FACTORS INFLUENCING PARTICIPATION IN ADULT EDUCATION PROGRAMMES IN EMBU DISTRICT

BY

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DECLARATION

This research project is my original work and has not been presented to any university for the award of Diploma, Degree or Masters.

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DEDICATION

This research project is dedicated to my parents Mr. and Mrs. Dennis Ndambuki who ignored their friends' and relatives' misguidance not to educate me after the secondary school level by virtue of being a female. Passionately dedicated to my children, Grace, Rachael and Dennis for their perseverance of my absence during the course of this work.

May this work be a great inspiration to them in their search for knowledge.

"People perish due to lack of knowledge".

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ABBREVIATIONS AND ACRONYMS

ABET- Adult Basic Education & Training

DEO - District Education officer

UNESCO - United Nations Education, Scientific and Cultural Organization

KESSP - Kenya Education Sector Support Programme

FLP - Functional Literacy Programme

AEP - Adult Education Programme

ABSTRACT

Globalization and a continuous advancement in technology have necessitated a need for employees or any person with his or her own business to be trained and re-trained. The purpose of this study was to determine the factors that influence learner participation in the Adult Education Programmes offered in Kenya. These include factors such as living standards, career development, acceptance / recognition by the society and curiosity to know how to read and write. This paper concluded that, living standards, career development, acceptance / recognition by the society and curiosity to know how to read and write all influence participation in Adult Education programs. However, career development and living standards were the main factors influencing participation in AEP .The study used a self administered questionnaire and interview, which was distributed purposefully and some randomly to 51 participants. The responses were measured by using descriptive statistics, and results were presented in frequency tables, bar graphs and pie charts.

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CHAPTER ONE

INTRODUCTION

1.1 Background

According to Kerka, S. (1995) millions of our nation's adults lack the skills or competencies necessary to be successful in the workplace and society, but they are not enrolling or participating in adult education programs. They may be unaware of the services available, believe that they would not benefit from participating, or have responsibilities that conflict with such activities. There has been a widespread belief among educational economists that, educational development would lead to accelerated economic growth, more wealth and income distribution, greater equality of opportunity, availability of skilled human power, a decline in population growth, long life, better health outcomes, low crime rates, national unity and political stability. This belief has made many individuals and nations to invest immensely in education. But why has education become such a big business? In many of his works on this subject, Schultz has noted that, population quality and knowledge constitute the principal determinants of the future welfare of mankind. Expounding on this Harbison argues that, the wealth of nations depend on their capacity to develop their human resources and not so much on their physical resources. He argues that, a country which is unable to develop skills and knowledge of its people and to utilize them effectively in the national economy will be unable to develop anything else. According to Pscharopolos, education is considered the route to economic prosperity, the key to scientific and technological advancement, the means to combat unemployment, the foundation of social equality, equal wealth distribution, and the spearhead of political socialization and cultural diversity. Education is also seen as defining and guiding cultural, economic and political dynamics and generational developmental imperative of societies (Ayodo

and Gravenir, 1999; Nafukho, 1998; Okech and Abagi, 1997; Amutabi, 2003). Similar studies indicate that, countries with high literacy rates among men and women have lower levels of fertility, lower infant and maternal mortality and longer life expectancy. As evidenced by various studies, the socio-economic benefits accruing to formal education are now unambiguous, and when educational   opportunities are opened to women such benefits are even greater. It is against this backdrop that, education reform and development have been long standing objectives of the Government of Kenya (GoK) since gaining its independence in 1963. Although the causal relationship between schooling and development in Kenya is less extensive compared to more industrialized nations, there is sufficient evidence to conclude that provision of quality education leads to both economic and social development. It is in this regard, that the Kenyan Government has continued to invest heavily in formal education. In the last two decades, for instance, public spending in education in Kenya as a proportion of Gross Domestic Product (GDP) has increased from 5.1% in 1980/1981 to 15% in 2008/2009. Compared to other countries in Sub-Saharan Africa with similar GDP per capita, Kenya spends considerable more funds on education in relation to its total Government expenditure and Gross National Product (GNP).

The recognition of the noble role of education in society has led for several years to the historic struggle over the control of education, that is, formal education in Kenya. This struggle has led to numerous conflicting interests among various ―actors‖ in education in both colonial and post-colonial period. Today‗s struggle in Kenyan education is no longer about seeking to regain control of the school, both privately and publicly; instead, it concerns the quality of education as provided in the school, family, and society. Today‗s educational struggle in Kenya is the need for pedagogy, more specifically, an African pedagogy that is responsive to the African condition today. This calls for what Bennaars refers to as, the need for ―genuine education (pg14). It is a

pedagogy according to Gore that requires well defined instruction and vision in educational theorizing. It is a pedagogy that is expected to be liberating, empowering and responsive to societal needs. This requires offering reflective education that attends mindfully to the social and political context of educating, as well as to its technical and practical aspects. Amidst these contestations one question emerges: what is the possible good that is expected to come out of the Kenyan education? No society anywhere in the world educates its people without having good reasons for doing so. Obviously, no society or government will spend so much time, energy and money on an enterprise such as education, if it does not serve any purpose. Despite enormous investment in education, the Kenyan education enterprise since independence has been marked by various changes and severe predicaments, and so has been its impact on national development. The initial post-colonial euphoric confidence in education has to a considerable extent been replaced by a mood of disillusionment. The education system has been accused of being egocentric and materialistic at the expense of collective effort and responsibility, for adopting irrelevant and rigid curricula, for embracing antiquated teaching and learning techniques, for dampening initiative and curiosity, for producing docile and dependent-minded graduates, and for widening the gap between the rich and the poor. It is in the light of these tensions that, this article critically examines various educational reforms and interventions that have been undertaken in Kenya in both colonial and post-colonial period and their role in national development.

1.2 Statement of the Problem

Fueled by the passionate ideas of men like Frederico Mayor, the literacy movement in the twenty-first century has been brought to some of the poorest and most remote communities around the world. Mayor spoke of literacy as the distinctive expression of human communication and the "heart of development and human rights." In recognition of education's value, the United Nations General Assembly launched the United Nations Literacy Decade in 2003, and it marked the beginning of a decade that sought to eradicate illiteracy through making education available to all (2002).As the decade that promised progress in literacy closes, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has reported that, literacy rates have risen from 81.4% to 84.1% between 1995 and 2010, leaving approximately 775, 408, 031 illiterate adults remaining globally (UNESCO Institute of Statistics).Despite the gains attained in this decade, significant work remains to be accomplished. Data from half way through the decade revealed that, "equitable opportunities to acquire and use literacy are not available to certain groups, such as indigenous populations, nomadic communities, marginalized young people, rural people, prisoners, migrants or people with disabilities. Providing appropriate ways to learn literacy is essential" (Richmond, 2008).

Kenya has been the recipient of an abundance of international intervention for adult literacy. In the '50s'UNESCO began what has become a primary role in the education of adults from the most fundamental to complex (Jefferies, 1967). Through their support of ventures like the Literacy Decade, better assessment organizations and contributions to governmental policy making, UNESCO has played a huge role in motivating the government and the people of Kenya (Richmond, Robinson & Sachs- Israel, 2008). Non-formal education is a growing field of influence in the education of adults but little data exists because of the informal nature of such

projects (Bunyi , 2006).Groups involved in such projects come from an assortment of religious, aid and business backgrounds. This study therefore sought to, carry out an investigation on the factors influencing participation in adult education program in Embu district Kenya.

1.3 Purpose of the Study

The purpose of this study was to examine factors influencing participation in adult education programmes in Embu district in Kenya.

1.4 Research Objectives.

i.   To examine how living standards influence participation in adult education programmes in Embu district in Kenya.

ii. To determine how professional advancement influence participation in adult education programmes in Embu district in Kenya.

iii. To examine if recognition and acceptance in the society influence participation in adult education programmes in Embu district in Kenya.

iv. To determine how curiosity to know how to read and write influence participation in adult education programmes in Embu district in Kenya.

