

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION OF  
ADULT EDUCATION PROGRAMMES IN IGEMBE NORTH SUB-  
COUNTY, MERU COUNTY, KENYA.**

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**A Research Project Submitted in Partial Fulfillment of the Requirement for  
the Award of the Degree of Master of Education in Curriculum Studies  
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## DECLARATION

This research project is my original work and has not been presented for any award in any university or institution of higher learning.

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This research project has been submitted for examination with our approval as University supervisors.

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## **DEDICATION**

This research project is dedicated to my fellow staff mates for their support and encouragement during the study period.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ACE</b>	Adult and Continuing Education
<b>BAE</b>	Board of Adult Education
<b>CBOs</b>	Community Based Organization
<b>DACE</b>	Directorate of Adult and Continuing Education
<b>DAE</b>	Department of Adult Education
<b>DAEO</b>	District Adult Education Officer
<b>EAEA</b>	European Association for the Education of Adult
<b>EFA</b>	Education for All
<b>FBOs</b>	Faith Based Organization
<b>ICAE</b>	International Council for Adult Education
<b>KNALSR</b>	Kenya National Adult Literacy Survey Report
<b>MOE</b>	Ministry of Education
<b>NACEP</b>	National Adult and Continuing Education Programme
<b>NGOs</b>	Non-Governmental Organizations
<b>PEAP</b>	Poverty Eradication Action Plan
<b>RoK</b>	Republic of Kenya
<b>SARD</b>	South African Reconstruction and Development
<b>UNESCO</b>	United Nations Education Scientific and Cultural Organization
<b>KESSP</b>	Kenya Sector Support Programme

## **ABSTRACT**

The purpose of the study is to investigate institutional factors influencing implementation of adult education programmes in Igembe –North Sub County, Meru County. This study is guided by the following formulated objectives which were to examine how teacher academic qualification influence the implementation of adult education programmes, to establish influence of adult education enrolment on implementation of adult education programme, to determine ways in which teaching learning materials influence implementation of adult education programme and to examine influence of teaching methodologies used by adult education teachers on the implementation of adult education programmes. The study is based on the fundamental principle of achieving adult literacy and improvement by 50 percent by 2015 especially for women and equitable access to basic and continuing education for all adult. The study used descriptive survey design and the population size is from the thirty-five adult education institutions where one district adult and continuing officer is in charge, twenty-four adult education teachers and one hundred and thirty-five adult learners were sampled out as the research respondents. A total of one hundred and sixty questionnaires were used as instruments of data collection. Frequency tables and percentages were used to analyze and present the data collected. The study finding found out that adult education institutions do not attract well academically qualified adult teachers and only nine are on permanent basis and others are part timers and volunteers. The few who are permanent are sparsely distributed. This shows the serious negligence by the two levels of government on adult education sector and its literacy programmes. The researcher found out that there is low enrolment and attendance of adult education institutions which affect the implementation of the programme. There is a general lack teaching learning materials. The teaching methodologies used by adult teachers are only demonstration and group discussion which may make adult learners to shy away and hinder from participation hence affecting the programme implementation. The study found out that there was no clear policy for adult teachers training, production of teaching learning materials and regular training of adult teachers through in-service and refresher courses so as to advance the teaching methods and know how to handle, motivate and increase adult enrolment in the institution. Based on the findings, the study recommended that ministry of education should come up with ways on how to improve on the academic qualification of adult education teachers and give an opportunity for training and in-service of the teachers. The government should come up with mechanism on how to sensitize the public on the importance of education through local mass media and local administration. The study recommends that the government should partner with NGOs and CBOs in the development and provision teaching learning materials. The study recommends that GoK should have higher institutions to induct adult teachers on teaching methodologies.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the study**

Education is a very important element in the development of any kind in a given society, for reduction of poverty ,unemployment and for establishment of a lifelong peace (Matsuura 2001).At individual level, education occupies a turning point in the accomplishment of human right (Rutere 2007).World conferences and agreements such as the Jomtien conference of 1990, the Dakar conference of 2000 and the Millennium Development Goals of 2000,the Belem Framework of Action(Belem, Brazil 2009) forms the various international declarations and conventions in education which sets out the goals and commitment on why education should be provided to citizens.

Adult education programme forms a component of non-formal programmes that is used to offer an alternative way of providing education to overcome the problems affecting many people such as the out of school youth and adults who missed the formal system of schooling and have a wish to get a sustainable level of literacy skills. This type of education programmes is offered through adult and continuing education (ACE) which has been in existence since Kenya's independence. This commitment is made in the sessional paper No.10 of 1965 which promised a carefully planned attack on poverty, disease and ignorance in order to achieve social justice, human dignity and economic welfare for all. Sessional paper No:1 of 2005 also recognizes ACE as vehicle of transformation

and empowerment of individuals and the society hence the need for it to be well coordinated and regularly updated to enable individuals deal with the changing condition and uncertainties with confidence (NAEP, MoE,2010).

Adult education literacy programmes are provided by diverse institutions and providers in public and private sector. The Kenyan government through the Department of Adult Education (DAE) is the main provider of adult literacy education. Other providers are non-governmental organizations (NGOs), Faith Based Organization (FBOs) and Community Based Organizations (CBOs). DAE as the principal player has the mission to eradicate illiteracy and promote lifelong learning among the adults and the out of school youth to enable them make wise informed decisions and become self-reliant so as to improve their livelihood with a view to making a functionally literate, learning and informed society. The DAE offers the adult education through basic literacy and non-formal education where basic literacy, numeracy and communication skills are key in giving the adult the knowledge and life skills that are necessary for effective work performance and non-formal programmes targets the youth and adults who had no access to schooling or dropped out without acquiring sustainable levels thus giving them a second chance to continue with education to their desired level (KNALSR, 2007)

The right of all the citizens to education is solely acknowledged by the universal charter on human right of 1948 which made a number of countries had to guarantee by law or in their national constitution on various right including education on all its citizens. UNESCO (2008) cites that there is low progression in achieving education for all goals, hence adult education can be a way of making

out of school youth and adult learn to reduce the levels of illiteracy by 50 percent by 2015. According to (Hinzen, 2010), government should include the adult education programme in their budgetary allocations in order to succeed in any socio-economic activity. For instance, Japan international cooperation agency concludes that adult education programme implementation can have an overall social economic development of a country.

In the world over, most countries both developing and developed may have large population which does not go through the formal school system successfully. It is estimated that over 760 million adults worldwide cannot read and write thus they are considered functionally illiterate, having only basic or sub-basic literacy levels in their native languages. Some learners drop out before completing their education while others never enroll at all thus leading to a bulk of illiterates and semi-illiterate adults. Adult education programme therefore needs to be implemented effectively to enable adults acquire essential knowledge, skills and attitude so as to adjust to the ever dynamic world (Mckay, 2007). UNESCO, in November, 17<sup>th</sup> 1965 declared September 8<sup>th</sup> as an International Literacy Day (ILD) with the aim of highlighting the importance of education to individuals, communities and societies. Awareness of the role adult education in Europe increased through the European Association for the Education of Adult (EAEA) which is a European NGO whose purpose is to link and represent European organization directly involved in adult learning focusing on adult programme, access and participation in adult education for all willing adults.

In African continent, the UNESCO, EFA goals global monitoring report (2008) acknowledged the Uganda's functional adult literacy education program that has been institutionalized as part of national poverty eradication action plan (PEAP) where the Uganda youth development link started adult education and livelihood skills education which out of school youth who were socially, economically vulnerable and adult dominated so as to acquire vocational and livelihood skills. In South Africa, the "let learn campaign" geared itself towards getting volunteer teachers who would offer classes to adult learners in Natal province. According to McKay(2007), the South African Reconstruction and Development(SARDP) policy emphasized greatly on community in which adult education community development should be linked thus the new South Africans constitutional and legislative framework adopted that adult education should be integral to economic growth and development. The adult education act 2009 acknowledged the establishment and funding of public adult education centers so as to offer quality education in adult learning. The budgetary allocations on implementation of adult education programme are done and the funds are used to improve adult education programmes through buying teaching learning materials. In Nigeria adult education programme implementation faces a lot of challenges among them lack funding by the government (Ayiende, 2009)

In Tanzania, adult education is a major component in national development since Arusha declaration in 1967. Programmes in literacy, healthcare, hygiene and acquisition of technical competence are strengthened by successful adult education which forms a meaningful part of the learners life with self-reliance and



improvement of life in both individual and national level. Teaching of adult literacy has focused on subject content such as health, agriculture and political responsibilities where the adult learner becomes aware of functional importance. Adult education tried to eliminate illiteracy in Tanzania which had over seventy percent illiterate adult by independence.

In Kenya, adult education programme has been placed on its developmental agenda as part of the country's general policy of bringing accelerated and sustainable social economic development through adult education to maximize the human resource potential. Kenya has demonstrated its commitment to the promotion of education to all its citizens through the global signings such as the world declaration for all and the Dakar frame work of 2000. Kenya is committed to achieving all the six EFA goals including that of reducing illiteracy by fifty percent by the year 2015. According to 2009, Kenya population and housing census, it shows that 54% of Kenyans live below poverty line and majority are found in rural areas thus this has affected success of any form of education including adult education which is provided through ACE programme. UNESCO (2008) indicate that there is low enrolment of adult education due to high rates of poverty levels.

The Kenya vision 2030 aims to reduce illiteracy by expanding access to and increasing participation in adult classes, improving the quality and efficiency of adult education programmes, reviewing the legislative framework on ACE and rejuvenating the ongoing adult education and training programmes. Kenya's blueprint for development, Kenya vision 2030 envisages a highly literate adult

population which can effectively contribute to economic production and participate in the democratic processes of the country. One of the medium term goals under the social pillar is to increase the adult literacy rate to 80 percent from the current 61.5 percent (NACEP, Moe, 2010). Kenya recognizes the role played by adult and continuing education as a vehicle for transformation and empowerment of individuals and the society, thus the ACE policy endeavors to provide guidelines to ACE providers, stakeholders and policy implementers through the Board of Adult Education (BAE) for effective coordination and delivery of ACE programs. The policy derives its mandate from the Board of Adult Education Act Cap 223 laws of Kenya. The adult education programme has suffered many years of neglect since the national literacy campaign lacked follow up as it lacks full time teachers, teaching learning materials, low awareness on literacy programmes leading to low enrolment and learning institutions.

In Igembe North Sub County, adult education programme targets the out of school youth and adults who left school before attaining a certain level of basic literacy. The sub county has thirty-five adult education centers. Between January and march quarterly report 2017, it indicated that adult education institutions had one hundred and fifty-six males and six hundred and eleven females totaling to seven hundred and sixty-seven adult learners but only eighty-four males and four hundred and twenty-three females totaling to five hundred and seven are active (DAEO,2017).

