

**FACTORS INFLUENCING PARTICIPATION OF LEARNERS IN ADULT
AND CONTINUING EDUCATION IN MAGUMONI DIVISION, MERU
SOUTH DISTRICT**

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Award of the Degree of Master of Education, University of Nairobi.**

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Declaration

This research project is my original work and has not been presented to any other university for any degree. All information from other sources and from those I worked with has been fully acknowledged.

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This research project has been presented for examination with my approval as a University supervisor.

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Dedication

This work is dedicated to my beloved husband Mr. Elizaphan Gitonga, my children Kelvin Mwenda and Nigel Munene. Also my beloved mother Severina Taari

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Much gratitude to Almighty God for the perpetual guidance and strength He accorded me during the time of my study.

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Thanks to all the lecturers in the department of Educational Foundations for their support. Great thanks to the education officers - Meru South district. Thanks to all the ten adult teachers of the targeted adult education centers for allowing me to collect data from their centers, not forgetting the adult learners in those centers for their cooperation. I wish to sincerely, thank the adult education supervisor Mr. Nyaga of Magumoni Division where the research was conducted for extending maximum cooperation to me during the time of the study.

Thanks to my husband and children who have been a pillar of strength to me. They have always encouraged me to pursue education to the highest level.

Abstract

The purpose of this research study was to investigate the factors which influence participation of learners in ACE in Magumoni division, Meru South District. Data was collected from 50 adult learners and 10 adult education teachers and 2 zonal adult officers using questionnaire and interview guide. The study revealed that the majority of adult learners were females which could be attributed to the fact that majority of the men are the family bread winners and have limited time to participate in the ACE. The study also revealed that the majority of the adult learners were married with family responsibilities which limited participation in ACE. The research established that that the major causes of low participation of the adult learners are; Limited time by men to participate in the ACE because majority are the bread winners, family responsibilities as a result of marital obligations, inadequate finances to pay for ACE tuition, distance from home to ACE programme, cultural factors whereby some men though illiterate do not attend the ACE programme because of the customs and the male chauvinism whereby some men feel that they are superior and do not need to attend classes together with female learners. The study recommends that the government should conduct a country wide educational campaign on the significance of ACE to enhance the participation of adult learners. The study recommends that government and other stakeholders should explore into investing in livelihood of the people of the low economic status to allow them to participate in the ACE.

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List of abbreviations and acronyms

ACE	-	Adult and Continuing Education
BAE	-	Board of Adult Education
CBO	-	Community Based Organization
CDF	-	Community Development Fund
DAE	-	Department of Adult Education
DACE	-	Directorate of Adult and Continuing Education
EFA	-	Education for All
FBO	-	Faith Based Organization
KNALS	-	Kenya National Adult Literacy Survey
NACEPF	-	National Adult and Continuing Education Policy
NGO	-	Non-Governmental Organization
UNESCO	-	United Nations Education, Scientific and Cultural Organization
UNESCO	-	United Nations Education, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Adult and continuing education (ACE) has been on Kenya's development agenda since its independence in 1963. This is evident in the commitment made by the government in the sessional paper no. 10 of 1965 (Republic of Kenya, 1965), which declared, "A carefully planned attack on poverty, disease and ignorance in order to attain social justice, human dignity and economic welfare for all." The Kenya vision 2030 (Republic of Kenya, 2007) is a development blueprint for the country, which aims at making Kenya an industrialized country by 2030, with education and training being a key strategy for the achievement of this vision. According to the development strategy, increasing participation in the ACE programmes will be key to attainment of the goals for this vision of achieving an 80% adult literacy rate and increasing the net enrolment by 95%.

According to the draft on national framework for ACE (Republic of Kenya, 2008), the definition for Kenya's adult education is adapted from a definition by UNESCO (1997) to include, "The entire body of learning processes taking place, formal or otherwise, whereby people regarded as adults by the society to which they belong to develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society."

The Koech report (Republic of Kenya, 1999) observed that, adult literacy programmes are adequate enough but sees a need for effective adult and convincing

education system that creates an environment that motivates self advancement in education and learning throughout life. Further, such ACE systems:

Absorb what Kenya's have so far known as Adult Education because they broaden the common connotation of Adult Education as just literacy, and incorporate the entire body of on going learning processes that enable individuals to continuously develop the abilities, enrich their knowledge and improve their technical and professional qualifications and competences in a suitable manner (Republic of Kenya, 1999: 194).

The draft national policy framework for ACE (Republic of Kenya, 2008) further indicated that the ACE sector is heterogeneous in nature because of the diversity of the areas of learning target population that have varied learning interests and involvement of a wide range of ACE providers.