1.5   Research Questions

i.   To what extent does living standard influence participation in adult education programmes in Embu district in Kenya?

ii. Does career development influence participation in adult education programmes in Embu district in Kenya?

iii. To what extent does Recognition and acceptance in the society influence participation in adult education programmes in Embu district in Kenya?

iv. How does Curiosity to know how to read and write influence participation in adult education programmes in Embu district in Kenya?

1.6 Significance of the study

Most studies conducted with regard to this topic focus on adult learning in general. By examining the factors that influence participation in adult education program in Embu district, this study will help in training facilitators gain more insight into, learning principles that underpin learning motivation and retention strategies.

In addition, findings from this study will be useful to facilitators involved in the planning and implementation of ABET learning programmes and in Skills Development. It is hoped that, the research will encourage other organizations to initiate workplace learning and training programmes in order to better equip and develop our communities and to inspire ABET learners to join these developmental programmes.

1.7 Delimitation of the study

The study was confined to Embu district, which is further divided into 5 divisions and 52 sub-locations. The researcher intended to interview 15 male learners, 15 female learners and 15 adult education teachers selected from each of the 5 divisions.

1.8 Limitations of the Study

Some respondents expressed their unwillingness to disclose some information, so the questionnaire was accompanied with explanatory letters. These letters ensured the respondents that, the study is purely academic and that information given will be confidential.

1.9 Assumption of the study

The study assumed that, the information from the respondents was true and honest. The study also assumed that, the sample size used provided enough information to aid in drawing conclusions and findings of the study on factors influencing participation of adult education programmes in Embu district, Kenya.

1.10 Definition of the key terms

Adult education - Is the practice which adults engage in systematic and sustained learning activities in order to gain skills and knowledge.

Career development - Is a life - long process of managing learning, work, leisure and transition in order to move forward.

Literacy - Ability to read and write.

Education programme - Formal lectures, courses, seminars, webinars.

Participation -To be involved.

1.11 Organization of the study

The research project; is organized in five chapters. The first chapter starts with background to the problem followed by statement of the problem. In the same chapter the purpose of the study is outlined, followed by highlighting of research objectives and the research questions. The limitation and delimitation of the study follows.

The significant of the study is also given and the chapter concludes with the basic assumption and the organization of the study. In chapter two, the related literature is reviewed on concept of factors influencing participation in adult education programs. This chapter is sub-divided into sub-themes which are based on factors influencing participation in adult education program, theoretical review and conceptual frame-work. Chapter three covers the research methods

including research designs, the population which will cover the study and the methods of sampling procedures. Chapter four covers the data analysis and presentation while chapter five concludes and gives recommendations about the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is structured based on the research objectives. It reviews relevant literature available that focuses on factors that influence participation in adult education program in Kenya. This chapter widely explores Adult education in Kenya, Empirical review which includes; living standards, career development, Recognition and acceptance in the society and Curiosity to know how to read and write and how these factors influence participation in adult education programme in Embu district, Kenya.

2.2 Education system in Kenya

When Kenya gained independence in 1963, the initial vision of President Kenyatta was to create a country that had free access to education for all. Eventually, 80% of primary aged students were attending schools (Buchmann, 1999). This rate decreased slightly as the government used a cost sharing program in many schools where they would pay for the teachers' salaries and the local community paid for recurring expenses (Sifuna, 2007). Much of this explosive growth was difficult to regulate and its quality hard to guarantee. President Kenyatta and later President Moi supported educational policies that were politically popular but of questionable long- term value (Buchmann, 1999). After a limited attempt in the '70s' it was not until the late '90s' that, the Kenyan government successfully initiated free education for primary students in an attempt to reach the nearly 1.6 million students not in education programs (King, 2007). Although Kenya's progress in primary education of its people has been excellent, there remains a large adult population that is illiterate and many more adults who have not had the opportunity to progress to a point in school that they desire. Government programs for adult education begun in the '60s' and '70s' were popular and fairly successful but support for such organizations has steadily

decreased and attendance and dropout rates have increased (Bunyi, 2006). Kenya Country Team (2008) reports that, in 2005 the Kenya Education Sector Support Programme (KESSP) was formed by the government to act as an institution for channeling all education support and investments. Annually, adult education receives only 1% of the money allocated to education, leaving it inadequately funded.

2.3 Empirical review

According to Benshoff and Lewis,(1992) an adult (non-traditional student) is one who returns to school full or part-time while still maintaining responsibilities such as employment, family, and other responsibilities of adult life. Knowles (as cited in Wlodkowski, 1993: 5) identifies adults by two criteria: an individual who performs roles associated by our culture with adults (worker, spouse, parent, soldier, responsible citizen) and an individual who perceives himself or herself to be responsible for his/her own life. According to Timarong et al., (2006: 2) "adult learners' willingness to learn is often affected by their need to know, and they are usually motivated because of internal or intrinsic factors." The facilitator should therefore be wary of planning activities that have no relevance to the adult learner and activities that would not enhance or benefit personal knowledge and growth. The political, social and economic environment has an influence on the way in which one learns. This notion is supported by Darkenwald & Merriem (1982) who believe that, adult participation in education is affected by variables such as socio-economic status, perceived value of participation, readiness to participate, and barriers to participation.

According to Robinson Pant (2003), majority of people in the world today who cannot read and write are women. Though the gender gap will have narrowed considerably by the year 2015, more than half the female population in several of the poorest countries will still be illiterate. The

cultural contexts, in which women find themselves, have a profound influence on the reasons why they participate in literacy classes. Yates (1994) asserts that, in a district in Ghana, many women joined the Functional Literacy Programme in order to improve their religious reading skills (and gain higher social status), but the programme was intended to link literacy to functional income generating skills, such as snail rearing. In a Nepal study by Burchfield et al., (2002) it was found that, women's literacy programmes had a positive impact on indicators such as children's education, family and reproductive health, and participation in income-earning activities.

2.3.1 Living standards and participation in adult education programme.

The relevance of human capital in the development of any nation economically and politically cannot be over-emphasized, especially when such a nation aims to harness its resources for achievement of the required growth that can bring about improvement to living standards of the populace. In view of this fact, Udom (1999) stressed the importance and role of people at work in nation building by stating that, the relevance of human being in any organization and indeed the nation is attested to by the fact that, the first syllable in the concept of management is "man". To him, "man" in this context, otherwise referred to as worker, human resource, or labour, remains the most relevant and therefore should be given utmost priority attention. Still on the importance of workers or labour and the need to give them a deserving empowerment to continue to function for the well-being of the national economy, Ogunlaye (1996) postulated that, it is a universal affirmation that human brain is a high fidelity recorder and a high fidelity player, and therefore, for employees to remain effectively functional, they need necessary education and training which serves as lubricant for constant refinement and reinforcement for performance.

Many countries - both in the developed and the developing world - are planning major national programmes for adults who have not completed lower secondary school and for those who have not had the opportunity to access upper secondary or further education. In many Nordic countries like Norway, there is a growing recognition that, adults need to be given the legal right to basic adult education at all educational levels, and that, the state must have the duty to ensure this education is available to all who want it and make funding for it available. Importance is also being given to the labour market and the needs of the social partners. Such a programme has been developed in Norway.

The quality and relevance of non-formal education in many developing countries comprise courses which are geared to women living in rural areas. Although these training courses aim to combine adult education with technical education, the amount and quality of the technical education component is at best extremely low and of marginal use to the people. What rural people lack is a support system that would enable them to make a decisive improvement in their living conditions. In order to improve the quality and relevance of non-formal adult education programmes they need to be supported by inter-institutional links, pedagogical inputs, proper curriculum design, and better infrastructure. This would help to improve women's learning profile, enable the continuity of programmes, help in building bridges between formal technical training institutions and non- formal education and training and help to develop productive activities with financial, counseling and organizational supports. Inter- institutional links would help to redefine the potential these programmes have for enabling the social, economic and political integration of rural women. The links to programmes relating to health, education and political institutions, could broaden the scope of these institutions by making them economically relevant for people living in poverty.

