

4.26 The role of Teachers on Access and Participation of Learners in Literacy Programme

The respondents were asked to indicate their agreement on some of the possible causes of absenteeism such as poor teaching, distance of the centre, learner does not like the teacher, teacher is always absent, teacher comes to class late, and teachers dressing code. Tables 4.26 to tables 4.30 below shows findings from the respondents' responses.

Table 4.26: Assessment of effectiveness of teaching methods

Reason	Ratings	Frequency	Percentage(%)
Poor teaching methods	Strongly Agree	105	87.5
	Agree	8	6.7
	Not Agree	7	5.8
TOTAL		120	100

Primary data

The information in Table 4.26 reveals that majority of learning respondents 105 (87.5%) strongly agreed that poor teaching methods are the causes of absenteeism by adult learners followed by 8 (6.7%) respondents agreed that poor teaching methods are the causes of absenteeism in literacy class by adult learners and only 7 (5.8%) respondents did not agree that poor teaching methods are the causes of absenteeism in adult literacy programme by adult learners.

4.27 Role of Adult Teachers on Access and Participation in Literacy Programme

The **third** objective is on the role of adult teachers on access and participation of adult learners in adult literacy programme in terms of teaching strategies, learners liked them, teachers' absenteeism, lateness and dress code.

4.27.1 Role of adult teachers on access and participation in literacy Programme

The respondents were asked to state whether they like the teacher. The analysis is captured in Table 4.27.

Table 4.27: Learners don't like the teacher

Reason	Ratings	Frequency	Percentage (%)
Learners don't like the teacher	Strongly Agree	116	96.7
	Agree	3	2.5
	Not Agree	1	0.8
TOTAL		120	100

Primary data

The information in Table 4.27 above reveals that 116 (96.7%) respondents of the total 120 respondents strongly agreed that absenteeism is caused by learner not liking the teacher; 3 (2.5%) respondent agreed that absenteeism can be caused by learner not liking the teacher, and 1 (0.8%) of the respondent did not agree that not liking the teacher causes absenteeism from the literacy programme.

4.28 Teacher perpetual absenteeism from the centre

In this section the researcher wanted to find out from the learners the consequences of teacher's frequent absenteeism from the centre to learners participation in adult class and the findings are in Table 4.28.

Table 4.28: Teacher is always absent

Reason	Ratings	Frequency	Percentage(%)
Teacher is always absent	Strongly Agree	119	99.2
	Agree	1	0.8
	Not Agree	0	0.0
TOTAL		120	100

Primary data

The results in Table 4.28 has revealed that 119 (99.2%) of the respondents strongly agree that when learners come to learn and find the teacher absent can cause absenteeism as they see going to centre as a waste of time; 1 (0.8) respondent agreed that when teacher is always absent causes absenteeism and no learner (0.0%) did not agree that teacher always absent cannot cause absenteeism.

4.29 Teacher comes to class late

In this section the researcher wanted to find out how it would affect learners participation in adult class when the teacher is of the habit of coming to class while learners are already in class waiting. The results are captured in Table 4.29.

Table 4.29: Teacher comes to class late

Reason	Ratings	Frequency	Percentage(%)
Teacher comes to class late	Strongly Agree	114	95
	Agree	5	4.2
	Not Agree	1	0.8
TOTAL		120	100

Primary data

Results in Table 4.29 revealed that 114 (95%) respondents interviewed strongly agreed that when a teacher comes to adult literacy class late when learners have waited can cause absenteeism; 5 (4.2%) respondents agreed that teacher coming to class late can cause absenteeism and 1(0.8%) respondent did not agree that when teacher comes to class late can cause absenteeism.

4.30 Teachers Dress Code

In this section the researcher wanted to find out from adult learners whether how the teacher dresses when coming to class has any influence on their learning. The results of the finding are captured in Table 4.30.

Table 4.30: Teachers Dress Code

Reason	Ratings	Frequency	Percentage(%)
Teachers Dress code	Strongly Agree	118	98.3
	Agree	2	1.7
	Not Agree	0	0.0
TOTAL		120	100

Primary data

Information in Table 4.30 revealed indicated that 118 (98.3%) and 2 (1.7%) of the respondents strongly agreed and agreed that teachers inappropriate dress code can cause absenteeism among adult learners.