Therefore adult literacy programmes aim at providing knowledge and skills to adults and out of school youth to improve their quality of life and contribute effectively to national development. The programmes cover two main areas namely: the basic literacy and the post literacy programmes. On the other hand continuing education programmes build on previously acquired knowledge and skills for purposes of certification, self improvement and more effective participation in community and national development. These programmes provide opportunities for youth and adults to integrate into the formal education and to improve their knowledge and technical skills. The programmes aim at building capacity by giving knowledge, skills, attitudes and values which enable people to engage in gainful employment and improve on the quality of life. Hence participation of adults population in these forms of ACE is

important for the individual, community and country's socio-economic development.

Participation of adult population in ACE has continued to pose a major challenge in the world. The global monitoring report (UNESCO, 2006) on the progress towards attainment of Education For All (EFA) goals indicated that, attainment of the EFA goals for literacy has been relatively neglected. According to the report (UNESCO, 2006) five years after 164 countries agreed on the Dakar framework for action, most attention has been devoted to the three EFA goals that concern the extension and improvement of formal elementary education systems. The other three EFA goals have been relatively neglected. The report (UNESCO, 2006) attributes this neglect to the unfounded idea that primary education is more cost effective than youth and adult literacy programmes. Hence, in many countries, budget, loan and grant allocations to primary education were not in proportion to that of the adult programme. Further, the report (UNESCO, 2006) showed that from the Dakar framework for Action, the EFA goal for literacy was to achieve a fifty percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.

According to the monitoring report (UNESCO, 2006), despite some countries having an increase in adult literacy rates in many parts of the world, there is a marked distinction between those countries making relatively rapid progress and those that are making relative slow progress towards achieving the EFA goal for literacy. The report notes that countries making slow progress, among them Kenya, are at risk of not achieving this goal by 2015:

“Twenty countries, many from Latin America and the Caribbean, are at the

risk of not meeting the goal given the current pace of increase in their literacy rates, the rates themselves are quite high. “ “Thirty countries are at serious risk of not achieving the goal by 2015 because their very low literacy rates are not increasing fast enough. Most of these countries are in Africa, Pakistan and several in Latin America (UNESCO, 2006: 70).

The issue of participation of adult population in ACE has been a matter of discussion in world conferences. A design for action, by the first international conference on Adult Education (KAE) world assembly held in Dar es Salaam in 1976 (ICAE, 2006), emphasized the role of participation of the people in decision making particularly in relation to adult education as crucial to development. It is increasingly clear that participation of the total society is crucial to development. It is equally clear that participation can be distorted such as when the learner becomes an object not a partner, and when education is used to pacify or neutralize rather than as a process of consciousness raising, participation and change. Thus both policy makers and the people they serve should be assisted to establish a participatory and assessment results.

Since independence, Kenya has been addressing the need to recognize the role of ACE programme in promoting education and the country's development as evidenced by the educational commission set up and mandated to address both formal education and adult and continuing education issues. The Ominde report (Republic of Kenya, 1964) emphasized the importance of ACE as an ingredient for social progress and the need to have in place the means to re-educate the older generation in line with the changing requirements and values of the society. Recommendations from the

commission resulted in the creation of a Board of Adult Education (BAE) in 1966 by an act of parliament, which was mandated to co-ordinate, regulate and advise on the promotion of ACE in the country. The Gachathi report (Republic of Kenya, 1976) resulted in the government recognizing the need to promote, develop the concept and co ordinate the process of lifelong continuing education and training as a national goal for all citizens. Similarly the Mackay report (Republic of Kenya, 1981) recommended that a college of continuing education that would provide continuing education up to university, be established for adults who are out of the formal system of education.

The Koech report (Republic of Kenya, 1999) noted that Adult Education programmes in Kenya were under-enrolled and unpopular. The commission therefore recommended the establishment of the learning and reading centres which should be supplied with adequate learning materials. The government is currently working on implementing these recommendations by establishing learning resource centres as a means to increase participation. But, the numbers are very low hence only few adults have access to this opportunity.

In a rural set up like Magumoni Division, Meru South District, the report showed that only 180 of male and 220 of female adult population were aware of the existence of adult literacy programmes. Among the population that is aware of the programmes in Magumoni Division, the report indicated that only 1.1% of males and 0.8% of females of this adult population confirmed having ever participated in any ACE programme.