2.3.2 Career development and participation in adult education programme

Donald Super (1957) and other theorists of career development, recognize the changes that people go through as they mature. Career patterns are determined by socioeconomic factors, mental and physical abilities, personal characteristics and the opportunities to which persons are exposed. People seek career satisfaction through work roles in which they can express themselves and implement and develop their self-concepts. Career maturity, a main concept in Super's theory, is manifested in the successful accomplishment of age and stage developmental tasks across the life span. Self-concept is an underlying factor in Super's model: "...vocational self-concept develops through physical and mental growth, observations of work, identification with working adults, general environment, and general experiences....As experiences become broader in relation to awareness of world of work, the more sophisticated vocational self-concept is formed"(Zunker, 1994, p.30). At the time like this, people look forward to higher stage in their career.

Due to the fast changing environment and economy, the career transition during a person's career development has received great deal of attention in recent decades (Mc Daniels & Gysbers, 1992). According to Sarason (1977), there are two forms of career transition: horizontal and vertical. Horizontal career transition means a person change his or her job from one field to another while vertical career transition is move up or down in the same one. A person might have multiple vertical career transitions within his or her career life. No matter how much change from one career to another, it involves changes in interpersonal interactions, perceptions and feelings of self, and the level of adaptability (Osipow, 1983). As a result, career transition leads a person to new learning and exploration. There are more people reassessing their current careers. This could be due to the perception of a person towards his or her job lacking future development or not matching with their personal goals (Vernon, 1994). As soon as their mindsets

changed, they are very likely to change their careers. For those people who were satisfied with their previous careers, they might also consider to change their career choices due to the effects of people and events surrounding them.

2.3.3 Recognition/acceptance in the society and participation in adult education programme

Many sociologists have observed that, there is a -strong relationship between education and society. This observation is borne out of the fact that, it is not possible to separate or draw any line of demarcation between the two concepts. This is because of the fact that, what happens to the educational system undoubtedly affects the society, and whatever occurs in the society influences or shapes the educational system in all its ramifications.

Durkbeim (1956) was one of the first sociologists to appreciate the relationship between education and society. He saw education as a social phenomenon through which a society assumes its own continuity by socializing the young in its own image. The components of the educational system that constitute perfectly defined facts and which have the same reality as another social fact are inter-related. They are inter-related internally, so that a given education system has unity and consistency, and also externally so that, the education system reflects a society's moral and intellectual values.

Ottaway (1980) defined society as the whole range of social relationships of people living in a certain geographical territory and having a feeling of belonging to the same kind of group. In every society, whether developing or developed, complex or primitive, there is always an education system. Education systems are not the same, as no two societies are identical. Therefore, education systems differ from society to society and their aims, contents and techniques also differ from one society to another.

From the foregoing, one might postulate that, educational institutions are micro-societies, which mirror the entire society. This is one of the reasons why societies try to evolve education systems

and policies that would meet the needs, beliefs, attitudes and the aspirations of their people. Havighurst (1968) observed that, the way to understand a society's education system is to understand how it is related to the other basic institutions of that society, in particular the family, the church, mosque, the state, the polity and the economy.

Clarks (1948) observed that, a general knowledge and acceptance of the ideals and aims of our society is essential for all its citizens, and it must be achieved through education but in a form, which makes it compatible with freedom. So he reconciles the double purpose by saying that admittedly, the purpose of the educative society may be to make men conformable. But overmastering that must be the purpose to make men free. A society needs a stable and dynamic set of values and a unified purpose. It is when this is ascertained that, meaningful economic, political and social programmes can be embarked upon for the overall benefits of the citizens. To be a fully developed person in such a society implies full and creative membership of it with powers to change it.

2.3.4 Curiosity to know how to read and write and participation in adult education programme

Many adults need to write letters at one time or another in their lives. Letter writing can be an authentic activity for adult literacy classrooms if students have real purposes for writing and if letters that are written in class are actually sent. However, practicing writing letters that will never get sent to people who don't really exist is a de-contextualized school-only activity that serves no purpose in the out-of-school lives of the learners. In the last few decades, literacy researchers have left the classroom and ventured out to study the reading and writing activities of people in their daily lives. Shifting the focus from literacy in school to literacy outside school has provided a new perspective on literacy, and an opportunity to question assumptions about the nature of reading and writing. For example, in Delgado-Gaitan's (1987) study of a Mexican immigrant community in the United States, participants reported that, they did not use text very

much. However, the researcher found that they actually read a number of things in English and Spanish on a daily basis. What was the basis for this discrepancy? Why didn't the participants view their own activity from the same perspective as the researcher did? How can one read a text but not be reading?

Delgado-Gaitan believes that, "they did not identify their activities as reading because they did not perceive themselves as readers". They saw reading as an academic or school-based activity. So, in this case, the definition of "a reader" is not so straight forward, since it is not simply "someone who reads." Indeed, it seems to involve issues beyond the decoding of text, since other people who read and write the same texts as the participants in Delgado- Gaitan's would consider themselves readers. The meaning of a literacy event (the reading or writing of a text) is not inherent in the text itself, but depends upon the intentions and understandings of the individuals involved. Instead of assuming all people read and write in the same ways, many teachers and researchers working in different communities are now trying to understand what sense individuals and communities make of their own reading and writing practices. What constitutes reading and who might be considered a reader varies from context to context.

There is no single definition of what literacy is. A focus on the relationship between social context and variations in the practice of literacy has become a key theme of what has been called the "New Literacy Studies." Many researchers and theorists associated with this approach would agree that, "All uses of written language can be seen as located in particular times and places. Equally, all literate activity is indicative of broader social practices." (Barton, Hamilton & Ivanic, 2000, p. 1). For example, the increasing use of e-mail as a means to communicate is a result of a widening access to computer technology and the heightened pace of daily life in an information-driven economy. The use of e-mail is thus related to "broader social practices."

2.4 Theoretical review.

2.4.1 Adult learning theory.

Adult learning theory can trace its philosophical roots back to the experiential learning philosophy of John Dewey (Tweedell, 2000). Dewey's (1948) philosophy of newer education stressed the importance of experience in the learning process, the participation of the learner in the learning process, and the importance of perceiving learning as a lifelong process. There is no point in the philosophy of education which is sounder than its emphasis upon the importance of the participation of the learner in the formation of the purposes which direct his activities in the learning process" (Dewey, 1948, p. 77). The idea that, education is related to the whole of life's experiences, and that the educational experience required active participation of the learner, was quite radical for the time (Dewey, 1948; Tweedell, 2000). While the adult learning community has utilized these concepts as theoretical underpinnings of its pedagogy, it's interesting, reading his work, to note resurgence in these educational concepts in education in the recent movement toward learner-centered teaching (Weimer, 2002).

The concepts of self directed learning, andragogy, and perspective transformation, have been critical to the development of adult learning theory (Merriam, 1993).Two educational theorists were products of Dewey's laboratory school for the Department of Education: Cyril Houle and Malcolm Knowles, and the ideas of both have framed the discussion around adult educational theory (Tweedell, 2000). Houle's research, which was a qualitative study of individuals participating in various types of learning, resulted in a typology of the adult learner. Houle identified three subgroups of learners: adults who are goal oriented, adults who are activity oriented, and adults who are learning oriented (Houle, 1961). Goal oriented learners are out to

accomplish some identifiable objective, such as a degree or certification. Activity oriented learners are those who participate in learning for another reason unrelated to knowledge acquisition: to socialize, to find a spouse, to escape an unpleasant home life. Learning oriented learners are those who seek knowledge for its own sake. Houle's research was significant to the development of the concept of self directed learning, a concept that has helped define learning in adulthood (Houle, 1961; Merriam, 1993; Tweedell, 2000). It was also significant to the development of the idea that all persons had a desire to learn, a rather radical thought for its time (Griffith, 1987).