## **1.2. Statement of the problem**

The Adult education program plays a major role in the development of rural areas through provision of adult education and skills which help to make decision for self-development and self-maintenance through offering functional quality education which is an important exit route from poverty (Kenya National Adult Literacy Report, 2007). As Kenya aims to attain vision 2030 on education for all and Standard Developmental Goals (SDGs), ACE programmes are core in accelerating the achievement. Despite the value of adult education programmes, there is still poor and slow engagement on ACE programmes which is characterized by lack of academically qualified teachers, low enrolment, lack of teaching learning materials and poor teaching methods in the adult education institutions. In Igembe North sub county there is need to strengthen and support adult education programmes to cater for the youth and adult who are involved in the miraa business having left school as a result easy money from the lucrative business and have a wish to attain a certain basic level of literacy. According to District Adult Education Officer, annual report (2015), issues such as lack of academically qualified adult teachers, low enrolment, lack of awareness, ignorance and lack of quality and relevant ACE programmes have been raised by the DAEO as some of the gaps that affect adult education implementation, in addition to lack of quality and relevance ACE programs, teaching materials, learning institutions, poor remuneration of teachers also form some of the institutional factors influencing the implementation of adult education programme. Education is a human right and the government has the responsibility

to provide it to all its citizens regardless of their age, gender and economic status. Igembe North sub county, very little have been done in this area to strengthen adult education programme. This study wishes to investigate institutional factors influencing implementation of adult education programs in adult education institutions in Igembe north where out of school and adult form the illiterate group.

Table 1.1 Enrolment of Adult Education learners by gender in Igembe North

Year	Male	Female	Total
2013	245	262	507
2014	175	734	909
2015	265	904	1169
2016	127	520	647
2017	84	423	507

Source: Sub-county adult education office (2017)

### **1.3 Purpose of the study**

The purpose of the study was to investigate the institutional factors influencing implementation of adult education programmes in Igembe north sub-county.

### **1.4 Objectives of the study**

The objectives of the study were as follows;

- 1 To examine the extent to which teacher academic qualifications influence the implementation of adult education programmes in adult education institutions in Igembe North Sub-county.
- 2 To establish the influence of adult education enrolment on implementation of adult education programmes in Igembe North Sub-county.
- 3 To determine ways in which teaching learning materials influence implementation of adult education programmes in adult education institutions in Igembe North Sub-county.
- 4 To examine influence of teaching methodologies used by adult education teachers on implementation of adult education programmes in adult education institutions in Igembe North Sub-county.

### **1.5 Research questions**

The research questionnaire as follows;

- 1 To what extent does teacher academic qualification influence implementation of adult education programmes in adult education institutions in Igembe North sub-county?
- 2 To what extent does adult education enrolment influence implementation of adult education programmes in adult education institutions in Igembe North sub-county?
- 3 How does teaching learning materials influence implementation of adult education programmes in adult education institutions in Igembe North sub-county?

- 4 To what extent do teaching methodologies influence implementation of adult education programmes in adult education institutions in Igembe North sub-county?

### **1.6 Significance of the study**

The study wished to provide useful information about the institutional factors influencing implementation of adult education programme.

The research study might help Kenyan government, non-governmental organizations and faith based organizations and district adult education officers and board of adult education who were the core stakeholders in provision of adult education through ACE to understand the institutional factors influencing the implementation of adult education programmes and the results might be useful to other sub-county's within our country. Moreover, the research findings might guide the stakeholders, policy formulators, adult educational teachers, adult education officers and decision makers with relevant information such as re-evaluating and updating of adult education policy and guidelines, human resource, learning materials, teaching methodologies and how to enhance enrolment. The research might help to widen the understanding of adult and continuing education for the learners who are past eighteen years and the importance information acquired for individual development as per the vision 2030. The findings might be useful to the department of adult education in developing relevant programme that benefits adult learners and the society. The result findings might also add value to the already researched studies as point of reference.

### **1.7 Limitation of the study**

Limitations are the challenges that are likely to be met by the researcher and the researcher has no control over them and might influence the research result (Mugenda and Mugenda (2003). The major limitation of this research was that majority of the people are ignorant and illiterate hence the likelihood of not answering the questions posed on them hence making it difficult for the researcher to control the attitude of the respondents. During the research period, the researcher was forced to produce more questionnaire sheets to cater for those depended on other adult learner to fill up and read for those who sought for assistance. The researcher had also to wait for long waiting for the adult education learners to congregate especially after they had completed their other activities. The researcher issued the questionnaires and kept a close eye as the adult learners responded by filling the questions although the researcher did not have a control to those who gave biased responses. Since the study was only done in Igembe North Sub County, it did not give a complete national reflection on the institutional factors influencing the implementation of adult education programme.

### **1.8 Delimitation of the study**

Delimitation is an aspect of finding a manageable group from a population that the researcher can use to conduct an investigation out of the target population (Mugenda and Mugenda, 2003). Adult education programmes are found in other sub counties within our country but this research was conducted and limited itself within Igembe north sub-county and only in adult education programmes. The

respondents were the adult teachers, district adult education officer and adult learners. The research was confined on teacher academic qualification, adult education enrolment, learning materials and teaching methodologies as institutional factors on implementation of adult education programmes within Igembe North Sub-county.

### **1.9 Basic assumptions of the study**

Basic assumptions of the research are the things that are somehow out of the researchers control and they cannot be avoided (Simon, 2011). The researcher assumed that the given information by the respondents was true to the best of their knowledge without verification and the respondents were well informed of the institutional factors influencing implementation of adult education programmes. The researcher assumed that the social-cultural and economic factors does not influence the implementation of adult education programme and the targeted population would respond honestly to the questionnaires and all the adult institutions within the sub county were operational and offered adult education programme.



### **1.10 Definition of significant terms**

**Adult** refers to any person aged 18 years and above as provided in the Kenyan constitution and in conformity with act of parliament.

**Adult and continuing Education** refers to the entire body of learning processes within the perspective of lifelong learning.

**Adult education** refers to informal and incidental learning available in multicultural learning society.

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

**Adult teacher** refers to the person teaching the adult,

**Enrolment** refers to the number of adult learners registered in a learning Centre

**Illiterate** refers to a person who cannot read and write.

**Institutional factors** refer to issues related to a place where adult education is being carried out.

**Institution** refers to a learning center.

**Programmes** refers to all what is planned to enable adult learners develop literacy skills.

### **1.11 Organization of the study**

The research comprises of five chapters organized as section one containing introduction with the following sub-topics; background of the research, statement of the problem, purpose of the research, research objectives, research questions, significance of the research, definitions of significant terms and organization of the research. Chapter two has the literature review with the following sub-topics; introduction, overview of the adult education, theoretical view of adult education, teacher academic qualifications on implementation of adult education, how enrollment influences implementation of adult education, influence of learning materials on adult education, the influence of teaching methodologies on implementation of adult education, the summary of literature review and the conceptual framework. Chapter three is on research methodology of the study with the following sub-topics; research design, target group, sample size, sample technique, research instrument, instrument validity, instrument reliability, data collection procedure and data analysis technique. Chapter four will have data presentation, interpretation and discussion. Chapter five covers the summary, conclusion and recommendations. Suggestions for further research have been presented.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter on literature review provides the background and the context of the study and establishes the need for the research. It relates the researcher's results with other studies that are closely related to the study that have been carried out. The aim of literature review is to help the researcher to develop a thorough understanding and trends that have been researched earlier on research problem. The section is organized under the following sub-topics concept of adult education, teacher academic qualifications on implementation of adult education, adult education enrolment on implementation of adult education programmes, ways in which teaching learning materials influence implementation of adult education programme, teaching methodologies of adult education, theoretical framework and conceptual framework on the implementation of adult education programme. The section will end with the summary of the literature review.

#### **2.2 An overview of adult education programmes**

Adult education is a practice in which adults engages in an organized and self-sustained education activities in order to gain new knowledge, skills, value and attitude (Wikipedia, retrieved on 13, April 2017). Adult education reflects on specific philosophy about learning and teaching based on the assumption that adults learn what they are able to learn and willing so that they can take full responsibility for the learning and that learning itself should respond to their

needs (Malcolm Knowles 1984). Adult education programme provided through ACE has a potential to steer the country's development and therefore it should be strengthened to meet the ever growing present and future demands. The quality of adult education offered should aim to higher development of an individual (ROK,2012). Kenya vision 2030 recognizes the value of adult education in acquiring knowledge, skills and attitude required to fulfill the envisaged pillars in it. The medium term plan in the Kenya vision 2030 is to increase adult literacy (ROK,2007a). RoK (2012) argues that the government should commit to institutionalize adult education programme to the ministry of education so as to develop the needed capacities such as training of adult teachers and development of teaching learning materials to attain the goals of adult education programme.

The adult education is an important element for the national development. The Kenyan government recognizes adult and continuing education programme as an important strategy for achieving EFA goals as well as a useful programme for achieving social progress. In Kenya, adult education literacy day is celebrated annually in the month of September in line with UNESCO declaration of International Literacy Day. Government policy documents and pronouncement such as policy frame work for education (Republic of Kenya 2010) acknowledges that to meet the goals of adult education, reforms are needed as per the aspirations of the 2010 Constitution and the vision 2030 in which adult education programme and teaching process should be relevant to the local context and the needs of adult learner.

According to UNESCO (2008), adult education programmes should encompass knowledge towards globalization and correspond with the environment of the adult learners physical and social daily life. In addition to the policy, the Kenyan government has developed a strategy to finance adult education programme through Kenya Support Programme (KESSP) initiative.

According to UNESCO (2006), Adult education is a wholesome of education processes whatsoever the content, level or method whether formal or informal as well as non-formal. Persons referred to as adult by their society's where they belong can enrich their abilities, knowledge, improve technical or professional knowledge for personal development and participation in social economic.

The Jomtien Declaration of 1990 formed a landmark on education for all and supported the expansion of non-formal approaches of education. It is never too late to learn regardless of age. The international conference on adult education in 1997(CONFINTEA-5) in Hamburg acknowledged the right to education for all regardless of their age so as to provide an individual with knowledge to realize their potentials. The general view is that adult education programmes involves the ability to read and write which enables individuals to become generally functional in their societies so as to promote higher productivity (UNESCO,2009). Adult education programme is viewed differently by planners, policy makers, trainers of teachers, learners and the society as a useful tool to identify, understand and use written materials. The general aspect of adult education involves the ability to acquire reading and writing skills to enable the illiterate adult to become functionally active in the society.

Nations have different views on the context of adult education programmes, for instance, in USA adult education is an important part of education operated through the federal department. The purpose of adult education is to help adult acquire knowledge and skills to work, further their education, family self-sufficiency and community involvement. The adult literacy report is crucial as it provides the adult education providers, the adult advisory council with the support of the governor to increase the awareness and understanding of adult education.

In various protocols and conventions, adult education programmes have been acknowledged as a fundamental human right. For poverty eradication and economic development, education is an important tool where knowledge and skills add value to behavior, attitude and increase individual and collective empowerment. Literacy is a basic requirement for promoting social and political development of any nation.