The draft national policy framework on ACE (Republic of Kenya, 2008) indicates that in 1979, Kenya recognized literacy as a critical component of education, and launched a massive literacy campaign to eradicate illiteracy among adults and out of school

youth. As a result, within five years, over two (2) million people benefited from the campaign, but, during the subsequent years, enrolment in adult literacy programme declined. A survey undertaken in 2006 by Kenya National Bureau of Statistics in the Ministry of Planning and National Development (Republic of Kenya, 2007) indicated that the challenge that resulted in the declines after the 1979 campaigns still persist in the country. The survey contained in the Kenya Adult Literacy Survey (KNALS) report (Republic of Kenya, 2007) indicates that 7.8 million (38.5%) of Kenya's adult population is still illiterate. The Koech report (Republic of Kenya, 1999) indicated that illiteracy rate stood at 40% in 1999, hence the illiteracy rates have only reduced by 1.5% within the 7 years. The KNALS (Republic of Kenya, 2007) report indicates that the implementation of ACE programmes in Kenya is still faced with lack of awareness. Hence, only an average 32.1% of the male population and 26% of the female population are aware of the existence of adult literacy programmes in the country.

1.2 Statement of the problem

Low participation of learners in ACE has been a major problem all over the world. The situation is made worse by the HIV/AIDS pandemic that has frustrated the government and individual efforts in the fight against illiteracy.

In Kenya, low participation of ACE has resulted in slow increase of illiteracy rates for the country from 40% in 1999 (Republic of Kenya, 1999) to 38.5% in 2006 (Republic of Kenya, 2006).

Although institutions such as churches and NGOs have offered adult education since

independence after the realization that there was a close link between illiteracy and three major social problems of poverty diseases and ignorance, the pace of enrollment remain significantly low. This means that the effort put in place by the government to fight illiteracy in the last four decades has not yielded any results.

Therefore, this study was carried out to investigate the factors influencing participation of adult learners in ACE in Magumoni Division of Meru South District.

1.3 Purpose of the study

The purpose of this study was to investigate the factors that are influencing low participation of learners in ACE programmes within Magumoni Division in Meru South district.

1.4 Objectives of the study

The following were the objectives of the study:

- i) To investigate the causes of low participation by adult learners in ACE programmes.
- ii) To establish the extent in which the teaching methodology influence the level of participation of adults in ACE programmes.
- iii) To investigate the effects of learning environment in the ACE centres on the level of participation of adults in ACE programmes.

1.5 Research question

This study sought to answer the following questions:

- i) What are the causes of low participation by adult learners in ACE programmes?
- ii) To what extent do the teaching methodologies influence adults' level of participation in ACE programmes?
- iii) To what extent does the learning environment of the ACE centres influence adult's level of participation?

1.6 Significance of the study

The findings from the study may help ACE providers to improve their implementation of key government policies set for the country's development agenda. Among the policy is the country's development policy contained in the session paper No. 1 (Republic of Kenya, 2005) on expanding access equity and improving quality of education for ACE to become a vehicle for transformation and empowerment of the individuals and the society. The study may provide knowledge that may be used by the country's policy makers and development planners, in designing ACE programmes that may contribute to increased level of participation of adults in ACE programmes.

1.7 Limitations of the Study

Financial implication was a limiting factor. Due to the vastness of the district and poor road network, the study involved a few sampled centres in the district. Time was

also a constraint as the researcher is in formal employment without study leave.

1.8 Basic assumptions

In the study, the researcher assumed that data and information from the respondents on ACE was accurate. It was also assumed that the respondents would provide the information needed for the study.

1.9 Definition of operational terms

The following are the definitions of significant terms which are used in this study:

Adult and Continuing Education (ACE) - refers to the entire body of learning processes within the perspective of lifelong learning whereby adults and out of school youth are given opportunities to develop their abilities, enrich their knowledge and improve their skills to meet their own needs and those of their society.

Adult and Continuing Education providers - refers to the government department ministries offering educational programmes, faith based organizations, community based organizations, institutions of higher learning, research institutions, private sector and individuals.

Environment - This refers to the way the adult educators and adult learners arrange or manipulate the physical facilities furniture, time to create a free and conducive atmosphere for the adult learners and adult educators.

Literacy - refers to being functionary literate after someone has acquired the knowledge and skills in reading and writing to all those activities in which literacy is

normally assumed in the person's culture or group.

Participation - This refers to promoting adult learning, understanding adults access and taking part in learning activities and on enhancing incentives for them.

Post literacy - refers to an integrated learning process that helps create a reading culture and assists the graduates of basic literacy to retain, improve and apply their basic knowledge, attitudes and skills. It permits them to continue with education through self-directed processes for improvement of the quality of their life and that of the society.

Strategies - refers to plans that are intended to achieve a particular purpose and also the processes of planning something or putting a plan into operation in a skillful way.