Heavily influenced by Houle, Knowles' (1968) concept of andragogy versus pedagogy, *i.e.* adult learning versus child learning, is widely accepted as a seminal work in the field. Knowles was first introduced to the concept of andragogy by Yugoslavian adult educator, Dusan Savicevic. The concept of andragogy had been evolving in Europe for some time, and was further refined by Knowles (1984). Andragogy, the art and science of teaching adults, is contrasted with pedagogy, the art and science of teaching children (Knowles, 1984). In the former, the learning experience is driven by the learner; in the latter, the learning experience is driven by the teacher. Andragogy is based upon five assumptions of adult learning: maturity moves one to more self direction, experience is a rich resource for learning, learning readiness is closely related to the developmental tasks of the adult's social role, adults are more problem centered than subject centered in their learning, and adults are motivated by internal rather than external factors (Knowles, 1968; Merriam & Caffarella, 1999; Gillen 2005.
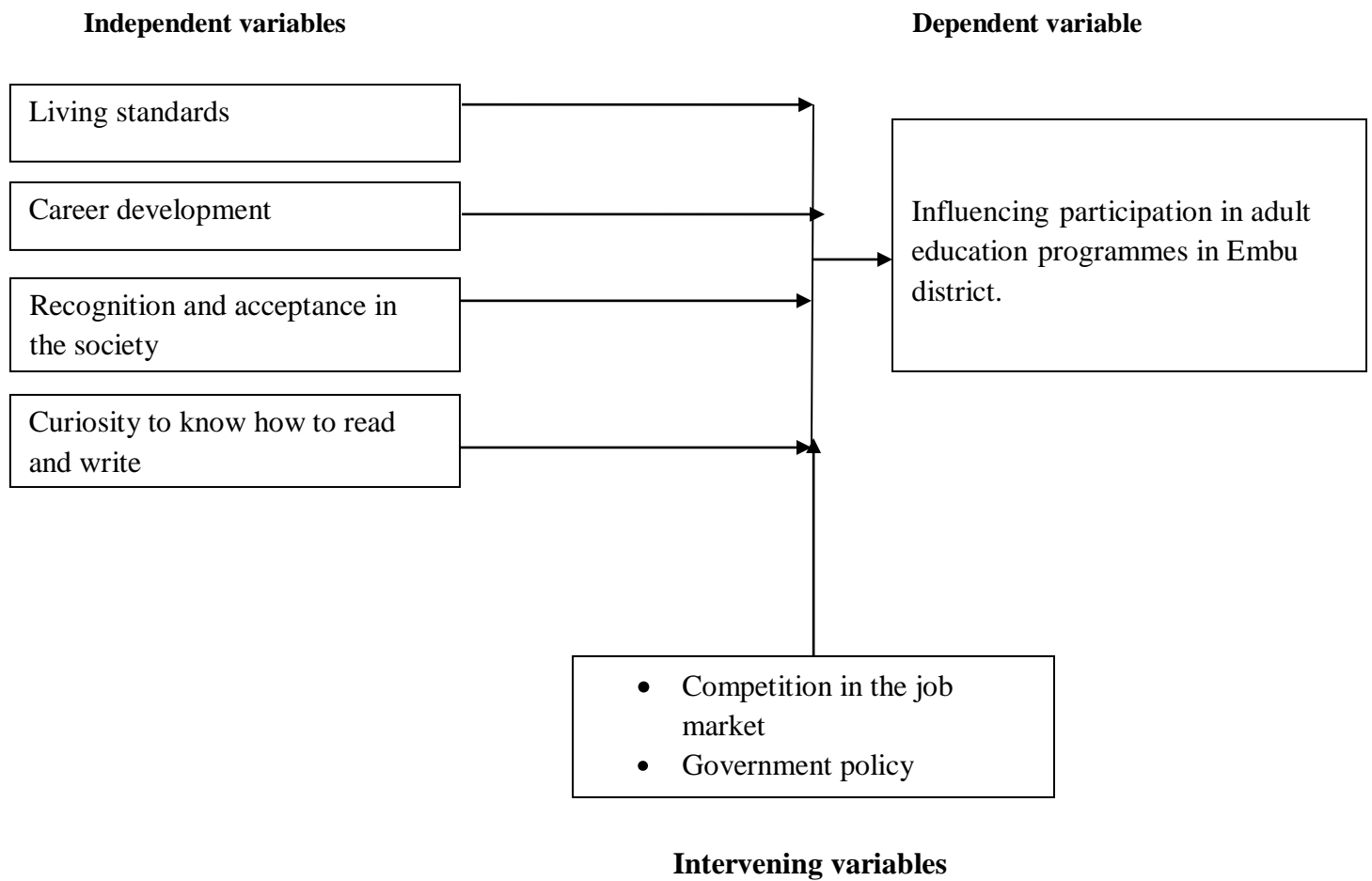
Learning from experience is certainly something the adult learner brings to the table. Adults, as indicated in the above narrative, tend to connect what they are learning to previous experiences and possible future situations (Merriam & Caffarella, 1999). Adult learners are also very

pragmatic: they want to see that, what they are learning has application to something practical. Two ways adult educators have brought the experiential world of adults into the learning process is through cognitive apprenticeships and anchored practice, and the primary goal of each is to develop specific skills and competencies in a particular field. The more students practice the skill, the more proficient they become. While the desire and the ability to learn are not shared equally by everyone, both can be fostered by good teaching, by careful guidance, by building and enlarging sympathetic enclaves, and by providing a range of educational opportunities. These tasks are too great for partial and divided efforts. The inquiring minds of the past have produced most of the advances of civilization. Our hopes for the future must rest in large measure on our capacity to increase the number and the ability of those who continue all their lives to share in the benefits and the pleasures of intellectual inquiry.

2.5 Conceptual framework

Rachael and Ramey (1987), Kombo and Tromp, 2006) says that, a conceptual framework is a set of ideas and principles taken from relevant fields of inquiry and used to structure subsequent presentation. Conceptual framework involves forming ideas about relationship between variables in the study and showing these relationships graphically or grammatically (Mugenda and mugenda 2003).

Figure 2.5 conceptual framework

Independent variables   **Dependent variable**

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┌─────────────────────────┐
│ Living standards        │──────────────────┐
└─────────────────────────┘                  │
                                             │    ┌──────────────────────────────┐
┌─────────────────────────┐                  │    │                              │
│ Career development      │──────────────────┼───▶│ Influencing participation in │
└─────────────────────────┘                  │    │ adult education programmes   │
                                             │    │ in Embu district.            │
┌─────────────────────────┐                  │    │                              │
│ Recognition and         │──────────────────┤    └──────────────────────────────┘
│ acceptance in the       │                  │
│ society                 │                  │
└─────────────────────────┘                  │
                                             │
┌─────────────────────────┐                  │
│ Curiosity to know how   │──────────────────┤
│ to read and write       │                  │
└─────────────────────────┘                  │
                                             │
                          ┌──────────────────┴──────────┐
                          │  • Competition in the job   │
                          │    market                   │
                          │  • Government policy         │
                          └─────────────────────────────┘
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Intervening variables

20

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter deals with the research methodology in the study. This includes the research design, target population, sampling, data collection, and data analysis.

3.2 Research Design

This study was conducted using a descriptive survey design. The survey is a non experimental, descriptive research method. It is the collection of information from a common group through interviews or the application of questionnaires to a representative sample of that group. This design was preferred because very large samples are feasible, making the results statistically significant even when analyzing multiple variables. Surveys are useful in describing the characteristics of a large population. Additionally, high reliability is easy to obtain by presenting all subjects with a standardized stimulus which ensures that, observer subjectivity is greatly eliminated (Mugenda & Mugenda, 1999).

3.3 Target Population

According to (Ngechu, 2004) a population is a well defined or set of people, service, events, group of things or households that are being investigated. The target population for this study comprised of 150 respondents in Embu district, the respondents included adult learners, adult teachers, and division adult education supervisors.

3.4 Sample Size

According to Mugenda and Mugenda (1999), sampling is a process by which a relative small number of individuals, objects or events are selected and analyzed in order to find out something

from the entire population from which they are selected. The researcher will use two types of sampling methods, first the researcher will use simple random sampling to sample adult learners and adult teachers where she will use 30% of the 143 total population of both adult learners and adult teachers so as to get a sample size of 44 respondents. The other method the researcher will use is, purposeful sampling technique where the researcher will sample and pick 7 division adult education supervisors hence giving a total sample size of 51 respondents.The purpose of using purposeful sampling method is that, the researcher will be considering the purpose of the research by the knowledge she has of the population and by selecting participants who will provide relevant information.