4.31 Learners Motivation

The **fourth** objective sought to establish why adult learners joined literacy programme. The researcher wanted to get information from adult learners on what motivates them to join literacy class. To achieve the fourth objective, the respondents were asked to indicate why they joined adult literacy programme. Their responses are summarized in Table 4.31.

Table 4.31 Factors of Motivation

Motivator	Frequency	Percentage
Know how to read and write	41	34.2
Further my education	33	27.5
To improve my business	27	22.5
To get a certificate	15	12.5
To get promotion	4	3.3
Others	0	0.0
Total	120	100

The information in Table 4.31 reveals that 41(34.2%) of adult learners were asked what motivated them to enroll in literacy programme class, they said they wanted to

know how to read and write for their personal development; 33(27.5%) respondents enrolled because they wanted to further their education and therefore improve their standard of living; 27(22.5%) respondents wanted to acquire knowledge and skills to improve their business; 15(12.5%) wanted to get accredited certificate in order to seek a job and help meet family obligations; and 4(3.3%) were motivated to enroll in adult literacy class in order to get promotion.

4.32 Learners expectations after completing literacy programme

The researcher wanted to get information on adult learners on what they expected to do after completing basic education programme. The results are captured in Table 4.32.

Table 4.32: Learners’ Expectations after Literacy Programme

Programme	Frequency	Percentage (%)
Start Up Business	4	3.3
Expand My Business	23	19.2
Improve My Farming Methods	11	9.2
Read Bible by Myself	6	5
Continue With Education	19	15.8
Get Employed	3	2.5
Read and Write by Myself	54	45
TOTAL	120	100

Primary data

The findings in Table 4.32 indicated that 1, 4(3.3%) respondents wanted to start their own business; 23(19.2%) respondents wanted to expand their businesses; 11 (9.2%) respondents wanted to improve their farming methods; 6 (5%) respondents wanted to

be able to read Bible by themselves; 19 (15.8%) respondents wanted to continue with education; 3(2.5%) respondents wanted to get employed after completing the programme and 54 (45%) of the respondents wanted to be able to read and write by themselves. This result means that majority of adult learners would like to be able to read and write by themselves.

4.32 Suggested Ways of Improving Programme

The sampled 120 respondents were asked through questionnaires to suggest what can be done to improve the adult literacy programme in the sub-county and table 4.32 below shows their responses.

Table 4.33: Ways of improving literacy programme by the Government.

Responses	Frequency	Percentage (%)
Government to provide adequate programme funding	15	12.5
Learners to have own classes	31	25.8
Provision of adequate teaching/learning materials	41	34.2
Employ more teachers	14	11.7
Offer free secondary school for Adults	13	10.8
Provide elderly with reading glasses	6	5
TOTAL	120	100

Primary data

The Information in Table 4.33 revealed that out of 120 respondents, 41 (34.2%) respondents suggested that in order to improve the programme, the government should provide adequate teaching and learning resources; 31(25.8%) respondents indicated that having their own classrooms away from pupils would improve the

programme participation; 15 (12.5%) of the respondents wanted the government to provide adequate funding to the literacy programme just as primary and secondary schools capitation; 14(11.7%) of the respondents saw employing more teachers as the best way to improve the programme so that they get literacy services not far away from their homes; 13(10.8%)of respondents are of the view that offering free secondary schools for adults would be the best way to improve the programme as adult Kenya certificate of primary education graduates would be absorbed at subsidised tuition fees; and 6 (5%) of the respondents suggested that elderly adult learners should be provided with reading glasses.

4.33 Number of Years in Service

The interview schedule used to gather information from divisional adult education officers sought data concerning number of years of service in the programme. One officer had 10 years experience and another one 12years experience as adult education officers. This means that Adult Education Officers at the division are able to provide the required information on adult literacy education programme (District Adult Education Office, Rongo 2015).

4.34 Improving Access and Participation in Adult Education Programme

This section contains summary of suggested ways of improving access and participation by the adult education officers in relation to attendance, enrolment, completion rate, drop-out and retention rate are as captured in Table 4.33.