1.10 Organization of the study

The study was organized into 5 chapters. Chapter One lays the basis of the study and comprised the background of the study, statement of the problem, purpose of the study, research questions, significance of the study, limitation of the study, basic assumptions, definition of operational terms and the organization of the study. Chapter two Comprised of the literature review under the following sub-topics, introduction, history and the evolution of ACE in Kenya, concepts of participation of adults in ACE, income, education and participation of adults in ACE, courses offered and participation of adults in ACE, delivery mechanisms and participation of adults in ACE, learning environment and participation of adult in ACE and conceptual framework. Chapter Three comprises of the research methodology section and contained the research design, target population, sample size and sampling

procedures, research instruments, instrument reliability, instruments validity, data collection procedure and data analysis techniques. Chapter Four includes: The research analysis and interpretation of the data while Chapter 5 includes: The summary of the findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section comprises the literature review that starts with reviewing the potential role of ACE to the individual's community and the country's social economic development. This section also reviews some of the studies carried out on the factors that motivate participation in ACE and also the role of individual felt needs in motivating the learner's participation. The sections also contain the conceptual framework that shows the relationship between the various variables of this study.

2.1 History and Evolution of ACE in Kenya

In Kenya the development of adult education was boosted by the recommendation by the Kenya Education Commission Inquiry (Republic of Kenya, 1964) that, the adult education programme be made the responsibility of the Ministry of Education that resulted in the creation of the Board of Adult Education (BAE) in 1966. The board was charged with the responsibility of overseeing the development of adult education in the country. Another boost to the development of ACE was, in 1967, when University of Nairobi, then under the University of East Africa, established a unit that provided ACE through correspondence courses (UNESCO, 2005). The establishing of ACE department of Adult Education in 1978 spearheaded adult education campaigns and increased mobilization of learners and all stakeholders. Since independence, various master plans indicate that ACE has been on Kenya's development agenda. The Master Plan on Education and Training (MPET) for 1977 to 2010 (Republic of Kenya, 1998) adopted the definition by UNESCO (UNESCO, 1977) and stated the

objectives of ACE. These objectives included eradicating illiteracy by providing the basic skills of reading, writing, communication and numeracy.

The Kenya second President Hon. Daniel Arap Moi on the 15th anniversary of Kenya's independence in 1978, states that:

“A national programme be maintained to eradicate illiteracy in Kenya in a shortest time possible.”

From this statement, the department of Adult Education was established in the then Ministry of Culture and Social Services in order to totally eradicate illiteracy in the country. Another objective is to sustain illiteracy through post-literacy and continuing education, thereby providing opportunity for further education and practice of life-long learning through education.

During the launching of the Kenya Post Literacy project (2001), the then Minister in charge of Culture and Social Services, Hon. Nyiva Mwendwa said that:

“This project of post-literacy was to enhance the sustainability of the project literacy skills and deepen the knowledge of adult learners and enable them to play a more effective role in the activities for national socio-economic progress.”

Another objective is to promote the acquisition of relevant knowledge, attitudes and skills among workers and to facilitate the workers adaptation to new technologies and production skills. Hence this will facilitate the development of economic opportunities. Through improved entrepreneurship and production skills.

Former President Mwalimu Nyerere when talking about eradicating illiteracy and enhancing development, stated:

“First, we must educate adults. Attitudes of adults have an impact now. Children will not have an impact on our economic development for five, ten or even twenty years.”

Another objective is to provide to disadvantaged groups so as to promote self-confidence, values and promote awareness among individuals and communities with regard to their rights and civic duties. The various UNESCO conferences and fora on education have also influenced Kenya’s policies on development of adult education. The fifth international conference on adult education (CONFINTEA V) held in Hamburg in July 1997 provided a new definition for ACE (UNESCO, 1997). As indicated by the draft national policy framework for ACE (Republic of Kenya, 2008), Kenya has since adapted the definition and is currently implementing the outcomes from the conferences.

2.2 The concept of participation of adult in ACE

An understanding of the concept of participation within the context of ACE is important, if Kenya is to reverse the current trend in enrolment in ACE programmes. The term participation is commonly understood to mean “taking part”. Gboku (2007) shows that people attach different meaning to the term participation to include control, consultations and information to those involved in programmes. To some people, participation is interpreted to mean ‘control’ where in this context, control

refers to an individual's right to be involved in decisions that affect his or her life. To others, participation means 'consultation' where in this context, those holding economic, political or administrative power ask people for advice, which may be taken or ignored. Other people take participation to mean 'information', where by people are told about decisions that have already been made.

Participation of adult learners is a key factor for the successful developments, implementation and evaluation of ACE programme because. This is because their views, suggestions and requests need to be integrated into the development of the programme so as to raise their motivation and commitment to participate in the programme. They should also be involved in making decisions on the programme goal, course content resources and logistics of training. Gboku (2007), suggests that the participation of adult learners can be increased by the involvement of all the stakeholders who should include the community, the learners, the would be learners, the beneficiaries like employers and funding partners in a number of ways. Hence, the programme developers should involve adults in the identification of evaluational needs of the learners and in setting the educational goals for the ACE programme. The programme administrators should involve them in identifying and solving problems that act as barriers to increasing participation to all stages of development and implementation of ACE programme. Further, all stakeholders should be involved in decision making and in creating the infrastructures that will lead to creating ownership, besides accomplishing the goals and sustainability of the ACE programme. The community and the learners need to be involved in identifying their needs, if they are to be motivated in participating. It is therefore paramount that the programme developers seek to understand the motivational needs of the participants

of ACE programmes.