Sample size 3.4.1

RESPODENTS	Total population		Sampling size 30%
Adult learners	95		**29**
Adult Teachers	48		**15**
Total	143		**44**
			Purposeful sampling
Division adult education supervisors	7		**7**
Total population	150	**Total sample size**	**51**

3.5 Data Collection, instruments, method and procedure

The study will use both primary and secondary sources of data. Primary data will be collected by means of self- administered questionnaires to the respondents to help come up with the data required. A questionnaire is a research instrument consisting of series of questions and other prompts for the purpose of gathering information from respondents (Mugenda and Mugenda, 2004).The questionnaire will further consist of open ended, structured and unstructured questions. The structured questions will provide a set of answers from which the respondents will choose the appropriate answers. The unstructured ones will provide freedom while responding to the subject matter.

The questionnaires will be administered to the respondents through drop and pick method. The researcher will personally give the questionnaires to the respondents and give them a period of one week after which the researcher will pick them or the respondents return them to her. An introductory letter will be used to introduce the respondent to the researcher. The researcher opts for the questionnaires because the responses are gathered in a standardized way.

3.6 Test Validity and Reliability

Validity is the accuracy and meaningfulness of inferences, which are based on the research results therefore, validity is the degree to which results obtained from the analysis of data actually represent the phenomena under the study.(Mugenda and Mugenda,2003).To test validity in the study, the researcher used content-related validity.This type of validity refers to the content and format of the instruments and the main thing the researcher considered to ensure that there was validity was by checking how appropriate is the content of the instrument to the purpose of the study, appropriate format of the instrument and how comprehensive is the content in measuring all the constructs of the variable being measured.

According to Mugenda and Mugenda (2003) reliability is a measure of degree to which a research instrument yields consistent result or data after repeated tries. The researcher will use test-retest approach to test reliability this approach involves administering the same instrument twice on the sample group of the subject at different times.

3.7 Data Analysis.

The data from the research instrument was analyzed using descriptive method such as percentages, ranking, scales and averages. This was coded into computer Microsoft excels. The result was presented in the form of charts, table, graphs and it is from this presentation conclusion was made.

3.8 Ethical concerns.

The researcher endeavored to respect views of the respondents; the study adhered to ethics by getting consent from the respondent to conduct the study. All the material was strictly used for education purpose and will be treated with confidentiality. The researcher will not disclose the names of the respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter analyses the findings, interprets and presents data in line with the objectives of the study. The data obtained is presented in tabular form, percentages and in descriptive statistics such as pie charts, line and bar graphs. The chapter is further sub divided into several sections that are pertinent to the subjects under study.
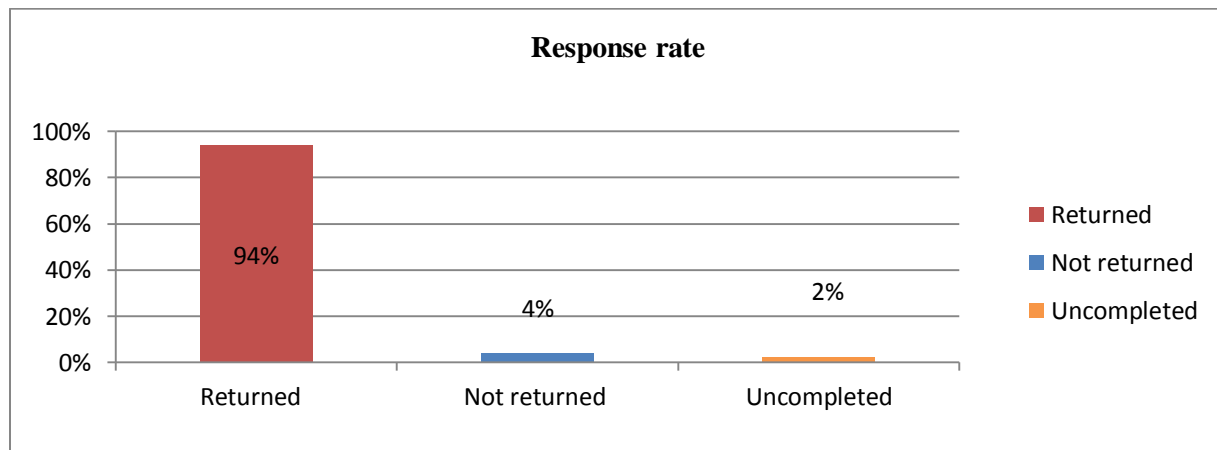
4.2 Questionnaire Return Rate

Table 4.2

Questionnaires	Frequency	Percent
Returned	48	94%
Not returned	2	4%
Uncompleted	1	2%
Total	**51**	**100%**

Source 2015

Out of 51 respondents who were given the questionnaires and interviewed, 48 returned completely filled questionnaires. This gave 94% response rate.

4.2.1 Gender

The issue of gender was important in the study as it would indicate whether there was gender balance in the responses given. On gender, the analysis of the findings were as follows;

Table 4.2.1 Gender

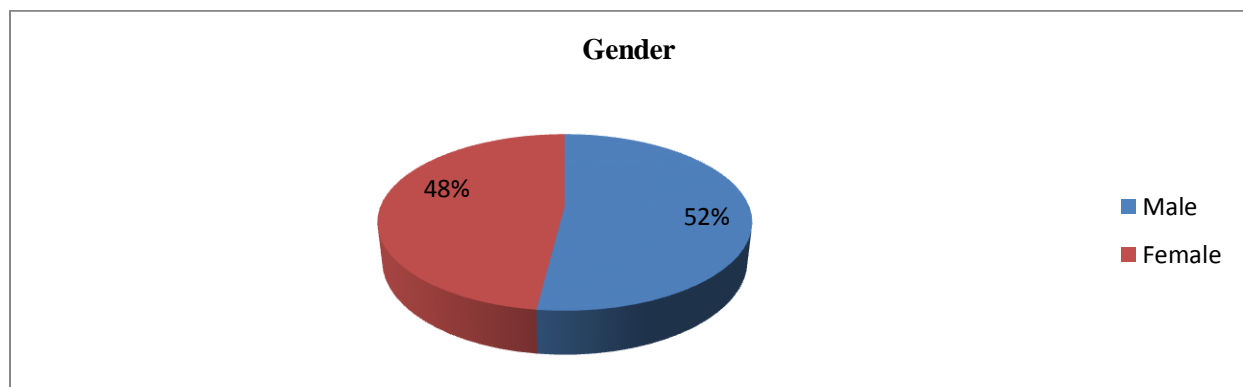| Gender	Frequency	Percentage
Male	25	52%
Female	23	48
Total	**48**	**100%**