### **2.3 Teacher academic qualification and implementation of adult education programme**

Teacher academic qualification is an important aspect in implementation of any educational programme regardless the form or mode of learning whether formal, informal or non-formal. Training of adult education teachers should be done before the programme commences so as to give the teachers the needed confidence to tackle the adult classes. The national development plan of 2002 cited by Mboya shows that there should be a mechanism to strengthen and expand adult education literacy programmes through revisiting of non-formal curriculum

and supporting resources on the required human labour especially training and recruiting qualified adult education teachers. Implementation of adult education should be done by trained personnel who have undergone through a training system and certified to handle the adult learners (UNESCO,2009), The well academically qualified adult teachers are able to make and use relevant teaching techniques to make adult learning interesting and follow the laid down adult educational policies as outlined by the Directorate of Adult and Continuing Education(DACE) department. An academically qualified adult teacher has the techniques to motivate his/her learners in a dignified manner. The teacher is innovative and inspiring to his adult learners as adult education programme requires well qualified teachers who are competent in their work in terms of performance and conduct.

The Kenya vision 2030 relates to adult education 2008-2012 sector plan on education and training which lays emphasis on modern strategies of teaching where the modern strategies that are friendly to the adult learner gives an opportunity to the teacher to guide and correct adult learner freely. A well academically qualified adult teacher has all the ability and knowledge to handle adult learners and able to choose a serene and conducive learning environment. The teacher should be aware of the learning needs of the adult and be able to handle them with respect and dignity they deserve professionally.

An academically qualified adult education teacher is able to prepare his/her adult learners in advance so as to meet their diversified needs thus they become thorough in their preparation as well as delivery methods. Moreover,

academically qualified adult education teachers are able to display the most dignified behavior which can be emulated by the adult learners. Academically qualified adult education teachers can have a positive impact on adult education and its implementation of the adult education programmes. Employment of full-time academically qualified teachers would be the most important aspect towards illiteracy eradication. There is need to improve on adult education teachers working conditions and professional status through in-servicing to promote adult education programmes (UNESCO,2004). Fordham et al,1998 cited by Mboya 2013 indicated that part time and volunteer teachers lack experience and confidence to handle adult learner who may be older than them. Training of adult teachers put high morale and confidence to the teacher and motivates the adult learner and failure to train adult teachers leads to failure of the adult education programme.

The training of adult education programme teachers is done by the Directorate of Adult Education and Continuing Education (DACE) through an in-service course which usually takes two years where after the training, teachers are employed as full time and permanent as civil servants or part-time basis who receive honoraria (DACE Report, 2012). Other teachers who work in adult education institutions are volunteers who may be former leavers without basic experience on how to handle and carry out implementation of adult education programmes.

District Adult Education office (DAEO) report 2016 in Igembe North sub-county highlighted that a number of adult learner teachers are untrained (volunteers) lacking the right techniques to impart knowledge, skills, attitude and values to adult learner. UNESCO Report of adult education (2005) indicates that adult



education teachers are inappropriately trained, have minimal qualifications, lowly paid, and work in unfavorable conditions. District adult and continuing officer report of 2016 in Igembe north sub-county highlighted that a number of adult education are untrained volunteers lacking the right technique to impart knowledge, skills, attitude and value to adult learners. This research will therefore investigate how teacher academic qualification influence the implementation of adult education programme.

#### **2.4 Adult education enrolment and implementation of adult education programme**

Nnazov (2005) attributes the declining enrollment in adult education to neglect of adult education and the inability to recruit adequate and qualified adult teachers. Majority of adult teachers were either volunteers and part-time who were either retired teachers or form leavers who were paid token for volunteering to teach adults(Kebathi,2008)

In Kenya, creation of awareness on adult education programmes has not been given a priority as the government has not shown any sign of commitment in providing human labour and materials that are required in adult education programme. According to a report released by the institute of economic affairs in late June 2017, it shows that the country overall enrolment in adult education has continued to decline. The report further specifies that more female adult education learners are registered and do better than their male counterparts. The shortage of literacy teachers, inadequate teaching learning materials and Lack of in-service programme are partly to blame for low enrolment in adult education programmes.

In order to serve the needs of the community, adult education institutions should have an open policy on enrolment so as to include anybody who is interested regardless of the age and special needs. According to (KNALS,2007) it reviewed that there is high turnover of adult teachers in the literacy programme which hindered the access to adult education programme thus resulting to dropping out as a result of lacking teachers. When majority of adult teachers are volunteers, they lack the confidence to recruit adult to class thus resulting to low enrolment in the adult education programmes. According to Ndiku, (2009) poor enrolment in adult education programme in Kenya is due to failure to employ sufficient and academically qualified adult teachers. Nafukho et al (2005) cited by Kimathi (2012) indicates that social economic activities have an influence on enrolment of education especially to young youth and adults who may be involved in various economic activities. Further, Nafukho argues that marital and other family duties have an impact to enrolment of adult learners as the pressure brought about by those family issues hinder the attendance of adult education programmes. Moreover, the male chauvinism where female adult has to seek permission from their husbands have affected the enrolment of adult in education programmes. Social factors such as home chores discourage some adult learners to attend classes, come late or miss classes.

The absence of income generating activities leads to learner dropout and poor attendance thus affecting learner enrollment since they are attracted elsewhere in order to generate some income. For instance, in the area of research, Igembe North sub county, many out of school and adults including women are busy in the

lucrative miraa business which yields immediate return. Fordham (1995) argue that adult education programmes should be organized in consideration of a given activity that the inhabitants are involved in so that learners can enrol and attend adult classes during their free time. Adult education learners feel shy and get discouraged to join adult education programmes because of their advanced age hence affecting the adult education enrolment. According to Ngau (1997) cited by Kabochi,2015 indicates that lack of resources is also a factor that contributes to low adult education enrolment. Adult education enrolment is affected by the low visibility of the programme on the ground due to the sparse distribution of literacy classes either as one Centre in a location which makes it difficult for adult learners to attend.

### **2.5 Teaching learning materials and implementation of adult education programme**

Learning materials have long been established as supporters to learning at all levels of education including ACE programme. The quality of education process depends on the availability of teaching learning materials. Most of the previous studies have shown that lack of seriousness in the ACE programme in equipping the adult education institutions with the required materials to enhance learning demotivates the adult learners or may even result to dropping out (Kebathi,2008).

Learners achievement at any stage of education depends wholly on the learning materials that are made available. Material inputs such as textbooks and infrastructure among others affect the implementation of an education programme (Dahir and Faize 2011). Provision of learning materials is too critical to

implementation of educational programme, where the more the provision the better the implementation of a programme, there availability and quality determines the magnitude to which adult education programme is implemented (Yara and Otieno,2010).

Reports by UNESCO (2008), highlight that classrooms, teaching aids and stationeries have an influence in the implementation of education programme. According to MOE, (2007) there is a general lack of adequate and appropriate learning facilities and materials in the adult education institutions which have resulted to inadequate and low quality adult education programme. Without learning materials, no quality learning that can take place as it as the learning teaching materials that guide the adult teachers on which to be taught and the strategies to be used. Adult education literacy programme should be provided with appropriate and relevant teaching materials to make adult education programme a worthy course to enhance adult learners to participate. Without teaching learning materials, no quality learning that can take place since only teaching learning materials can guide the adult teachers on what to be taught to adult learners and the teaching method to be adopted. The materials may include all what can be used by adult education teachers to facilitate implementation of adult education programme.

## **2.6 Teaching methodologies and implementation of adult education programme**

Effective implementation of adult education programme depends on the different styles that are used by the adult teacher to teach his/her learners (Chitton,2012).

According to her, different learner requires different teaching styles to grasp what is being taught. Adult education programme have diverse learning activities that calls for suitable teaching methods that should relate with the objective and the learning outcome that is expected since adult learners learn differently. When there is a mismatch on learning and teaching styles the adult learners get bored and withdraw from the adult education programme. Adult education teachers should strive for a balance on the teaching methodologies to use since education is an ever changing activity where appropriate methods should be considered in connection with learning objective and the expected learning outcome. Teaching of adult learners should consist of multi-teaching methodologies each time the adult teacher is dealing with adult learners as adult learners are only captured when they are involved in the learning process and are allowed to share their experiences and opinions voluntarily.

Adult learners learn differently and this calls for a wide selection of teaching methods. Many of the adult education learners may have been out of school for a long time or may have never been in school thus they only depend with adult education teacher to acquire skills and techniques that they can use in their daily life. Well selected teaching learning methods will help in their thinking process depending on their age since many of them might be taking too long to grasp the concept or to demonstrate the knowledge learnt. The adult teacher should provide a plan on learning opportunities for the adult so as to expand their knowledge and skills. The selection of teaching method depends upon the intended objective to be achieved. Adult education teaching methods are grouped into one-way

communication method, interactive communication and the developmental method. The choice of any method depends on the learning objective to be achieved. one-way method is useful when teaching a group of learners. Interactive communication is a method of teaching adult where adult learners learn through exchange of information from the teacher who is the source. The developmental method of teaching adult is applicable where the adult teacher wants the learners to acquire knowledge and skills especially in a psychomotor activity.

The selection of the teaching method depends on the objectives, content, resources available and the background of the adult education learners. In adult education institutions it is important to apply a variety of teaching methods that make adult learners active and free to share experiences and opinions which gives the adult learners a chance to be heard and participate. Teaching methods and approaches used by adult education teachers are influential to adult learners as they may make them interested to or discontinue with adult education programmes. Adults education learners have a lot of knowledge, skills and experience to share in their adult education programmes thus the learners should be given enough time through proper selection of teaching method that encourages sharing of ideas and experiences among the adult learners.

## **2.7 Summary of the literature review**

The literature review has discussed the institutional factors influencing implementation of adult education programme in Igembe-North sub county. It envisages teacher academic qualification, adult education enrolment, learning

teaching materials, teaching methodologies on the implementation of adult education programme. The mentioned challenges form the basis of research because they influence the implementation of adult education programme. Adult education programme has not been given a priority as compared to basic education which is wholly funded by the government and other support from NGOs. For the country to attain the standardized developmental goals(SDGs)and the vision 2030, the adult education programme should put into serious considerations as literacy plays a central role in development and should therefore be placed on high development agenda (Ndiku,2009). For Adult education to effectively contribute towards the EFA goals, adult education programme must be effectively implemented. Sessional paper No.1 of 2005 on policy frame work on education, training and research acknowledges that adult education programme is affected by un academically qualified teachers, lack of teaching learning materials, poor methods of teaching and the low enrollment of learners(MoEST,2005).

The adult literacy programme has had a varied research on other factors influencing its implementation in areas such as Nairobi, Marigat, Kitui and Meru among other areas but not specifically on institutional factors on implementation of adult education programme in Igembe-North sub-county where many locals who are illiterate remain ignorance in joining the programme. It is for this reason that the researcher finds it worthy to carry out an investigation on the institutional factors influencing implementation of adult education programme in Igembe North sub-county.