Knowles (1980) suggests that he is able to determine the success of literacy programmes by finding out, on what bases the decisions are made for what will be offered in the program. He says that:

“If the program is entirely planned by the staff on the basis of what they think it will interest the learners findings will also show a program that is in a rather pathetic state. If the program is planned with the assistance of a planning committee made up by the adult population that is able to conduct periodic survey of the needs and interests of the adults, the program seeks to serve, then findings show a thriving program.”

The term participation as suggested by Jules (1995, pg 62) should always be qualified by the reference to the type of participation as most types will be treated rather than support the goal of sustainable development. This shows that some of the educators who are facilitating adult learning do not get it to the real objectives but discourage learners by teaching wrongly and that is the reason why learners run away from literacy classes causing poor participation.

2.3 Income, Education and Participation of Adults in ACE

Oluoch (2005) in a study of Adult Education programmes in Kisumu Municipality, Kenya, observes that most of the learners came from low-income areas who were either farmers or petty traders. They recognized adult education as important in acquisition of skills in business and as a factor to improve their lives. Further, the study noted that even adults who had not enrolled in the programme, acknowledged

the crucial role literacy plays in socio-economic development. Others considered it a stepping stone for further studies that would compensate for educational opportunities earlier lost and others regard it as a gateway to even greater professional and highly paying jobs. A study by Nganga (2002) on the relationship between community attitude to adult literacy and the number of drop outs in the centres indicated that there is a relationship between immediate economic returns to adult literacy and the number of drop outs.

2.4 Attitude towards adult education and participation of adult in ACE

According to Pamela (1985), a study conducted in 1986 by the Scotland Education Department, out of concern for general population's participation and attitudes to adult education and training indicated lack of participation by over 75% of the people who are semi or unskilled manual workers. Cross (1981) in helping to understand the barriers to adult's participation in continuing education, applied several research methods that classified barriers into several categories. These classified as dispositional barriers were those related to attitudes and self – perception that bar adults from participating in education. These include lack of interest or a feeling that they are too old.

Knowles (1980) suggests that adults should be enabled to perceive education as a life long process. Mostly, this is important in the places where adults did not develop a culture of reading after having the formal education. Hence, a mission of the adult educator can be that of helping individual to develop the attitude that learning is a life long process and to acquire the skills of self directed learning. Further, the more concrete individuals can be assisted to identify their aspirations and assess their

present levels of competencies; they will be able to identify their educational needs and hence increase the level of motivation to learn and attain the aspirations.

2.5 Courses offered in ACE

According to UNESCO (1989), a study launched in 1984 on the functioning and the effects of Kenya's adult and continuing literacy programmes showed that, the programme was facing a serious problem in terms of attendance. The study attributed this to the failure of the programme to meet the learner's needs and suggested that adults come to the literacy classes in order to learn how to master basic reading, writing and calculating skills which they were unable to acquire during their childhood. When the programme does not adequately satisfy their aspirations, they get discouraged, attend classes irregularly, and finally drop out. The key issue, therefore, is to promote active literacy methods adapted to adult learners and which could lead to quick results in order to sustain their interest.

Further learners motivation and participation can be sustained by involvement of the learners in a project work, the involvement of development officers from other ministries and agencies as guest lecturers and setting up committees to run the learning centres.

A critical survey of adult literacy education in Kenya carried out by Murai (1985) sighted the problem of drop outs as having adversely affected Kenya's literacy programmes and attributed it to the failure by the programme planners and administrators to understand the adult's motivation for learning. Hence, the need for a clear perception of the factors which motivate them, as well as that of the assumptions

made about the functionality of the literacy provided.

The study concluded that despite Kenya maintaining a national literacy campaign, the country's problem for illiteracy seemed to result from lack of motivation leading to high drop out rates. Paul Freire, as mustered by Ayot (1999), put development to mean a balance growth in economic and social fields and emphasizes that this should concern quality of life as seen by an individual, a community or a country at large. Freire who lived in Brazil, which is one of the poorest countries in the third world, based his psychological approach/method on the belief that people get interested in learning the things that they hold strong feelings about. Hence, his appointment to head the adult education department in Brazil in 1960, improved literacy programmes by integrating literacy to development activities. Ayot (1999) suggests that this effectiveness resulted in about 20,000 people attending literacy classes by 1964.