Figure 4.2.1

Gender

Table 4.2.1and figure above is an indication of the gender in the organization. The total number of male respondents was 52 % while the number of female respondents was 48%. From the study it can be concluded that, the number of male respondents was higher than the number of female respondents.
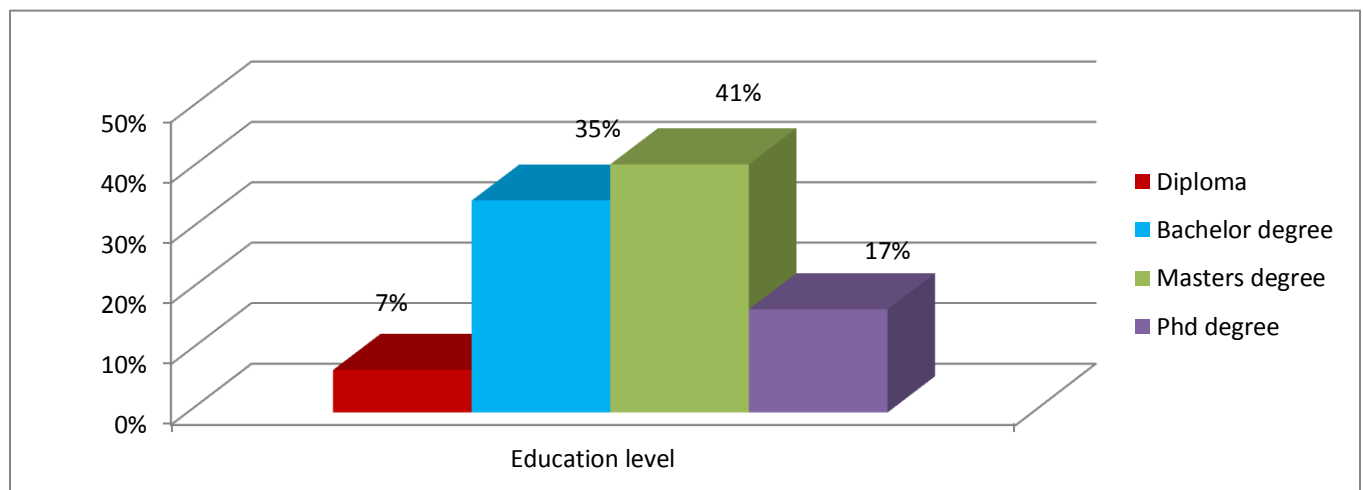
4.2.2   Education level of Adult education teachers

From the analysis of the education level of respondents the findings were as follows;

Table 4.2.2

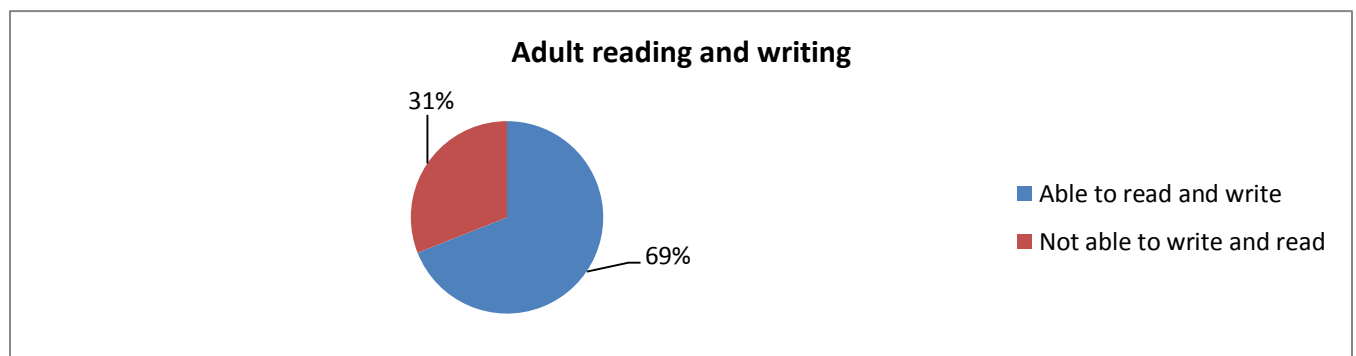| Level of education	Frequency	Percentage
Diploma	2	7%
Community deve. certificate	10	35%
Adult Teachers' certificate	12	41%
ECDE certificate	5	17%
Total	**29**	**100%**

Figure 4.2.2

Based on the table 4.2.3 and figure 4.2.3 above 7% of the teachers had attained a diploma certificate, 35% Community development certificate,41% Adult Education Teachers Certificate(ATEC) 17% had attained Early Childhood Development Education(ECDE). It is very clear for the researcher to conclude that, most teachers had low knowledge and skills in the adult education program and they were incompetent for teaching.

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4.2.3 Ability of adult learners in reading and writing

Table 4.2.3

| Respondent	Able to read and write	Not able to write and read	Total
Frequency	20	9	29
Percentage	69%	31%	100%

Figure 4.2.3

Based on the table 4.2.4 and figure 4.2.4 above 69% of the adult learners are able to read and write while 31% are unable to read and write.

4.2.4 Occupation of adult learners

Table 4.2.4

Occupation	Frequency	Percentage
Business	5	17%
Farming	6	21%
Both	18	62%
Total	**29**	**100%**

Figure 4.2.4
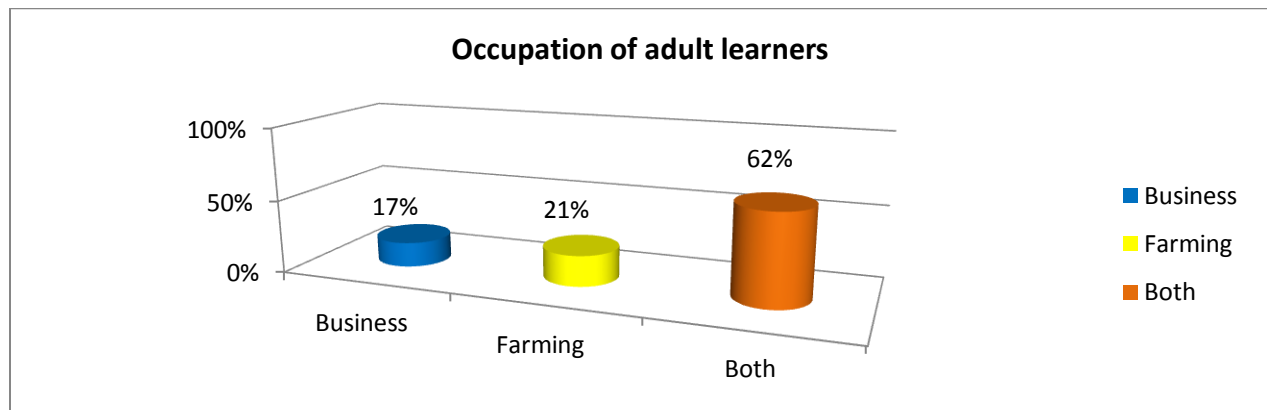
Based on the analysis in the table 4.2.3 and figure, 4.2.3 above.17% of the adult learners said their occupation is business , 21% do farming while 62% of the adult learners do farming and business as their living.

4.3 Enrollment rate in Adult Education programme

Table 4.3

Extends	Very low	Low	Average	High	Very high	Total
Frequency	3	3	1	0	0	7
Percentage	43 %	43 %	14%	0 %	0 %	100%

Based on the table 4.3 above 43% of the division officers said the rate of the enrollment in adult education is low therefore, the researcher can conclude that, learner enrollment in adult education is low.

4.4 Extend which Living standards influence participation in adult education programs

From the analysis, the extent to which living standards influences participation in adult education programs;

Table 4.4

Extends	Great	Moderate	Little	No extend	**Total**
Frequency	30	14	4	0	48
Percentage	63%	29%	8%	0%	100%