## **2.8 Theoretical Framework**

The research is based on the humanistic theory that was developed by Malcolm Knowles, The theory of Andragogy (1984). He popularized the theory of andragogy comparing it with pedagogy where he argued that adult learners learn differently from the young learners. Malcom Knowles cited by Mboya S. (2014) in his research found out that adult learning is based on five important guide lines which include; the need to know whereby the adult learners likes to know why they want to learn something before they embark themselves into learning. Adult learning is driven by a self-driven concept where adult is responsible for their own lives where learning is self-directed based on self-autonomy.

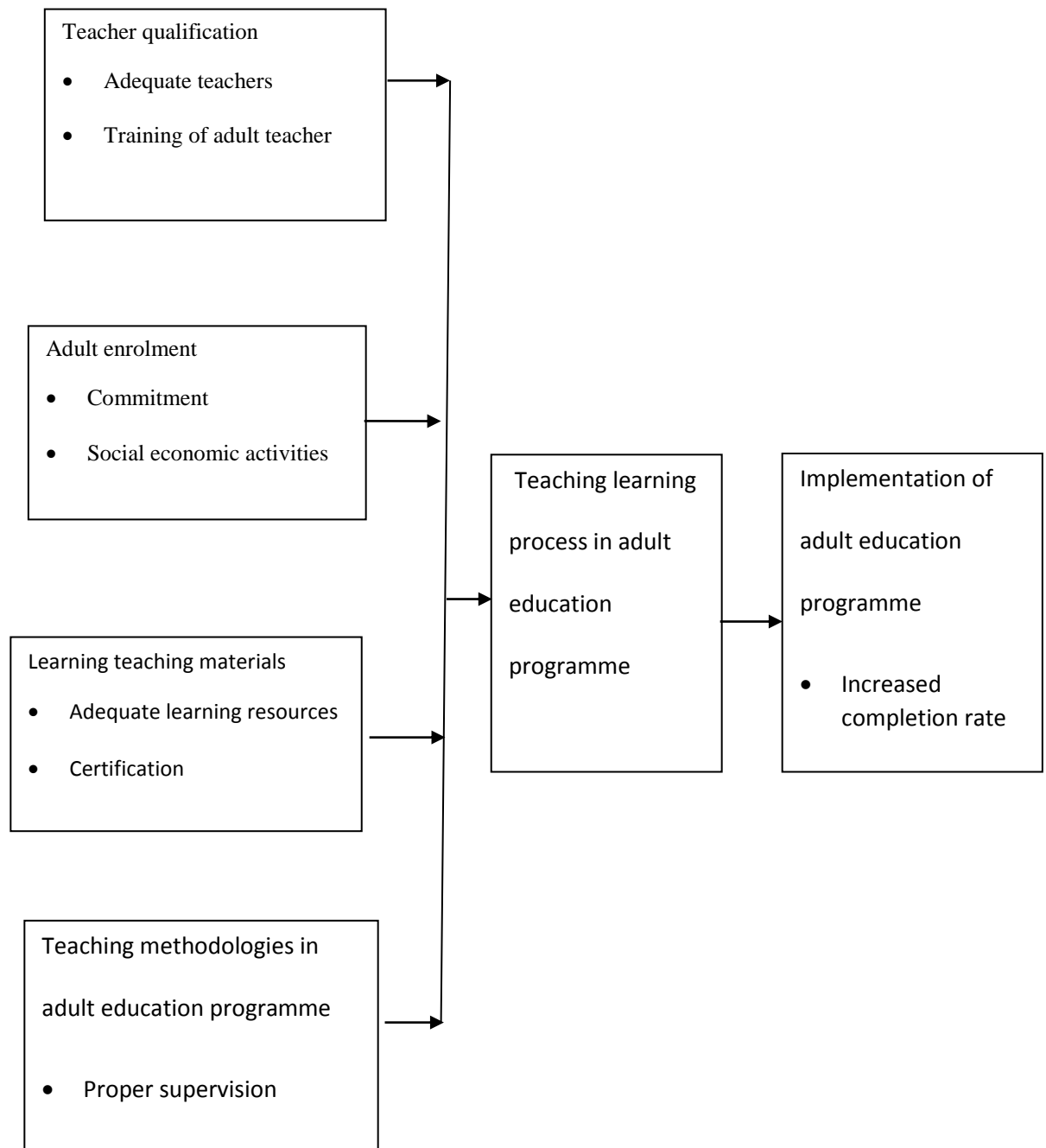
Adult education learning should consider the earlier experience of the learner where learning should be from their own life experience. Adult learners attach great importance on learning out of experience than what they gain passively. Adult education should be organized around the real life as the adult learners are ready to learn the things that they wish know. Since education is a process of achieving competency to meet full potential in life, adult education learners should be orientated to learning and problem solving. Adult education is complete when adult learners meet there own learning needs through commitment in adult education programmes. The mission of adult education is to assist adult learners to achieve their fill potential through offering relevant adult education programmes. Motivation by adult learners should intrinsic centered around success and acceptability to the society.



## 2.9 Conceptual Framework

The conceptual frame work is important to show the relationship between the literature review and the objectives of the research.

**Figure 2.1 institutional factors influencing implementation of adult education programme.**



From the conceptual framework, the independent variables are the adult teacher academic qualifications, adult learner enrolment, teaching learning materials and teaching methodologies that are employed by the adult education teacher and are relevant to effective teaching learning process in adult education programme which can either positively or negatively influence implementation of adult education programme. Adult education teacher academic qualification can promote or affect negatively the implementation of adult education programmes. The acquired academic qualification helps the adult education teacher to select widely and knowledgeably the learning teaching materials and the teaching methods to be used in the implementation of adult education programmes.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses how the research will be conducted. It indicated the procedures that were used in carrying out the research. The procedures were represented under the following topics as research design, target population, sampling procedure, data collection instrument, validity of the instrument, data collection procedure and data analysis.

#### **3.2 Research Design**

Research design is an arrangement of conditions for collection and analysis of data that aims to put together relevance to research purpose. The study used descriptive survey design. According to Mugenda and Mugenda, (2003), survey is an attempt to collect data from a population in order to determine the status of the population. Orodho (2003) defines descriptive design survey as a method of collecting data through interviews and questionnaires to a sample of a population for research. According to Oso and Onen (2009), descriptive survey design forms a standardized way of collecting data from a representative of identifiable population in the area of study. The study adopted descriptive survey design due to it approaches involved in data collection by use of questionnaires from the sampled population. The research descriptive design was useful to the researcher as it aided in investigating the state of adult education programme implementation.

### **3.3 Target Population**

Orodho (2004) indicates that target population is a set of people who were to form the participant out the whole population on focus and the result yielded from the participants formed the general view. Igembe North sub-county has thirty-five adult education institutions. From this study, the target population was composed of one district adult and continuing education officer, twenty-four adult teachers comprising of fulltime, part time and volunteers and five hundred and seven adult learners making a total of five hundred and thirty-two respondents (DACEO office,2017).

### **3.4 Sample size and sampling procedure**

A sample should give an adequate representation of the population to which yielded results can be obtained and generalized. A sample which is a small proportion of the population selected for observation and analysis should give a representation of the whole population (Best and Khan,2006). According to Kothari (2012) ten to thirty percent of the population can be picked from a large population though when the target population is less than twenty, the whole population can be used. Mugenda and Mugenda (2003) indicated that ten percent or more of the population under study can be ideal for a research study. The study according to the population relied on the suggestion of Kothari (2012) and Mugenda and Mugenda (2003). The whole population of one DACEO was picked and twenty-four adult education teachers were to be the respondents. Mugenda and Mugenda (2003) suggestions were used to pick the adult learners sampled by use of stratified random sampling as per the gender. Fifty percent of male adult

learners and twenty-three percent of female learners were used as samples. Therefore, forty-two adult males and ninety-seven female adult learners giving a total of one hundred and thirty-nine as the adult learners respondents. The total number of all the respondents were to be one hundred and sixty-four respondents.

**Table 3.1: Sample size**

Respondent	Target population	Sample size	Percentage
DACEO	1	1	100%
Adult teachers	24	24	100%
Male learners	84	42	50%
Female learners	423	97	23%
<b>Total</b>	<b>532</b>	<b>164</b>	

### 3.5 Research Instruments

The data for this research was collected using questionnaires. The questionnaires were divided into three categories as one for the DACEO, for the adult education teachers and for the adult education learners. The questionnaires were sub-divided into two sections with section one asking about the background information of the respondent and second part of the questionnaire were gathering information on institutional factors influencing implementation of adult education programme in Igembe North sub-county. The questionnaires comprised of both open and closed ended questions where each of the respondent would mark the correct answer or fill the gap appropriately.

The questionnaires are a useful tool of collecting information from the respondents within a limited time frame and maintaining confidentiality. The researcher during the collection data distributed the questionnaires among adult learners in person so as to get relevant information from the majority of the learners who would to fill the questionnaire.

### **3.5.1 Instrument Validity**

According to Mugenda and Mugenda (2003), validity of a research instrument is the degree to which results obtained from the analysis of the data represents the case under the research. To enhance content validity in research, appropriate and adequate items relevant to research objectives were to be included in the questionnaire. The prepared questionnaires were issued to the sampled population and the responses were used for analysis. Mugenda and Mugenda (2003) recommends a pre-test sample of one percent depending on the sample size. The validity of the instrument was ensured by checking whether the items in the questionnaire schedule reflected the research questions.

### **3.5.2 Instrument Reliability**

Frankel and Wallen (2006) defines reliability of instrument as the consistency of yielding similar results from one instrument used to another and from one set of items to another. Reliability is the degree to which a test consistently measures what it tends to measure Mugenda and Mugenda, (2010). The researcher adopted a test retest technique by issuing the questionnaires to the respondents at different period of time. The questionnaires were issued to adult education learners and

adult education teachers. The questionnaires responses during the two instances were compared to obtain the values. The researcher used Pearson's product moment correlation technique to ascertain the reliability of the instrument during the research. The questionnaires were administered to the sampled number of respondents in the adult education institution undertaking adult education programme. The yielded results during the research were used to find out the reliability of the result. The most appropriate formulae to establish the instrument reliability was the Pearson's product moment correlation which gave the extent to which the content of the instrument portrayed out the responses of the instrument in ascertaining reliability. According to Mugenda (2003), a coefficient which is 0.8 or greater than would imply that there is some consistence in reliability. The value of the adult education learners had 0.93 and that of adult education teachers had 0.79 and this indicated a high correlation value to ascertain the instrument reliability.

$$R = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where R-Pearson's product moment correlation coefficient

X-Scores from the first test

Y-Score from the second test

N-Number of the respondent

### **3.6 Data collection procedure**

Data collection procedure refers to the gathering of information to serve as proof to some factors (Kombo and Tromp,2006). Before embarking on an actual research, the researcher obtained a research permit from the National Commission for Science, Technology and Innovation. The letter of authorization from the county commissioner office and county director of education were obtained by the researcher. Also District Adult and continuing educational officer in Igembe North (DACEO) was notified and informed before starting off the research. The researcher met and informed the adult education teachers so as to get required assistance during the research. The research tools were administered and issued to the respondents by the researcher and collected immediately they are filled.