2.6 Delivery Mechanism, and Adult's Participation in ACE

An educated person can take advantage of the knowledge of the past, understand the present and build the future. An illiterate can look only at the immediate past and may destroy his future. The life of an educated person is therefore more purposively, active and effectively useful. Here, Gupta (1982) explains the methods used in a learning community situation and has this to say:

“Methodologies and methods approach discourage community – learning resources. It discourages adults to communicate effectively thus becoming a barrier for effective learning.”

Poor attendance in adult classes comes out as a result of poor instructions and the

mode of teaching including learning processes. This turns some prospectus learners away at it fails to sustain the motivation and interest to learn further. The response relating to this factor ranges from incomprehensible materials, difficult lessons, simple unchanging lessons, too inadequate instructional and classroom materials. There is a discouragement by friends and relatives to stop attending classes because they failed to learn anything.

According to Mokah (2005), teaching methodologies and the teaching approaches applied by the adult teachers was a major cause for adult learners particularly men, becoming disinterested in adult literacy. Chief among them was failure to apply a participatory approach and exchange of ideas. Further, the study showed that adult learning is enhanced by participatory learning methods, use of resource persons and teaching based on learners' needs.

The study established that since adults require teaching methods that are suitable to the adult learner, majority of the adult education teachers were not trained and concluded that this affected enrolment in the literacy programme in Mombasa District. A study on teaching strategies in adult education by Dondo (1980), established that, the teaching methodology and approaches used by teachers lacked activities which allowed participation and exchange of ideas as the major causes for men becoming disinterested in attending literacy classes. Haivorson (1992) suggests that the adults have immense knowledge, skills and experiences to share in a literacy programme. Hence it is the ability of the teachers to apply the right teaching ACE methods that will encourage the sharing of such knowledge, skills and experiences among the adult that can find immediate use among the learners. Reche (1992) in a

study on the cause of premature withdrawal of learners from the University of Nairobi's extra-mural programme, found that most tutors in the programme were trained to teach students in the formal system and hence lacked skills to teach adult learners.

2.7 Learning environment and adult participation in ACE

Cross (1981) classified barriers to the participation of adult in continuing education into several categories. One category comprised barriers related to practices and procedures, which included inconvenient schedules and poor choice of the location of ACE centres, which discourage or exclude adults from participating. The KNALS (Republic of Kenya, 2007) report indicated the factors identified by managers of adult literacy centres as barriers to adults' participation in literacy programmes included inadequate teaching and learning materials, lack of multi-media resources, mixing of male and female learners and the distance to the learning centres. A research study by Ngau (1997) on the situation of adult literacy in Kenya, established that lack of resources was a major contributing factor to the drop out in literacy classes. The research indicated that 69% of the centres involved in the research study had no suitable buildings that were allocated for use by the literacy programme. Instead literacy classes were conducted in primary school. The adult learners used furniture used by the primary school pupils, which were not suitable then.

2.8 Conceptual framework

Conceptual framework of the study is designed to assess the relationship between the inputs or independent variables (the learner's age, gender, level of income, level of

education, the learner's and community's attitude, courses offered, delivery mechanism and learning environment taken through the process of teaching and learning in the ACE programmes and the output or dependent variable (increased participation of learners in ACE programmes).

Fundamental to the study are the effects of age and gender of the adult learners as well as the effects of the levels of income and education of the adult learners on their participation in ACE programmes. Similarly the attitudes held by the learners and the society on adult education and their impact on the community and adults' participation in ACE programmes is fundamental to the study. Likewise, the relationship between the courses offered by the ACE programmes, the delivery mechanisms used and the availability of a suitable and supportive learning environment and their impact on the participation of the adult population in the programmes, is fundamental to the study. Hence, understanding and finding solutions to these factors is a key ingredient to increasing the participation of the adult population in the ACE programmes as demonstrated in the conceptual framework presented below.