Figure 4.4

Extend to which living standards influence participation in adult education programs.
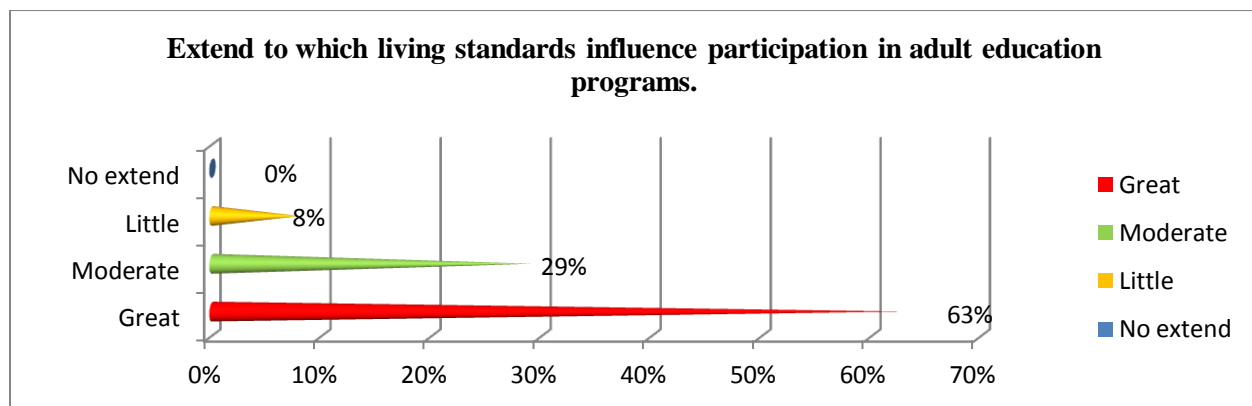
Table 4.4 and figure 4.4 above indicate how respondents rated the extent to which living standards influence participation in adult education programs. Majority of the respondents, 63% rated living standards influence on participation in adult education programs as great, 29% rated it as moderate, while 8% rated little influence. From the above analysis the researcher concludes that, living standards influence participation in adult education programs.
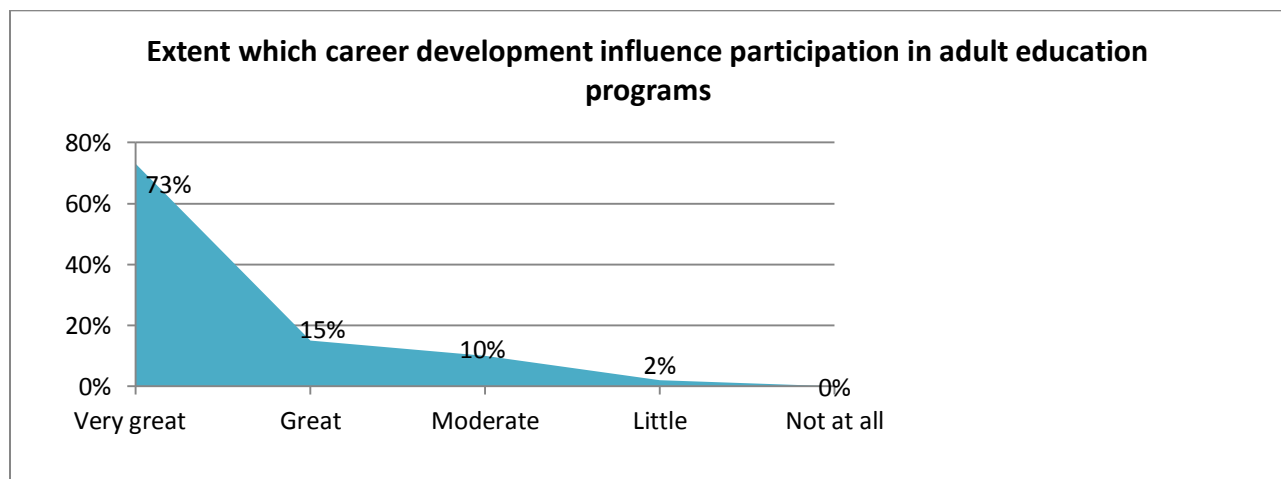
4.5 Extend which career development influence participation in adult education programs

On extend which career development influences participation in adult education programs.

Table 4.5

Extends	Very great	Great	Moderate	Little	Not at all	TOTAL
Frequency	35	7	5	1	0	**48**
Percentage	73%	15%	10%	2%	0%	**100%**

Figure 4.5

From table 4.5 and figure 4.5 above 73 % of the respondents stated that, career development influence participation in adult education programs, while 15% of the respondents stated great, 10% at moderate, 2% of the respondents stated little extent. From the analysis, the researcher can conclude that, the need for career development influence participation in adult education programs.

4.6 Extent which recognition and acceptance in the society influence participation in adult education programs

Table 4.6

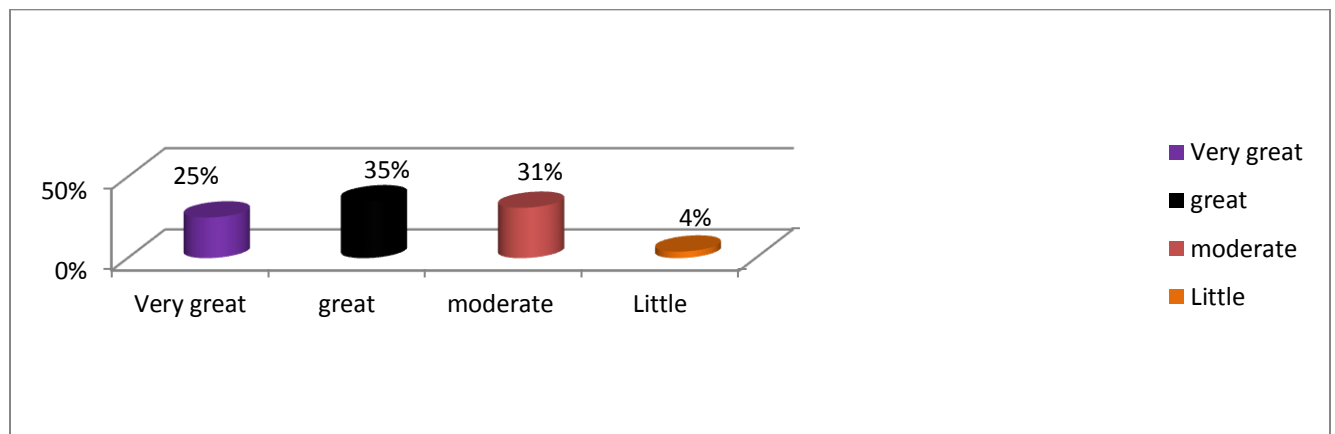| Extent	Frequency	Percentage
Very great	12	25%
Great	17	35%
Moderate	15	31%
Little	2	4%
TOTAL	48	100

Figure 4.6

Table 4.6 and figure 4.6 above indicate how the respondent rated the extent which living standards influence participation in adult education programs. Majority of the respondents 35% rated living standards influence to participation in adult education programs as great, 31% rated it as moderate, 25 % of the respondents rated influencing at a very great extent. From the above analysis the researcher concludes from the majority of the respondents that, recognition and acceptance in society influence adult learners participation in adult education programs.
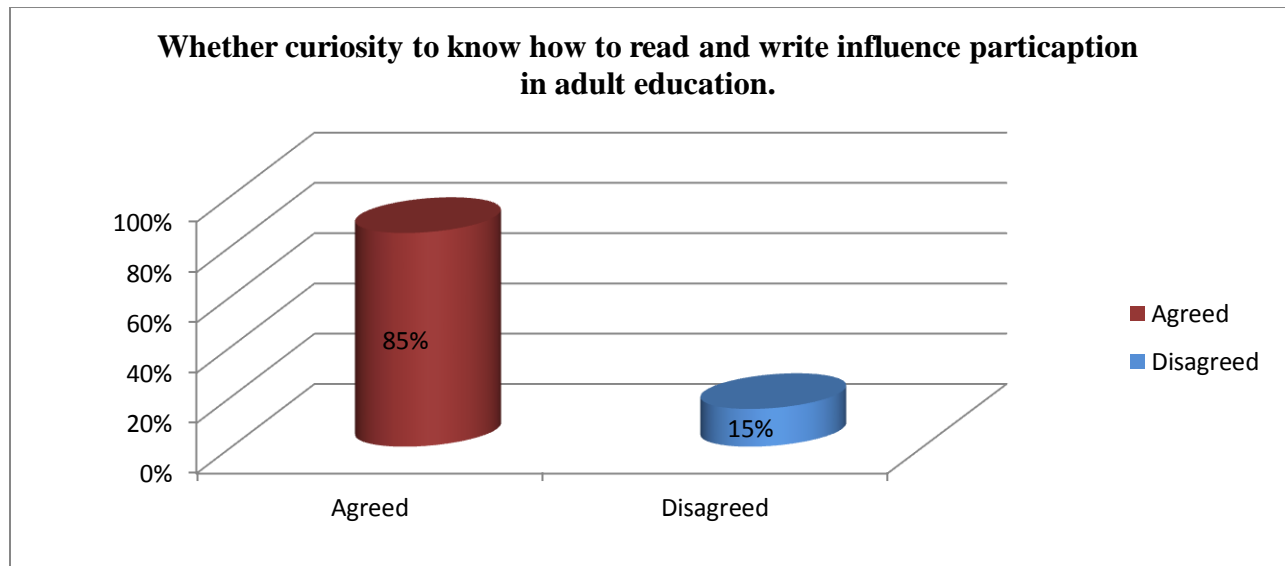
4.7 Whether curiosity to know how to read and write influence participation in adult education programmes.