### **3.7 Data analysis technique**

Mugenda and Mugenda (2003) defines data analysis as process of showing systematic order and meaning of the raw data that has been collected through research. The data was redefined and the information was categorized into manageable themes based on the research questions. Descriptive statistics by use of frequency distribution tables and percentages was used since the researcher had a direct contact with the respondents involved in the study phenomenon so as to analyze the qualitative data. Tables are used to show responses for each item used during the research period. Data from the qualitative open ended questionnaires were organized into themes. Finally, all the responses were analyzed using frequency tables and percentages.



### **3.8 Ethical considerations**

The researcher took some time and briefed all the respondents about the purpose of the research where participation was to be on voluntary basis. The researcher assured all the respondents of confidentiality on any of the information given as it was only to be used for academic purposes. The identity of the respondents was held confidential.

## **CHAPTER FOUR**

### **DATA PRESENTATION, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

This chapter provides a systematic analysis, interpretation and discussion of data obtained from the field. The research data is analyzed qualitatively and quantitatively through the use of thematic research questions and descriptive statistics. This section is organized under the following headings; the instrument return rate, demographic information of the respondents and the four research questions.

#### **4.2 Instrument return rate**

The research target sample comprised of one DACEO, twenty-four adult teachers and one hundred and thirty-nine adult learners both females and males where a total of one hundred and sixty-four questionnaires were issued to the respondents as per the sample size derived from the target population according to Kothari (2012) which indicates that ten to thirty percent can be picked from a large population and if the population is less than twenty, then the whole set of population can be taken. The researcher managed to collect one hundred and sixty questionnaires with four adult learners failing to respond back.

The table 4.1 shows the return rate of the questionnaires.

**Table 4.1 Instrument return rate**

Category	Issued	Questionnaire returned	Percentage
DACEO	1	1	100%
Adult teachers	24	24	100%
Male learners	42	40	95.2%
Female learners	97	95	97.9%
<b>Total</b>	<b>164</b>	<b>160</b>	<b>98.3%</b>

The research instruments issued to the various respondents yielded good feedback from the respondents. The mean return rate is 98.3% which forms an appropriate estimate of the target population to carry out a study on institutional factors influencing the implementation of adult education programme in Igembe north sub-county.

#### **4.3 Demographic information of the respondents**

This section shows the demographic characteristics of all the sampled respondents who returned the questionnaires and participated in the research.

The questionnaire given to District Adult and Continuing Officer showed that the officer was a female who is aged above fifty years with Kenya Certificate of Secondary Education (KCSE) certificate and has a Diploma in Adult Education which forms her highest professional qualification. As indicated, the DACEO is employed on permanent terms and has worked as Adult Education Officer for over fifteen years thus the officer is well versed in handling the adult education programmes in adult education institutions.

#### 4.3.1 Gender of adult education teachers in adult institutions.

The researcher had the questionnaire to find out the gender of adult education teachers in adult education programme within the area of research.

**Table 4.2 shows the gender representation of adult teachers.**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Females	15	62.5%
Males	9	37.5%
<b>Totals</b>	<b>24</b>	<b>100%</b>

The research data in the table shows that the female adult education teachers is at 62.5% while that of male adult teachers is at 37.5%. From the percentages, it shows that there is low involvement of male learners in adult education institutions.

#### 4.3.2 Gender of adult learners in adult institutions

The researcher questionnaire on gender of adult learners in adult education programmes yielded the following responses;

**Table 4.3 Gender of adult learners**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Female	95	70.37%
Male	40	29.63%
<b>Totals</b>	<b>135</b>	<b>100%</b>

From the table, majority of adult learners in adult institutions under research shows that there are more female learners at 70.37% as compared to male learners at 29.63%. The male adult education learners have a minimal representation in adult education programme as they lack interest and their involvement in economic activities such as miraa trade and the few who are involved might not complete. The low numbers have negatively influenced the enrolment and morale of completion within Igembe north sub-county. Female adult education participating in adult education programme acted as role models thus the high representation. The gender consideration as outlined in the Dakar framework for action and the millennium development goal of 50% in adult education by 2015 especially for women has been taken care of. This tallies with the Institute of Economic Affairs report of June 2017 which specifies that more female adult education learners were registered and even perform better as compared to their male counterparts.

#### **4.3.3 The age of adult teachers in adult education institutions**

The researcher questionnaire wished to find out the age bracket of adult teachers in adult education programmes under the research. The researcher obtained the following data responses;

**Table 4.4 Age of the adult teachers in adult education programmes**

<b>Ages</b>	<b>Frequency</b>	<b>Percentage</b>
20-29 years	0	0
30-39 years	13	54.2%
40-49 years	8	33.3%
Over 50 years	3	12.5%
<b>Total</b>	<b>24</b>	<b>100%</b>

The table shows that majority of the adult education teachers are energetic teachers aged between 30-39 representing 54.2% as compared to those aged above 50 years at 12.5%. Age bracket between 40-49 years is at 33.3%. This is an important measure to adult education literacy implementation as the ages reflect the levels of maturity that can be seen as well qualified with the required experience that can positively enhance the implementation of adult education programmes as adult education learners have a vast knowledge and they need to learn in an accepting and supportive environment with a sense of belonging without unnecessary argument. The adult education teacher age reveals the levels of understanding of pedagogical principles required in the implementation of adult education programme. Adult education learners were comfortable when taught by personnel who were also adult in their adult education programme.

#### **4.3.4 The age of the adult learners**

The researcher questionnaire wished to get the ages of the adult education learners. The researcher obtained the responses as follows;

**Table 4.5 Ages of adult education learners**

<b>Ages</b>	<b>Frequency</b>	<b>Percentage</b>
Below 20 years	0	0
20-25 years	8	5.9%
26-30 years	32	23.7%
30-35 years	90	66.7%
Over 36 years	5	3.7%
<b>Totals</b>	<b>135</b>	<b>100 %</b>

The table 4.5 shows that majority of the adult learners at 66.7 % were in the age bracket of 30-35 years. A majority of adult education learners were in the age bracket of 26-30 at 23.7%. Age bracket of 20-25 and over 36 years indicated 5.9% and 3.7% respectively. This shows a majority of adult education learners were in the age bracket 20-25 and over 36 years respectively. This implies that adult education learning is only guided by their own self-concept, self-directed and self-autonomy where an adult is responsible for his or her own live as outlined by Malcolm Knowles in his theory Andragogy. The age bracket of the adult learners should guide in selection of teaching content due to their concentration span and their already prior knowledge. Adult education learners learn when they a need to learn and the learning solutions may come from their own understanding which is congruent with their life style and functioning hence adult learners are not coerced by any individual to learn. Age shows the world that the value of education can never be under estimated. It is never too late to learn regardless of age.

#### 4.3.5 The marital status of the adult education programme respondents

The marital status of the adult teachers and the adult learners formed the part of the researcher's questionnaire and the responses obtained were as follows;

**Table 4.6 Marital status of the respondents**

Married	Frequency	Percentage
Adult teachers	24	100
Adult learners	135	100
DACEO	1	100
<b>Total</b>	<b>160</b>	<b>100</b>

From the table, the one hundred and sixty questionnaires out of one hundred and sixty-four issued by the researcher to the respondents were returned, it shows that the majority of the adult education respondents were married thus they have other home responsibility which might affect their continuing and completion of adult education programme. Due to their status, most of the adult education learners congregate for adult education programme in the late afternoon or evening after completing their daily chores. Also due to the demanding duties, there might be low enrolment and participation of adult education learners hence affecting the implementation of adult education programme. The social economic activities and ignorance due to their status also contribute to low participation of adult education programme. The marital status of the respondents might negatively influence the enrolment and attendance of adult education programme.



#### **4.3.6 Demographic information Adult Education Officer**

The questionnaire given to the adult education officer identified their gender, age, academic qualification, highest professional qualification, number of years worked as an adult education officer and the employment. The adult education officer involved was a female and married and her age was above 50 years. The officer has KCSE certificate and has also attained a Diploma in adult education as a highest professional qualification level. The adult education officer has been involved in adult education for more than 15 years and the officer was on permanent employment thus the officer has a vast experience in handling adult education programmes.

#### **4.4 The adult teachers' academic qualification and implementation of adult education programme**

The adult education teacher academic qualification forms a key aspect of teaching process in the adult education programme since the goal of adult education can only be achieved through proper training and having well-qualified personnel to implement the adult education programme. The adult teacher's academic qualification has the following sub-heading; academic qualification, training attended, categories of the teachers and the teaching experience.

The researcher questionnaire wished to know the academic qualification of the adult education teacher.

Table has the responses from the adult education teachers on their academic qualification.

**Table 4.7 Academic qualification of adult education teacher**

Academic qualification	Frequency	Percentage
KCPE	3	12.5%
KCSE	20	83.3%
Diploma	1	4.2%
<b>Total</b>	<b>24</b>	<b>100%</b>

From the table, the majority of adult education teachers possess an ordinary KCSE certificate at 83.3%. There were only 3 adult teachers representing 12.5% with KCPE certificate. The highest adult education teacher under the area of research has a diploma representing 4.2%. Out of the total number of adult education teachers, the research shows that institutions offering adult education programmes have not attracted the highly academically qualified personnel for implementation of adult education programmes. This might be due to low pay and unfavorable conditions which lead to low motivation. UNESCO report (2009) indicated that for implementation of adult education programme, there should be well academically qualified human resource who are certified to handle the programme.

#### **4.4.1 Adult education teacher training attended**

The researcher questionnaire wished to obtain information on any type of training that the adult education teachers undergo so as to achieve the fundamental goals

on adult education programme in line with Kenya vision 2030(sessional paper 2011, GoK). The table 4.8 outlines the responses.

**Table 4.8 Adult education teacher training attended**

Course attended	Frequency	Percentage
Weekend seminar	0	0%
Monthly workshops	19	79.2%
Educational visits	5	20.8%
<b>Total</b>	<b>24</b>	<b>100%</b>

From the table, the frequency represents the number of adult education teachers who marked the course attended. The majority of adult education teachers' response shows that they had the opportunity to attend organized monthly seminars representing 79.2% and most of the adult education teachers undertook educational visits at 20.8%. The monthly workshops were done by the DAEO and the adult education teachers with the view to share challenges that are faced in the implementation of adult education programmes. Educational visits took 20.8 percent as adult education institutions were sparsely distributed and adult education learners together with their adult education teachers would not make to travel to visit other institutions to share on their challenges.

#### 4.4.2 Categories of the adult teachers

The researcher questioned on the employment terms of adult education teachers. The employment terms were put in categories of whether permanent, part time or volunteers. The table 4.9 outlines the responses as per categories.