Table 4.34: Suggested Ways of improving literacy programme by the Government

Factors	Suggested Ways to improve Access and Participation
Attendance	Provide adequate teaching and learning materials.
	Shift programmes to be initiated in the morning, afternoon and evening
	Learners should have their own classrooms.
Enrolment	Introduce men only classes
	Fund learners income generating activities(IGAs)
	Government to fund the programme through capitation
Completion Rate	Promote learners to the next level automatically
	Centres to be established in accessible locations
	More post-literacy centres to be established
Drop-out Rate	Independent centres of learning should be established
	Fund economic activities in learning centres
	Initiate guidance and counselling programmes
Transition Rate	Credible proficiency certificate should be given
	Adult graduates should be given free secondary education

Primary data

The information in Table 4.34 shows suggestions on how to improve literacy programme in Rongo Sub-county.

4.35 Factors of learning response to access on teaching strategies in other literacy programme and the participation of learners.

The researcher wanted to find out on information of factors of learning and teaching strategies. The information is captured in Table 4.35.

Table.4.35: Effects of Factors on Learning

Factors	Effects on Learning
Socio-Economic	Causes drop-out and absenteeism to tend for economic activities
	Consumes precious time for learning hence absenteeism
	Relocation and migration in search of jobs hence no learning
	Brings about conflicts due to negligence of family chores
Learning and Teaching Resources	Inadequate teaching/learning materials drag syllabus coverage
	Absenteeism for search of learning materials e.g pens and books
	Poor quality materials causes delay in writing exercises
Language of Instruction	Drop-out of learners who do not understand , “Dholuo” which is language of instruction.
	Delay of learners in understanding concepts
	Learners stagnate in basic literacy level
Age factor	Causes drop—out since adult learners decline sharing facilities with children
	Others feel that learning has no effect
	Age gap between adult learners in same classroom

Primary data**4.36 Observation Report on Availability and Adequacy of Learning Resources**

This section contains equipments, infrastructure and resources that the researcher was able to see while visiting centres in Rongo sub-county where the study was taking place. His findings are captured in Table 4.36.

Table 4.36: Observation Report on Availability and Adequacy of Learning Resources.

Types of Resources	Available		Not Available		Adequate		Not Adequate	
	F	%	F	%	F	%	F	%
Library	–	–	24	100	—	—	24	100
Learning Resources	15	63	9	37	4	17	20	83
Physical Resources	23	96	1	4	4	17	20	83
Furniture	4	17	20	83	4	17	20	83
Lighting System	1	4	23	96	1	4	23	96

Primary data

The results in Table 4.36 revealed that in all adult literacy centres in Rongo sub-county, there were no libraries available in all 24 (100%) centres; learning resources were available in 15(63%) centres but not adequate in 20(83%)centres; Physical resources were available in 23 (96%) centres, not available in 1(4%) centre, adequate in 4(17%) centres only and inadequate in 20(83%) centres; Furniture was available in 4(17%) centres that were funded by the government during KESSP programme, not available in 20(83%) centres, adequate in 4(17%) centres and not adequate in 20 (83%) centres; Lighting system was only available in 1 (4%) centres, not available in 23(96%)centres, adequate in only 1 (4%) centre and not adequate in 23 (96%) centres.

Results from the analysis indicate that there is serious inadequacy in learning resources which are key and crucial in adult learners’ access and participation in literacy programme.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings, conclusions and recommendations drawn from the study findings. The main objective of this study was to establish the influence of cultural and institutional factors on Access and Participation of Adults in Adult Literacy Programme in Rongo Sub-county.

5.2 Summary of the Research Findings

The study findings are presented below under the themes covered in this study. These include demographics and objectives of the study.

5.2.1 Demographic Characteristics of the Respondents

The study results revealed that there were disparities in the gender representation. Majority of learners (87.5%) included in the study were females. It was also noted that the two divisional adult education officers in the study were also females .Majority of the respondents (80%) in the study were above 40 years and above.

The study results also showed that most adult learners interviewed were in level 1-3(40%) of non-formal stage. Adult education officer's at sub-county level attained secondary education academic qualification. . Data on the two divisional adult education officer's had varied working experiences, one had 10 years and the other

one had 12 years as adult education officers in the literacy programme. The study also revealed that they were only given in-service courses when they were employed.