Whether curiosity to know how to read and write influence participation in adult education

programmes, the participants responses were as shown below in figure 4.7 and table 4.7 below .

Table 4.7

Categories	Frequency	Percentage
Agreed	41	85%
Disagreed	7	15%
Total	**48**	**100**

Figure 4.7

Based on analysis above 85% of the respondents agreed that, curiosity to know how to read and

write influence participation in adult education while 15% disagreed. .

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the main findings of the study giving conclusion, with attempted answers to the specific questions that were investigated. In addition, recommendation for possible action and suggestions for further research is given.

5.2 Summary of the study

Based on the analysis, 17% of the adult learners occupation is business, 21% do farming while 62% of the adult learners do both farming and business for their living. In the study, the researcher found that, 69% of the adult learners are able to read and write while 31% are unable to read and write. Therefore, majority of the adult learners who participate in adult education in Embu district know how to read and write. On the enrollment of adult learners in adult education programme , 43% of the division officers said the rate of enrollment in adult education is very low, while 43% of the teachers also rated it low, with 14% of the respondents rating it average. The researcher can therefore conclude that, enrollment in adult education programme is below expectation(low). Majority of the respondents 63% rated living standards influence to participation in adult education programs as great, 29% rated it as moderate, while 8% rated it little. From the above analysis, the researcher concludes that, living standards influence participation in adult education programs.

On career development, 73% of the respondents stated that, career development influence participation in adult education programs, while 15% of the respondents stated great extend, 10%

at moderate,2% of the respondents stated little extent. From the analysis the researcher concludes that, career development influence participation in adult education programs. Majority of the respondents 35% rated living standards influence participation in adult education programs in a great rate, 31% rated it as moderate, 25 % of the respondents rated influence at a very great extent. From the above analysis the researcher concludes from the majority of the respondents that, recognition and acceptance in the society influence participation in adult learning .Based on the analysis above, 85% of the respondents agreed that, curiosity to know how to read and write influence participation in adult education while 15% disagreed. .

5.3   Conclusion

The research has revealed factors influencing participation in adult education programme in Embu district Eastern Province. The study shows that, living standards, career development, acceptance /recognition in the society and curiosity to know how to read and write were the main factors influencing participation in adult education programmes.

5.4   Recommendations

The researcher came up with the following recommendations.

- The Government needs to employ more adult education teachers for more centres to be opened to improve access to the programme.
- The learning facilities for adults need to be improved.
- Regular capacity enhancement courses for teachers should be conducted as continuous improvement in the quality of education service entail continuous skills upgrading for teachers.

- Teaching / learning materials of real life skills and competencies need to be a concerted effort of both the government and stakeholders and consistent supply ensured.

- The continuing education aspect of adult education programme need to be strengthened in relevance, quality and support materials to enable people get certificates with grades and the competencies necessary to develop their careers.

- The directorate in collaboration with other stakeholders should ensure that only appropriately qualified personnel are recruited.

- The directorate of adult education, the civil society organizations, communities, private sector and development partners in Embu need to facilitate awareness creation and learner mobilization for adult education, as there are people who do not know how to read and write in Embu district.

- The curriculum of the programme need to be redesigned to be more empowering to the learners in entrepreneurship (income generating activities), to improve their living standards.

- The life skills taught need to be market oriented to make the adult education graduates recognized and entrusted with responsibilities as well as securing jobs in their community.

5.5 Suggestions for further research

Further research is open to find out whether men participation in adult education programme is the same that of women.

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APPENDICES

Appendix 1 : Interview schedule for adult learners

Instructions

Answer the questions truthfully ticking where applicable.

1. Name of the centre _____

2. Location _____

3. Gender   Male [   ]   Female [   ]

4. Age _____

5. When did you join the centre? _____

6. Why did you join the centre?

7. Are you able to read and write without difficulty now?   Yes [   ]   No [   ]

8.Does living standard influence your participation in adult education programme?

   Yes [   ]   No [   ]

9. To what extend does living standard influence your participation in adult education programme ?

   (Please tick under only one of them)

Extend of living standard on adult participation	Great extent	Moderate extent	Small extent	No extent

10. Do you participate in adult education because of the influence of your career?

   Yes [   ]   No [   ]

11. To what extend does career development influence participation in adult education programme ?

(Please tick under only one of them)

Extend of career development on adult participation	Great extent	Moderate extent	Small extent	No extent

12. Does recognition and acceptance in the society influence participation in adult education programme?   Yes [   ]   No [   ]

13. To what extend does recognition and acceptance influence participation in adult education programme?

Extend of recognition and acceptance on adult participation	Great extent	Moderate extent	Small extent	No extent

14. What is your main occupation?   Farming [   ]   Business [   ]   Both [   ]

Appendix 2: Questionnaire for Adult Education Supervisors

Instructions

Section A: Personal information.

Answer the questions truthfully ticking where applicable.

1. Name _____ (optional)

2. Gender   Male [   ]   Female [   ]

3. Division _____

4. Number of teachers _____

How are the enrolments in your division?   Very low [ ]   Low [ ]   Average [ ]

  High [ ]   Very High [   ]

5. To what extend does living standard influence learner participation in adult education programme ?

 (Please tick under only one of them)

Extend of living standard on adult participation	Great extent	Moderate extent	Small extent	No extent

6. Do learners participate in adult education because of career influence?

 Yes [   ]   No [   ]

7. To what extend does career development influence learner participation in adult education programme?

(Please tick under only one of them)

Extend of career development on adult participation	Great extent	Moderate extent	Small extent	No extent

8. Does recognition and acceptance in the society influence participation in adult education programme?

Yes [   ]   No [   ]

9. To what extend does recognition and acceptance influence participation in adult education programme?

Extend of recognition and acceptance on adult participation	Great extent	Moderate extent	Small extent	No extent

10. What influences participation in adult education programmes?

11. What economic activities do adults in your division engage in?

12. Are teaching/learning materials adequately and consistently supplied?   Yes [   ]   No [   ]

13. what in your opinion need to be done to improve enrolments and participation in the programme?

14. To your assessment, is the curriculum relevant to the learners life needs?

Appendix 3:   Questionnaire for Adult Teachers

Instructions

Answer the questions truthfully ticking where applicable.

1. Name _____(optional)
2. Centre _____
3. Sex   Male [   ]   Female [   ]
4. Marital status   Married [   ] Single   [   ]
5. Level of education_____
6. Are you professionally trained ?   Yes [   ]   No [   ]
7.   Which category are you? F.T.T   [   ]   P.T.T. [   ]   S.H.T [   ]
8. How many years have you worked as an adult education teacher ? _____
9. How many learners do you have in your centre?

    Male learners _____

    Female learner's _____

    Total learners _____
10. What is your venue for teaching? _____

    b) Do you find it learner friendly and conducive for their learning and your teaching?

    Yes [   ]   No [   ]
11. Do you have enough teaching / learning resources?   Yes   [   ] No [   ]
12. What method of instruction do you use to teach your learners?...................................
13. Comment on success or poor progress of the literacy programme in your centre (s).

14. To what extend does living standard influence participation in adult education programme?

   (Please tick under only one of them)

Extend of living standard on adult participation	Great extent	Moderate extent	Small extent	No extent

15. How many of your learners participate in the programme for career development?

16. To what extend does career development influence participation in adult education programme?

(Please tick under only one of them)

Extend of career development on adult participation	Great extent	Moderate extent	Small extent	No extent

17. Does recognition and acceptance in the society influence participation in adult education programme?

Yes [   ]   No [   ]

18. To what extend does recognition and acceptance influence participation in adult education programme?

Extend of recognition and acceptance on adult participation	Great extent	Moderate extent	Small extent	No extent

Thank you for your participation and corporation.