**Table 4.9 Categories of adult education teachers in adult education**

Category	Frequency	Percentage
Permanent	9	37.5%
Part-time	13	54.2%
Volunteers	2	8.3%
<b>Total</b>	<b>24</b>	<b>100%</b>

The researcher found that permanent adult education teachers are 9 representing 37.5%, part-time adult education teachers were the majority at 54.2% and a majority of the respondents were volunteers with only 2 teachers representing 8.3%. Comparing permanent adult education teachers with part-time teachers, it is only a small representation of permanent adult education teachers as they were the only ones who have job security and other benefits thus the compromise in the implementation of adult education programmes. Since the majority of adult education teachers are part-timers, the implementation of adult education programmes becomes a less of concern to the education providers. On the other hand, part-time adult education teachers were more as they might be having other responsibilities to do and might be doing adult education teaching half-heartedly

due to low remuneration. This corresponds with UNESCO (2010) that adult education teachers are not motivated and they work under unfavorable conditions. There is a dismal percentage at 8.3% of volunteer adult education teachers. All in all, the low work force forms a challenge that influences the implementation of adult education programmes. Adult education programmes should be placed in line with vision 2030 and employment on permanent basis of adult education teachers should be considered.

#### **4.4.3 Adult education teacher teaching experience**

The researcher questionnaire asked about the number of years the adult education teachers have taught in adult education programmes. The table 4.10 shows the number of teaching experience.

**Table 4.10 Teaching experience of adult education teachers in terms of years.**

Number of years	Frequency	Percentage
1-5 years	2	8.3%
6-10 years	2	8.3%
11-15 years	3	12.5%
Above 15 years	17	70.8%
<b>Total</b>	<b>24</b>	<b>100</b>

The table on teaching experience of adult teachers shows that 4 adult education teachers representing 16.6% are below 10 years in the teaching and handling of adult learners programmes. The highest percentage which were the majority were

above 15 years at 70.8%. Between 11-15 years form 12.6%. From the percentages it shows that there is negative attitude and low perception in adult education programmes and its implementation. Age bracket of 1-5 and 6-10 shows a majority of the respondents have adult education teaching experience which is less than ten years each with 8.3%. The adult education teacher teaching experience reflects that influence of implementation of adult education programme.

#### **4.5 Adult education enrolment and implementation of adult education programme**

Research question 2. In which ways does adult education enrolment influence implementation of adult education programme in adult education institutions. The researcher asked from the adult education officer on the adult education enrolment and how frequent do the adult learners attend classes. Table 4.11 has the responses.

**Table 4.11 Adult learner enrolment**

Enrolment	Frequency	Percentage
Regular	8	33.3 %
Irregular	16	66.7 %
<b>Total</b>	<b>24</b>	<b>100 %</b>

The table shows that adult learners enrolment in the sub-county was low and not satisfying. Regular enrolment was at 33.3 percent and irregular enrolment is at

66.6 percent. This corresponds with the report released in late June 2017 by the Institution of Economic Affairs on overall enrolment in adult education which has indicated declining trend since 2014 with only two hundred and seventy-one seven hundred and sixty-nine adult education learners enrolled in 2016. This low enrolment has been brought about by the different economic activities and other family responsibilities that the adults were involved in. There was low awareness of adult education programme as the government of Kenya as shown little concern over it due to lack of adult literacy teachers, inadequate teaching learning materials. The low visibility and scattered adult education has contributed largely on low enrolment which has negatively influenced the implementation of adult education programmes. Majority of the adults within the sub county spend their synergies in the lucrative business which has immediate monetary returns with less concern of the importance of education. To improve on adult education enrolment, local administration such as chiefs, sub chiefs and church organizations can be used to create awareness, sensitize, mobilize and explain to the people the need of acquiring adult education literacy.

#### **4.6 Teaching learning materials and implementation of adult education programme**

Research question 3. How does teaching learning materials influence implementation of adult education programme in adult education institutions. Teaching learning materials are very inputs items that are required in the implementation of any education programme. Table 4.12 shows the responses on

the availability of teaching learning materials in the implementation of adult education programme.

**Table 4.12 Availability and adequacy of teaching learning materials**

Availability	Frequency	Percentage
Adequate	5	3.7
Inadequate	120	88.9
Hardly enough	10	7.4
<b>Total</b>	<b>135</b>	<b>100</b>

From the table, the adequacy of teaching learning material is at 3.7 percent, inadequacy is represented by 88.9 percent and hardly enough is at 7.4 percent. This show that majority of the respondents said that there was a serious shortage of teaching learning materials to carry out the implementation of adult education programme. A majority of the respondents at 3.7 percent and 7.4 percent indicated that the availability and adequacy of teaching learning materials were adequate and hardly enough respectively. According to (MoE 2007), the general lack of enough, adequate and appropriate teaching learning materials in adult education institutions have resulted to low quality of adult education programme implementation. From the findings, the government have not shown commitment in providing teaching learning materials in adult education institutions and this has negatively influenced the implementation of adult education programme.



#### 4.6.1 The teacher's effectiveness in the preparation of adult education lesson

The researcher wished to know from the adult learners how effective the adult education teachers prepare their lessons and table 4.13 has the responses.

**Table 4.13 Adult education teacher on the adult education lesson preparation**

Effectiveness	Frequency	Percentage
Very good	15	11.1
Good	20	14.8
Average	100	74.1
<b>Total</b>	<b>135</b>	<b>100</b>

The table shows that the majority of the adult learners at 74.1 percent said that their adult education teachers were average in the lesson preparation. This is a good indicator factor in the implementation of adult education and its success. Most of the adult learners who responded at 11.1 percent and 14.8 percent indicated that adult education teachers were very good and good respectively in their lesson preparation. The adult education teachers should undertake a refresher adult education course to familiarize themselves with new methods on how they can improve on their preparation of adult education lesson for implementation of adult education programmes.

#### 4.6.2 Provision of adult education teaching learning materials

The researcher in the questionnaire asked adult education teachers to show who provides the teaching and learning materials to the adult education institutions and table 4.14 has the responses.

**Table 4.14 Provision of teaching learning materials**

Provider	Frequency	Percentage
GoK	19	79.2%
Donors	5	20.8%
<b>Total</b>	<b>24</b>	<b>100</b>

The responses from the table 4.14 shows that majority of teaching learning materials at 79.2 percent were provided by government. The donor aid was at 20.8 percent. Majority of the adult education teachers applauded the effort made by the government in the provision of adult teaching and learning materials, this shows that the government was willing to accomplish the EFA goals specifically that relate and aim at promoting learning and life skills for improvement of adult literacy levels by 50 percent.

#### 4.6.3 Effectiveness of the teaching learning materials in adult education institutions

The researcher questionnaire asked on how effective the teaching learning materials were in the implementation of adult education programmes and table 4.15 has the responses.

**Table 4.15 Effectiveness of teaching learning materials**

Teaching learning materials	Frequency	Percentage
Effective	5	3.7
Not effective	10	7.4
Fairly effective	120	88.9
<b>Total</b>	<b>135</b>	<b>100</b>

The table shows that majority of adult learners at 88.9 percent finds that teaching learning material were fairly effective in the implementation of adult education programmes. A majority of the respondents at 3.7 percent and 7.4 percent indicated that the teaching learning materials were effective and not effective in the implementation of adult education programme. The teaching learning materials should provide to the adult learners the content that rhymes with the local placement where the adult education programme is taking place.

#### **4.6.4 Functional skills that may be given to adult learners in the adult educational institutions**

Apart from the basic adult literacy, the researcher questionnaire asked adult education teachers whether they teach other functional programmes that enable adult learners to acquire general skills and table 4.16 has the responses.

**Table 4.16 Functional programmes taught in adult education programme**

Functional programme	Frequency	Percentage
Health	10	41.7
Business	3	12.5
Agriculture	11	45.8
<b>Total</b>	<b>24</b>	<b>100</b>

The table 4.16 shows that functional programme that were taught in the adult education institutions were health, business and agriculture programme as they were the most important programmes needed in the society. Looking at the table agriculture and health programmes were opted by a majority at 45.8 percent and 41.7 percent respectively with business taking the least percentage at 12.5 percent. UNESCO (2009) acknowledges that such programmes are vital in line with vision 2030 especially on healthy matters.

#### **4.7 Teaching methodologies in adult education and implementation of adult education programme**

Research question 4. To what extent do the teaching methodologies influence implementation of adult education programmes in adult education institutions. For effective delivery of content, adult education teachers should widely choose the most appropriate teaching methods that are effective in teaching adult since they already have some knowledge so as to bring out a desired outcome. Different adult learners learn and grasp content differently and therefore the adult education

teachers should use a variety of teaching methods and techniques bearing in mind the previous adult learners knowledge and experiences that may influence the teaching learning process. The researcher wished to find out from the adult learners the teaching methods used by their adult education teachers and table 4.17 has the responses.

**Table 4.17 Teaching methods used in the implementation of adult education programme**

Teaching methods	Frequency	Percentage
Demonstration	75	55.6
Role play	10	7.4
Lecture	4	2.9
Group discussion	36	26.7
Field work	10	7.4
<b>Total</b>	<b>135</b>	<b>100</b>

From the table, majority of the adult learners prefers demonstration method which was at 55.6 percent, most of the respondent also preferred group discussion at 26.7 percent. Role play and field work take the same percentage at 7.4 percent while least of the adult learners prefer lecture method at 2.9 percent.

The adult education teacher also responded on the method that they use to teach the adult learners and table 4.18 shows the responses.

**Table 4.18 Methods used by Adult education teachers to teach adult learners**

Teaching method	Frequency	Percentage
Demonstration	9	37.5
Role play	4	16.7
Lecture	2	8.3
Group discussion	7	29.2
Field work	2	8.3
<b>Total</b>	<b>24</b>	<b>100</b>

A majority of the adult education teachers widely used demonstration and group discussion method at 37.5 percent and 29.2 percent respectively. Lecture and field work methods were least liked by the adult education teachers which were at 8.3 percent. Adult learners prefer learning methods that provide opportunities where they can practice what they have learnt. Comparing the teaching methods preferred by the adult education teachers and the adult learners, demonstration and group discussion were more preferred since they were real, practical and self-motivating for implementation of adult education programme.

#### **4.7.1 Factors that adult education teachers may consider in selecting teaching methods**

The researcher questionnaire wished to know some of the factors that adult education teachers might find necessary to consider when selecting teaching

method for implementation of adult education programmes and table 4.19 has the responses.

**Table 4.19 Factors to consider in the selection of teaching method in adult education programme**

Factor	Frequency	Percentage
Age	5	20.8
Gender	5	20.8
Objective	10	41.7
Entry behavior	4	16.7
<b>Total</b>	<b>24</b>	<b>100</b>

The table shows that a majority of the respondents were at 41.7 percent used the objective in selecting the teaching method to be used in the implementation of adult education programme to achieve the learners desired outcome. Age and gender factors took 20.8 percent each while entry behavior took the least percent at 16.7 percent. Adult education teachers considered objective as a factor because adult education programmes were life-centered and the programmes have to build and achieve a full potential in life of adult education learners. Objective as a factor is core as it corresponds with andragogical principle of readiness to learn where adult learners' experiences should be around what they need to know.