The analysis again indicated that majority of adult learners (75%) were married while divisional adult education officers were married. Some 54.17 % of the respondents had more than four children (4). Majority of the respondents (55%) indicated that their main occupation was peasant farming. Over 80% of the sampled learning respondents indicated that they were using primary school facilities for their classes.

5.2.2 The Attendance Rate of Adult Education Learners in Literacy Programme

The study revealed that attendance rate for adult learners in literacy programme have been very low with 56.8%. In addition, learners were not subjected to full-time learning as they only learn for two hours for three days in a week. The attendance rates were higher for females than males. Factors that influence attendance rate in Rongo sub-county are socio-economic (72.8%), behavioural (52.3%) and psychological (50.9%). The findings further showed that reasons responsible for drop-out were lack of finances for adult learners to cost in buying teaching and learning resources; family chores; stagnation at basic literacy level; lack of on learning centres as they are situated in primary schools where there children and grandchildren learn; domestic violence; alcoholism and distance of the centres from learners homes.

5.2.3 Factors Influencing Learners Participation in Adult Literacy Programme

The study findings revealed that absenteeism among males was higher than females. The study also showed that socio-economic and teaching and learning resources had

strong positive effect on attendance, drop---out, completion and retention rates. However, the study noted that age of the learners, methods of delivery and language used for content delivery had minimal effect on attendance, drop-out and completion rate of learners.

5.2.4 Relationship between Motivation and Attendance in Adult Literacy Programme

The learner respondents were asked to score on the factors that motivated them to join adult literacy programme. The biggest motivation for joining adult literacy programme from the findings among the majority of learners (34.2%) was to know how to read and write. Most (45%) of the respondents are mature people and they would like communication between them and other people to be confidential. The second motivation according to respondents was to further their education (27.5%) as they have seen the benefit and importance of education from those who have gone through the process. The other motivators for adult learners were desire to improve their businesses (22.5%), (12.5%) get a certificate and a promotion (3.3%) respectively.

5.2.5 Relationship between Marital status and Attendance in Adult Literacy Programme

Marriage gives individual added responsibilities which are compounded when by the fact that majority of learning respondents had more than four children and above to take care of. The study revealed that majority of sampled respondents who attended

literacy programme, were married and therefore marriage has not deterred them from pursuing adult literacy programme.

5.2.6 Availability and Adequacy of Learning/Teaching Resources

The data from the study indicated that there were no libraries in all learning centres sampled in Rongo sub-county. Learning resources were available but inadequate in some centres. Physical resources were also available in some centres but inadequate and some were not very conducive for learning. Furniture was only available in four centres that were funded by the government through community support grant to education components in Kenya. Lighting system was only available in one learning centre but unavailable in twenty three centres in Rongo sub-county.

5.2.7 Suggested Measures to Improve Access and Participation in Adult Literacy Programme

- 1) Independent centres of learning for adult literacy programme should be established.
- 2) Adequate provision of teaching and learning materials would reduce absenteeism and boost enrolment in Adult literacy classes.
- 3) The government should promote part-time adult teachers to full-time teachers or employ more adult literacy teachers in the literacy programme.
- 4) Government should improve economic activities of learners by funding income generating activities (IGAs) in adult literacy centres.
- 5) Many adult centres should be opened or established in every sub-location in Rongo sub-county so as to bring adult literacy programme closer to potential adult learner

- 6) Government should also provide fund capitation to adult literacy programme just as is done in primary and secondary schools.
- 7) Government should put more emphasis on free secondary schools for adults in order to cater for private Kenya certificate of primary education graduates.

5.3 Conclusion

Based on the results of the findings, the following conclusions have been made:

- 1) Adult education officers in the study were not academically and professionally trained. In academic they only attained secondary education level and professionally they only attained certificate in Adult education yet serious implementation of the adult literacy programme in the divisions entirely depend on their guidance on curriculum delivery.
- 2) Majority of beneficiary in literacy programme are female learners as men only represents 12.5% of the total 120 respondents sampled while females represent 87.5% from the study findings. This is because of fear of competition amongst female and males and also because of some cultures in other communities..
- 3) Enrolments and Attendance rate for adult learners have been very low in Rongo sub-county. The attendance rates were higher for females compared to their counterparts.
- 4) Factors that influence enrolment, attendance, drop-out and completion rates in Rongo sub-county are social, economic, and attitudinal.
- 5) Staff in the adult literacy programme have not attended in-service trainings regularly.