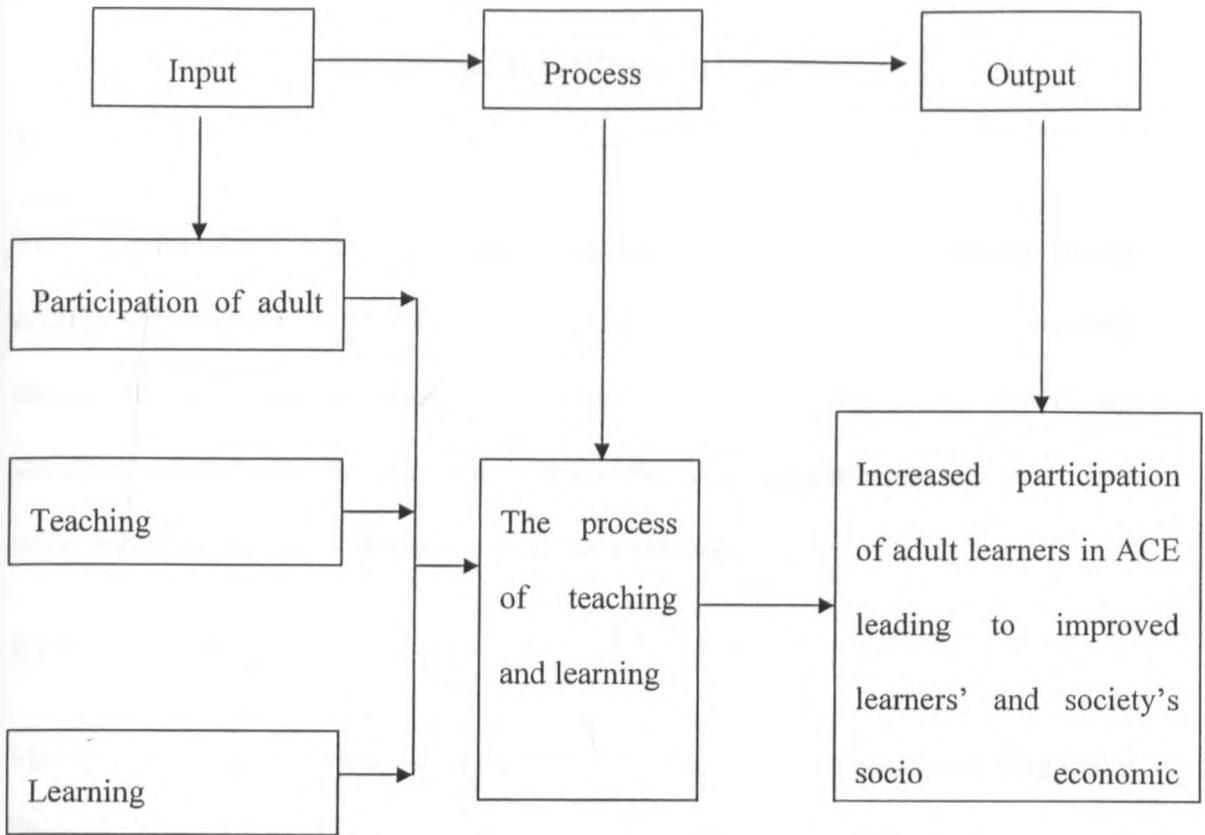


Figure 2.1 Conceptual framework on the relationship between factors which influence participation and increased levels of participation of adult learners in ACE programmes

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter deals with the research methodology which was applied in the achievement of the research study. Specifically the chapter discussed the research design, the target area, the location of the study area, target population samples and sampling procedures and research instruments. The chapter also discussed data collection procedures and the methods for data analysis.

3.1 Research Design

The study was based on simple descriptive survey and was conducted in Magumoni Division, Meru South District. According to Ogula (1995) descriptive survey research is the systematic collection and analysis of data in order to answer questions concerning the current status of an educational programme, project or activity. It is used where a researcher is interested in determining and reporting the way things are in a programme. According to Mugenda and Mugenda (1999), research design attempted to describe such things as possible behaviour, attitudes, values and characteristics. Hence, the descriptive survey research design was suitable to the study in that it enabled the researcher to describe the current status of the ACE programme.

3.2 Target Population

According to Borg and Gall (1989), target population is all the members of a real and hypothetical set of people, events and objects to which we wish to generalize the results of our research. The target population of the study comprised of adult learners

50, adult teachers 10 and zonal education officers 2. Adult teachers and zonal adult education officers were useful for this study because they are responsible for the day-to-day running of their schools while adult learners were useful for this study because they are the beneficiaries of adult schooling.

3.3 Sample Size and Sampling Procedures

Simple random sampling method was used to select the respondents. In obtaining a sample size from the teachers, Saunders (2007) suggests a minimum number of 30 for statistical analyses, provides a useful rule of thumb for the smallest number of category within your overall sample. Therefore the researcher collected data from 10 teachers from 20 randomly selected ACE centres and from the 2 zonal ACE supervisors.

Ogula (1995) provides a table produced by Krecie and Morgan (1970) that the researcher used to obtain a sample size from the adult learners. The table recommends suitable sample sizes for different population sizes, whereby for a population size from 500 to 1000, the table recommends a sample size of 100. For a population less than 500 the table recommends a sample size of less than 100 therefore for a population of 400 adult learners the researcher used a sample size of 50.

Simple random sampling method involved listing the names of all adult learners from 20 randomly selected ACE centres, 10 from each of the two educational zones. In each centre the learner's names were listed down and given a number. The numbers were then written on pieces of paper which were placed in a container for each of the centres. In each container, only 50 papers were randomly picked, one at a time. This

then gave a sample size of 50 learners who were given the questionnaires to provide data for the research study.