#### 4.7.2 Time in hours the adult teachers spend with adult learners

The researcher questionnaire asked from the adult education teacher to indicate the time in hours they spend with their adult learners and table 4.20 has the responses.

**Table 4.20 Number of hours adult teachers spend with adult learners**

Number of hours	Frequency	Percentage
1 hour	0	0
2 hours	1	4.2
3 hours	20	83.3
Above 3 hours	3	12.5
<b>Total</b>	<b>24</b>	<b>100</b>

The table 4.20 shows that majority of adult education teachers spend three hours with their learners which is at 83.3 percent and a majority of adult education teachers took two hours at 4.2 percent above three hours is at 12.5 percent. This corresponds with the concentration span of adult education learners and the self-concept of the learner as the adult education teachers have no room to force the implementation of adult education programme.

#### 4.7.3 The adult education teacher rating in content delivery

The researcher questionnaire asked from the adult learners to rate their adult education teachers in terms of content delivery and table 4.21 has the responses.



**Table 4.21 teacher rating in content delivery**

Content delivery	Frequency	Percentage
Excellent	20	14.8
Good	8	5.9
Fair	105	77.8
Poor	2	1.5
<b>Total</b>	<b>135</b>	<b>100</b>

As indicated from the table, majority of adult education learners rate the delivery of content by their teachers as fair at 77.8 percent. A majority of the respondents at 14.8 percent, 5.9 percent and 1.5 percent rated their adult education teachers as excellent, good and poor respectively. Adult education teachers should improve on the content delivery rate for proper implementation of adult education programmes. Adult education learners learn best when they understand why something is worthy to know and do.

#### **4.7.4 Adult teachers' laxity**

The researcher wished to get from adult learners' other problems that they encounter in adult education programme and table 4.22 has the responses.

**Table 4.22 Problems encountered by adult learners**

Problem	Frequency	Percentage
Boring lessons	50	37.0
Laxity of teachers	80	59.3
Poor teaching methods	5	3.7
<b>Total</b>	<b>135</b>	<b>100</b>

From the responses given by the adult learners, majority of them at 59.3% find adult education teachers too relaxed to implement adult education programme. A majority of the respondents at 37.0% find adult education lessons boring. Poor teaching methods only have 3.7%. This trend of laxity and boring lessons negatively influence the implementation of adult education programme as it may lead to low adult learners turn out thus affecting the enrolment.

#### **4.8 Suggestions on the implementation of adult education programme.**

During the research, the questionnaire asked the adult education officer and adult education learners to suggest on their own opinion how adult education programmes can be improved. The responses gotten indicated that for a well adult education programme implementation, the programme should undergo review to streamline itself with changing global trends and Kenyan vision 2030. They also said that the content should be improved to include other programmes such as health and agriculture as per the demand of the environment and the learners' social economic activities. On the challenges faced by adult education officer, the most experienced challenges were shortage of academically qualified teachers, funding, poor remuneration leading to laxity lack of support especially on physical facilities like office with well-equipped facilities.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This is the last chapter of the study which gives the summary, conclusion and recommendations that were obtained from all the respondents who comprised of DACEO, adult education teachers and adult education learners. The chapter has further suggested areas that can be researched on.

#### **5.2 Summary of the study**

Adult education programme which is an informal and incidental learning in multicultural society gives a chance to adult who are willing to acquire knowledge having missed the chance in formal education and wish to get literacy skills that can make an individual useful person who can wisely make decision in the larger society.

The purpose of the research is to investigate institutional factors influencing implementation of adult education programmes in Igembe-north sub-county. The research objectives that guided the research were; to examine how teacher academic qualification influence the implementation of adult education programmes in adult institutions in Igembe-north sub-county, to establish the influence of adult education enrolment on implementation of adult education programmes in Igembe-north sub-county, to determine ways in which teaching learning materials influence implementation of adult education programme in adult education institutions in Igembe-north sub-county, and to examine influence of teaching methodologies used by adult education teachers on implementation of

adult education programme in adult education institutions in Igembe north sub county.

The research used descriptive survey design. The research objectives were used to formulate the instruments that were used to collect data. The research instrument were the questionnaires that were issued by the researcher to one District Adult and Continuing Officer, twenty-four adult education teachers and one hundred and thirty-nine adult learners who were sampled from the thirty-five adult education institutions within Igembe-North sub-county. The researcher collected the questionnaires for analyses and presentation. Data was analysed using frequency tables and percentages. The study findings are summarized as per the objectives in the subsequent sub-sections.

### **5.2.1 Teacher academic qualification of adult education teacher and implementation of adult education programme**

The first study objective showed that adult education institutions have not attracted well academically qualified adult education teachers. From the study most of the adult education teachers at 12.5% and 4.2% have Kenya certificate of primary education and a diploma in adult education. The majority of the adult education teachers at 83.3% have the ordinary Kenya certificate of secondary education as their academic qualification. In addition to low attraction to academically qualified adult education teachers, only nine were permanently employed leaving thirteen and two adult education teachers as part timers and volunteers respectively. This has negatively influenced the implementation of adult education programme.

### **5.2.2 Adult education enrolment and implementation of adult education programme**

The second study objective was on adult education enrolment and implementation of adult education programme. The study found out that there was regular and irregular attendance of adult education programme which negatively affected the adult enrolment. For instance, the majority of adult education learners at 66.7 percent registered an irregular attendance while most of the learners had regular attendance. Many adults find it hard to enroll in adult education programme due to lack of motivation. Male adults feel that they have to earn a living other than enrolling to adult education programme. The social-economic activities and miraa trade has been cited as among the factors that have contributed to low enrolment. Comparing the enrolment rate in accordance with attendance, it can be concluded that the enrolment has really compromised the implementation of adult education programme.

### **5.2.3 Teaching learning materials and implementation of adult education programme**

The third study objective looked at the ways in which teaching learning materials influence the implementation of adult education programme. The majority of the adult education learners at 88.9 percent said that the teaching learning materials were unavailable and inadequate. Others at 3.7 percent and 7.4 percent indicated that the teaching learning materials were adequate and hardly enough respectively. The general lack of teaching learning materials has led to low

quality adult education programme and this has negatively influenced the implementation of adult education programme.

#### **5.2.4 Teaching methodologies and implementation of adult education programme**

The findings of the fourth objective on the study was on the teaching methodologies and implementation of adult education programme. It showed that demonstration, role play, lecture, group discussion and field work methods were some of the methods used in adult education programme as indicated by both the adult education learners and adult education teachers. The majority of the adult learners at 55.6 percent preferred demonstration method while most of the adult education learners were happy with group discussion at 26.7 percent. A minimal number at 7.4 percent preferred role play and field work methods each. The same question was asked to the adult education teachers and the responses showed that most of the adult education teachers at 37.5 percent used demonstration method and 29.2 percent used group discussion method. Lecture and field work method settled at 8.3 percent each. Comparing the responses, the demonstration and group discussion methods were more preferred have an influence in the teaching of adult education programme.

#### **5.3 Conclusion of the study**

Adult and continuing education as a vehicle for transformation and empowerment of individuals and the society in provision of adult literacy has not been given a consideration by both the central government and the county government. The sector is only associated with individuals who failed to follow the formal education only to be

referred to as “gumbarus”. Its implementation has been affected due to lack of academically qualified teachers, low adult learner enrolment, lack of teaching learning materials and static methods of teaching without any refresher training. Adult education teachers who are not on permanent employment are only rewarded through honoraria stipends which are not motivating thus negatively influencing the implementation of adult education programmes.

#### **5.4 Recommendations**

Based on the findings, the following recommendations were made;

- 1 Since majority adult education teachers are not academically qualified they should frequently undergo an arranged training and refresher courses through an in-service programme organized by the ministry of education so that they can sharpen skills in the teaching and management of adult education learners. The ministry of education through Kenya sector support programme in partnerships with community based organizations and faith based organizations can plan for a cost sharing programme to induct the adult education teachers.
- 2 As adult education programmes were faced by serious low participation and enrolment, the government of Kenya should carry a massive public sensitization drive on the importance adult education programme. This can be done through local mass media frequencies, by use of local administration public barazas and church organizations. Also the adult education programme should be decentralized from the central government to the county governments and department created so as to have proper implementation of adult education programme.

- 3 For effective implementation of adult education programme, the government of Kenya which is the main provider of education to its citizens should partner with other bodies such as non-governmental organization and faith based organization in the development of and provision adult education and relevant content that can be used in the implementation of adult education programme. Partnerships can be created by forming committees and commissions involving members from the ministry of education and other relevant bodies to come up with challenges affecting and the solutions to the implementation of adult education programme.
- 4 Finally, but not the least, the government of Kenya through the ministry of education should set up higher institutions such technical and vocational training institute which can be used as centers where adult education teachers can undergo through training on teaching methodologies to sharpen their teaching skills.

### **5.5 Suggestions for further research**

Similar researches can be carried out in other areas to bring in more findings on other factors that influence the implementation of adult education. The researches can be done in the following areas;

- 1 A similar research can be carried out in other sub-county's to assess the institutional factors that influence the implementation of adult education programme in adult education institutions.



- 2 A research can be done to establish the role played by the central government in the implementation of adult education programmes in adult education institutions.
- 3 Further research should be done other factors apart from institutional factors that influence the implementation of adult education programmes. Other factors may include community, social-economic factors among others.

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**APPENDICESAPPENDIXA: LETTER OF INTRODUCTION.**

Kikuyu campus,

P. o box 92,

Kikuyu.

The District Adult Education Officer

Igembe-North Sub-county

P, o Box-----

Laare.

Dear sir/madam

**Ref: Permission to carry out research**

I am a postgraduate student in the department of educational administration and planning, University of Nairobi. Am kindly seeking for permission from your office to carry out a research on institutional factors influencing implementation of adult education in Igembe-north sub-county.

The information will be used for academic purposes only and all the respondent responses will be highly appreciated.

Yours Faithfully,

Inyingi Moses M.

**APPENDIX B: Questionnaire for the Adult education officer.**

This questionnaire has been prepared to gather information on the institutional factors influencing implementation of adult education programme in Igembe north Sub County.

Please answer the questions by ticking or filling in the spaces provided.