- 6) Age of adult literacy learners and language used for content delivery had minimal effect on enrolment, attendance, and drop-out and completion rate of the learners.
- 7) Marriage does not act as deterrent to pursuing adult literacy programme as 75% out of the 120 respondents interviewed through questionnaire were married.
- 8) Reasons why adult literacy learners fail to attend classes include : distance between the learning centres and their homes; lack of ample time due to economic activities; strict home chores; lack of finances to cost share in the purchase of learning materials; inadequate learning materials in our learning centres; majority of potential adult learners feel that they are too old to join classes and sharing of classes between males and females as males fear competition and due to cultural barriers in some communities.
- 9) Adult learners are motivation in adult education is the desire to learn skills in areas such as agriculture, home science and craft and business education.
- 10) Drop-outs are due to factors such as socio-economic, inadequacy of teaching/learning resources, strict family chores, and distance of centre from learner's homes, lack of trained personnel on emerging issues in adult education, scarcity of teaching staff and lack of male only classes.
- 11) Teaching and learning resources were available but not adequate in all centres in Rongo sub-county. There was no centre with a library and therefore it is difficult to improve and encourage reading culture.
- 12) In-service training and refresher courses lack in the directorate to boost personnel skills.

5.4 Recommendations

The study recommends that:-

- i) Adult literacy programme campaign should be enhanced to boost learner enrolment and attendance in adult literacy programme in Rongo sub-county.
- ii) Staff implementing adult literacy programme at all levels should be academically and professionally trained for effective delivery of adult education curriculum.
- iii) After completion of adult basic literacy programme all learners should be automatically promoted to post literacy level without subjecting them to proficiency test.
- iv) Honoraria payments for part-time teachers whose source of income is only teaching adult literacy learners should be improved from 2,000 per month to 10,000 or they be employed on full-time basis as some have worked for the directorate for more than nine years and because they are the majority of teaching staff in Rongo sub-county and Kenya as a whole.
- v) More adult literacy education teachers should be employed in the programme so that they open centres closer to learners.
- vi) Because some males fear sharing class with females because of fear of competition and cultural barrier, men only classes should be opened in every sub-location in Rongo sub-county.
- vii) The government should fully support the adult literacy programme through adequate funding as recommended by UNESCO (2005) at 3% of the ministry of education budget in all countries of the world.

5.5 Suggestions for Further Research

Based on the findings and recommendations of the study, the researcher suggests that investigations should be carried out in the following areas:

- i) A study on the cost of financing adult literacy education programme and its effect on Access and Participation in Adult literacy programme.
- ii) Area of further research include study to mainstream adult education programme with both primary and secondary education should be carried out.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR ADULT LITERACY LEARNERS

1. Indicate your Gender. Male [] Female []
2. Indicate with a tick (✓) your age in years
 - Under 18 years []
 - 19- 25 years []
 - 26 -32 years []
 - 33 -39 years []
 - Over 40 years []
3. Indicate with a tick (✓) your marital status
 - Married []
 - Single []
 - Widow []
 - Widower []
 - Divorced []
 - Separated []
4. Indicate with a tick (✓) the number of children you have
 - a. None []
 - b. One to Two []
 - c. Three to Four []
 - d. Above Four []
5. What do you do for a living? Tick (✓) your answer
 - Salaried []
 - Peasant Farmer []
 - Self-employed []
 - Casual labourer []
6. Where does learning take place in your centre? Tick (✓) one only

- a) Community hall []
- b) Primary school []
- c) Church []
- d) Under a tree []

7. To what extent do the community factors affect access and participation of the programme? Indicate with a tick (✓) your agreement

Community Factors	Strongly Agree	Agree	Not Agree
(i) Does our culture encourage women to join adult classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Men don't feel comfortable to be in the same class with women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Community does not value the literacy programme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Many spouses discourage their partners from attending class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(v) There is too much work at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vi) Adult learning centres are not conducive to learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(vii) Chairs are not good for adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(viii) Inadequate learning materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- (ix) Parents give education of their children priority
- (x) Majority of people feel that they are too old to go to school