**Section one: Background**

1. What is your gender male  female
2. What is your age bracket 20-30  31-40 41-50 above 51
3. Indicate your highest level of academic qualification KCSE  KCPE

Specify any other-----

4. Indicate your highest professional qualification Certificate  Diploma  Degree
5. Indicate the number of years you have worked as Adult education officer 1-5 6-10 11-15 above 15
6. Indicate your employment terms self-help  volunteer part-time  permanent

**Section two: Professional teacher qualification of adult teachers**

7. What training have you undergone before joining the adult education programme? -----

Specify the training course attended and duration-----

8. What course do you attend? Weekend seminar  monthly workshop   
educational tours

9. How many refresher courses do you attend in a year? None  Two

10. Do you organize refresher courses for/in-service programme for the adult teachers? Yes  No

If yes, how often rarely  sometimes  always

11. In your case, would say that refresher/in-service programme influence implementation of adult education? Yes  No

If yes, how do you rate the importance of refresher/in-service programme on adult education programmes? Necessary  Very necessary

12. Do you agree or disagree that the academic qualifications of adult teacher's influence implementation of adult education Agree  Disagree

Explain your answer-----

13. How often do you visit the adult education institutions? Once a month   
Twice  any other, specify-----

14. What do you inspect? Teaching methods  Teaching learning aids   
Attendance register  Time management

**Section three: Learning materials for adult education**

15. How would you describe the availability of learning materials? Adequate   
inadequate  hardly enough

16. Who provides the learning? GoK  NGOs

17. What factors hinders effective use of learning materials in your institutions? --

18. Are the learning materials relevant to the adult learners? Yes  No  If no,  
give reason -----

19. How do you rate appropriateness of teaching learning materials that are used  
in adult education implementation? -----

20. Have you attended any workshop on the improvisation of teaching learning  
materials?

Yes  No

21. If yes, how do you rate the relevancy of the workshop in the improvisation  
teaching learning material in adult education?

Very relevant  Relevant  Not relevant

**Section four: Teaching methodologies on adult education**

22. How do you ensure that effective teaching methods are used in  
implementation of adult education programmes? Observation  assessment

How often do you pay a visit to the adult education institutions? Rarely  weekly  
 monthly

23. What challenge do you face as an adult education officer in the implementation of adult education programmes?

Lack of support [ ] Low retention [ ] Time management [ ] Poor pay [ ] Lack of transport [ ]

**Section five: Adult enrollment on implementation of adult education programme**

24. What does the current record show on enrollment of adult education programme participation? Satisfactory [ ] Not satisfactory [ ] If not satisfactory, give reason on why-----

25. Do you think that most of the youth and adult in your sub county have enrolled in adult education? Yes [ ] No [ ] If No, why? -----

26. As an adult education officer, what measures do you take to ensure that the adult learners enrolment is high?

27. Do their social-economic activities hinder adult learner's enrollment? Yes [ ] no [ ]

If yes, give reason-----

28. As an adult education officer, in your own opinion suggest general recommendations that can be used to make the implementation of adult education programmes a success in terms of;

a) Enrolment-----

b) Teaching learning method-----

c) Teaching learning materials-----



## APPENDIX C: Questionnaire for adult education teacher

You have been identified to participate in the research on the institutional factors influencing implementation of adult education programme in Igembe north Sub County.

Please the questions honestly.

### Section i: Background information

1. State your gender male  female
2. What is your age bracket 20-29  30-39  40-49  Above 50
3. What is your marital status? Single  Married  Divorced
4. Indicate your highest level of academic qualification KCSE  KCPE  Degree   
Specify any other-----
5. Indicate your highest professional training Certificate  Diploma Degree
6. How many years have you taught as an adult teacher? 1-5  6-10  11-15   
above 15
7. Have you received any training on adult education? Yes  No
8. Indicate your employment terms self-help  volunteer  part-time  permanent

## Section ii professional qualification of adult teacher

9. What is your professional qualification Certificate  Diploma  Degree

Any other specify-----

10. Do you agree that the level of education influence implementation of adult education programme? Yes  No

11. What factors influence successful implementation of adult education programme?

Inadequate teachers  Learning facilities  inadequate training

12. Does your professional qualification influence your ability to teach? Yes   
No

13. As an adult education teacher, indicate the measures that you take to ensure your adult learners are in the programme? Keep record of attendance   
attendance register

13. What training have you undergone before joining the adult education programme-----?

Specify any course attended-----

14. Are there refresher/in-service programmes for adult teachers? Yes  No

If yes do you attend?

15. How many refresher courses do you attend in a year? None  Two  More than two

**Section iii: Learning materials**

17. To what extent do you use the learning materials? Often  sometime  not at all

18. Are the learning materials important in implementation of adult education? Yes  No

19. Have you attended any workshop on the improvisation of teaching learning materials to use in the implementation of adult education programme?

Yes  No

20. Are the workshop relevant in terms of teaching learning material improvisation?

Very relevant  Relevant  Not relevant

21. Apart from basic literacy, what other programmes do you offer to enable adult learners to acquire general skills? Health  Business  Agriculture

Others, specify-----

22. Who provides the learning materials? GoK  Donors

Any other specify----

23. Are the learning materials adequate? Yes  No

**Section iv: Teaching methods used in adult learners' classes**

24. Are there specific methods of teaching adult learners? Yes  No

Explain briefly-----

25. Which method do you employ in teaching learners in your institution? Group discussion  Demonstration  Role play  Fieldwork

Any other-----

26. What do you consider in the selection of teaching method to be used in the implementation of adult education?

Age  gender  objective  entry behavior

27. Indicate challenges faced as an adult education teacher in the implementation of adult education programme?

Low enrolment  lack of community support  poor pay

28. Do you think that the methods used are relevant to the adult learners? Yes   
No

If yes, explain-----

29. How long do you teach? 1 hour  2 hours  3 hours

30. What suggestion do you have as an adult education teacher concerning implementation of adult education programmes?

## **APPENDIX D: A QUESTIONNAIRE FOR THE ADULT LEARNER**

### **Section 1: Background**

1. What is your gender Male  Female
2. What is your age bracket Below 20  20-25  26-30  30-35
3. What is your marital status Single  Married  Divorce
4. In which category of adult learner do you belong Fulltime  Part time
5. What is your occupation Small scale farmer  Business  Employed   
Unemployed

### **Section 2: Teacher qualification**

6. Which method of teaching do your teachers use? Demonstration  Role play   
Lecture
7. Which of the above method is appropriate to you in terms of readability? -----
8. Are the teaching learning methods appropriate to you in terms of readability?  
Appropriate  Not appropriate  Fairly appropriate
9. Are teaching learning materials enough? Enough  Not enough  Not available
10. How do you rate your teacher in terms of content delivery Excellent  Good   
 Fair  Poor
11. How do you rate the teachers' effectiveness in improvising the teaching  
learning materials? Good  Fair  Poor

12. What is your rating of the teacher in keeping record? Very good  Good   
Average  Below average

13. Indicate the challenges you face as an adult education learner that hinders the implementation of adult education programme in your institution?

Time management  Inadequacy of materials  drought

14. What problems do you encounter in adult education programme in terms of:


a. lessons boring  b. laxity of teachers  c. poor teaching methods


## APPENDIX E CLEARANCE PERMIT

**THIS IS TO CERTIFY THAT:** Permit No : NACOSTI/P/17/85511/17880  
**MR. I MOSES MUNGATHIA** Date Of Issue : 6th July,2017  
**of UNIVERSITY OF NAIROBI, 207-60601** Fee Received :Ksh 1000  
**LAARE,has been permitted to conduct**  
**research in Meru County**

**on the topic: INSTITUTIONAL FACTORS**  
**INFLUENCING IMPLEMENTATION OF**  
**ADULT EDUCATION PROGRAMMES IN**  
**IGEMBE NORTH SUB-COUNTY, MERU**  
**COUNTY, KENYA**

**for the period ending**  
**6th July,2018**



  
**Applicant's Signature**

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



**CONDITIONS**

1. The Licence is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
6. This Licence does not give authority to transfer research materials.
7. The Licensee shall submit two (2) hard copies and upload a soft copy of their final report.
8. The Commission reserves the right to modify the conditions of this Licence including its cancellation without prior notice.

**REPUBLIC OF KENYA**  
  
**NACOSTI**  
  
**National Commission for Science,**  
**Technology and Innovation**  
**RESEARCH CLEARANCE**  
**PERMIT**  
**Serial No.A 14726**  
**CONDITIONS: see back page**

## APPENDIX F RESEARCH AUTHORIZATION



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
Fax: +254-20-318245, 318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

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

Ref. No. **NACOSTI/P/17/85511/17880**

Date: **6<sup>th</sup> July, 2017**

I Moses Mungathia  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on “*Institutional factors influencing implementation of adult education programmes in Igembe North Sub-County, Meru County, Kenya,*” I am pleased to inform you that you have been authorized to undertake research in **Meru County** for the period ending **6<sup>th</sup> July, 2018.**

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

**GODFREY P. KALERWA MSc., MBA, MKIM  
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Meru County.

The County Director of Education  
Meru County.



APPENDIX G AUTHORITY FROM COUNTY COMMISSIONERS



THE PRESIDENCY  
MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL  
GOVERNMENT

Telegrams:  
Telephone:  
Email: [ccmeru@yahoo.com](mailto:ccmeru@yahoo.com)  
Fax:

COUNTY COMMISSIONER  
MERU COUNTY  
P.O. BOX 703-60200  
MERU.

When replying please quote  
Ref: ED.12/VOL.II/63  
And Date

20<sup>th</sup> July, 2017

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION – INYINGI MOSES MUNG’ATHIA**

This is to inform you that **Inyingi Moses Mung’athia** of University of Nairobi has reported to this office as directed by the Commission for Science, Technology and Innovation and will be carrying out Research on “**Institutional factors influencing implementation of adult education programmes in Igembe North Sub County, Meru County, Kenya**”.

Since authority has been granted by the said Commission, and the above named student has reported to this office, he can embark on his research project for a period ending 6<sup>th</sup> July, 2018.

Kindly accord him any necessary assistance he may require.

pp. **G M KIONI**  
**FOR: COUNTY COMMISSIONER**  
**MERU**

COUNTY COMMISSIONER  
MERU COUNTY  
P.O. Box 703-60200, MERU

**APPENDIX H AUTHORITY FROM COUNTY DIRECTOR OF  
EDUCATION**



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION  
State Department For Basic Education**

Telegrams: "ELIMU" Meru  
EMAIL: cdemerucounty@gmail.com  
When Replying please quote

COUNTY DIRECTOR OF EDUCATION OFFICE  
MERU COUNTY  
P.O. BOX 61  
MERU

Ref: MRU/C/EDU/11/1/

20<sup>th</sup> July, 2017

**TO WHOM IT MAY CONCERN**

**RE: RESERCH AUTHORIZATON - I MOSES MUNGATHIA**

Reference is made to letter Ref:NACOSTI/P/17/85511/17880 dated 6<sup>th</sup> July, 2017.

Authority is hereby granted to **Inyingi Moses Mungathia** to carry out research on "***Institutional factors influencing implementation of adult education programmes in Igembe North Sub County, Meru County, Kenya***, for a period ending 6<sup>th</sup> July, 2018.

The authorities concerned are also requested to accord him the necessary assistance.

A handwritten signature in black ink, appearing to read 'Alex Ndereba'.

**ALEX NDEREBA**

**For: COUNTY DIRECTOR OF EDUCATION  
MERU**

For: COUNTY DIRECTOR OF EDUCATION  
MERU COUNTY  
P.O. Box 61 - 60200  
Tel: 064 - 32372, MERU

/fm