8. To what extent do the institutional factors affect access and participation of the programme? Indicate with a tick (✓) the usefulness of subject taught in the literacy centre

Institutional	Very Useful	Useful	Not Useful
Do you find the following subjects useful			
a. English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Kiswahili	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Number Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Agriculture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Home science and Craft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Business Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. (a) What is the approximate distance in kilometres from your home to the centre?

a. Less than 1 kilometre []

b. 1 - 2 kilometre []

c. 3 - 4 kilometre []

d. Over 4 kilometre []

(b) Does distance to the learning centre prevent you from attending class?

Yes [] No []

10. What motivated you to enrol in adult class? Answer with a tick (✓)

a) Know how to read []

b) Know how to write []

c) To improve my business []

d) To get a certificate []

e) To get promotion []

Others, Specify _____

11. Listed here below are some of the causes of absenteeism by adult learners.

Indicate your agreement in the appropriate column.

Reasons	Strongly Agree	Agree	Not Agree
Poor teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distance of the centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Don't like the teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher always absent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher comes to class late	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers dress code	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. What are you intending to do after completing adult literacy programme? Please explain_____

13. If yes then, how much was the funding in Kenya shillings_____

15. Suggest what can be done to improve the programme

a. _____

b. _____

c. _____

d. _____

APENDIX II

INTERVIEW SCHEDULE FOR ADULT EDUCATION OFFICERS AT THE DIVISION/WARD

1. What is the name of the division_____
2. How many centres are there in this division_____
3. How long have you worked in this division as an adult education officer?
4. How would you rate the attendance of adults to literacy programme in this division?
5. What factors do you think would influence the attendance of males /females to literacy education programme?
6. How would you rate the adult learners drop-out in literacy programme in the division?
7. What is the rate of absenteeism of adult learners in the literacy programme in this division?
8. What factors do you think influence adult learners absenteeism in literacy centres
9. Are there community learning resource centres in this division?
 - (a) How many are they?
 - (b) How adequately are they equipped?
10. On average how many adult education learners transits from literacy to post-literacy by Gender?
11. What factors do you think influence completion rate of adult learners in literacy programme?
12. How many years of experience do you have as an adult education officer?
13. How many adult education teachers are in this division?
14. What factors do you think influence participation of adult education learners to adult literacy programme?
15. What in your opinion do you think should be done to improve the following aspects in Adult literacy programme?

a. Transition rate

b. Drop-out rate

c. Completion rate

d. Enrolment

16. What effects do the following factors have on adult education learners in adult literacy programme?

a. Socio-economic

b. Age

c. Learning and teaching resources.

d..Learning and teaching methods

e. Language of instruction

f. Learning environment

17. Suggest ways that help to improve adult basic education programme in this Sub-county?

APPENDIX III: OBSERVATION CHECKLIST

Type of Resources	Available	Not Available	Adequate	Inadequate
Library				
Learning materials				
Physical facilities				
Chairs				
Tables				
Cupboard				
Chalkboard				
Lighting				
Income Generating Activity				

APPENDIX IV: RESEARCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Ref: No.

Date:

10th August, 2015

NACOSTI/P/15/8982/6440

Edwin Otieno Owaka
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of institutional factors on access and participation in adult literacy programme in Rongo Sub-County, Migori County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Migori County** for a period ending **14th August, 2015**.

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

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





SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Migori County.

The County Director of Education
Migori County.

APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:	Permit No : NACOSTI/P/15/8982/6440
MR. EDWIN OTIENO OWAKA	Date Of Issue : 10th August, 2015
of UNIVERSITY OF NAIROBI, 0-40103	Fee Received :Ksh 1,000
KISUMU, has been permitted to conduct	
research in Migori County	
	
on the topic: INFLUENCE OF	
INSTITUTIONAL FACTORS ON ACCESS	
AND PARTICIPATION IN ADULT LITERACY	
PROGRAMME IN RONGO	
SUB-COUNTY, MIGORI COUNTY, KENYA	
for the period ending:	
3rd August, 2015	
14th August 2015 <i>awarai</i>	
	
Applicant's Signature	Director General
	National Commission for Science
	Technology & Innovation