3.4 Research Instruments

According to Ogula (1995), the instruments recommended for data collection in descriptive research studies included the use of questionnaire and interview schedules.

3.4.1 Questionnaires

These were chosen because they are suitable for collecting data from large sample size of adult learners. The instrument enabled the learners and their teachers to give more honest answers as opposed to if they are being interviewed. Two questionnaires were used to collect data from the adult learners and from the teachers.

3.4.2 Interview schedules

Interviews were conducted with selected adult education officers and adult teachers. This method was appropriate because of its flexibility. Data collected on the spot was manually recorded.

3.5 Instrument Reliability

According to Mugenda and Mugenda (1999), reliability is a measure of the degree to which research instrument yield consistent results or data after repeated trials. The researcher used consistency technique to test reliability. Ogula (1995) suggests that internal consistency of data can be determined from scores which were obtained from a single test administered to a sample of subjects. Pilot study were conducted to ensure instrument reliability with selected respondents who were not be included in

the study.

3.6 Instrument validity

According to Mugenda and Mugenda (1999) validity is the accuracy and meaningfulness of inferences which were based on the research results or how accurately the data obtained in the study represents the variables of the study. The researcher measured the content validity which according to Ogula (1995), is commonly measured by making use of professionals or experts. This group of people helped to assess the suitability of the instruments in testing the concept in the area of study.

3.7 Data collection procedures

The researcher obtained a research permit from the Ministry of Higher Education, Science and Technology. The researcher also sought permission from the District Commissioner and the local district education officer to proceed with the research study. The researcher involved two zonal education officers and the ACE teachers who assisted in administering the questionnaires to the respondent drawn from sampled population.

3.8 Data Analysis Techniques

According to Ogula (1995) data analysis is the process of reducing research data to manageable summaries. The analysis started with the process of organizing, categorizing and labeling the data to assign them numerical values. This was then followed by recording of the data by coding the answers from the questions to prepare

the data for analysis. The results were presented by means of percentages, frequency tables and graphs. To facilitate the analysis and presentation of corresponding graphs basically for clarity, the researcher used the Statistical Package for Social Science (SPSS) software, a computer based program used in generating large-scale and appropriate numerical data analysis.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results were presented on the factors influencing participation of learners in adult and continuing education in Magumoni Division, Meru South District. The research sought to establish the following objectives; to investigate the causes of low participation by adult learners in ACE programmes; to establish the extent in which the teaching methodology influence the level of participation of adults in ACE programmes; and To investigate the effects of learning environment in the ACE centres on the level of participation of adults in ACE programmes. The study targeted 50 adult learners and 10 teachers out of which 40 adult learners and 10 teachers responded and returned their questionnaires contributing to the response rates of 80.0% for adult learners and 100% for the teachers. This response rate were sufficient and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This commendable response rate was due to extra efforts that were made via personal calls and visits to remind the respondent to fill-in and return the questionnaires. The chapter covers the demographic information, and the findings are based on the objectives.

4.1 Demographic information

Distribution of adult learners by gender

The study sought to establish the adult learners' gender. From the findings, the study established that the majority of adult learners were females as shown by 77.5%, while males were 22.5%. This depicts that the ACE has more female participant than male. This could be attributed to the fact that majority of the men are the family bread winners and have limited time to participate in the ACE. In addition, majority of the men were favoured by the culture which was inclined in promoting boy child education thus more men are educated than women and the ACE is meant to give an opportunity to women as well as men who missed the opportunity to be educated.

Table 4.1: Distribution of adult learners by gender

	Frequency	Percent
Male	9	22.5
Female	31	77.5
Total	40	100.0

Teachers' response on the number of male students

The teachers were also asked to state the distribution of adult learners' by gender. According to the findings (Table 4.1), the majority of the teachers (70%) indicated that there were 6-10 male adult learners in their school. On the other hand the majority of the teachers (90%) posited that there were over 20 female adult learners in their schools. This finding is collaborated by the earlier findings that more females participate in the ACE programs than male learners.

Table 4.2: Teachers' response on the number of male students

Age	Males		Females	
	Frequency	Percent	Frequency	Percent
1-5	1	10.0	0	0
6-10	7	70.0	0	0
11-15	1	10.0	1	10.0
over 20	1	10.0	9	90.0
Total	10	100.0	10	100.0

Adult learners' age distribution

The study also sought to establish the age distribution of the adult learners'. From the findings, the majority of the adult learners (75%) were aged over 45 years while 25% were aged 26-35 years as shown in table 4.2 and figure 4.1. This information shows that the adult learners were old enough and knowledgeable and could give valid and reliable information on factors influencing participation of learners in ACE based on their mature age.

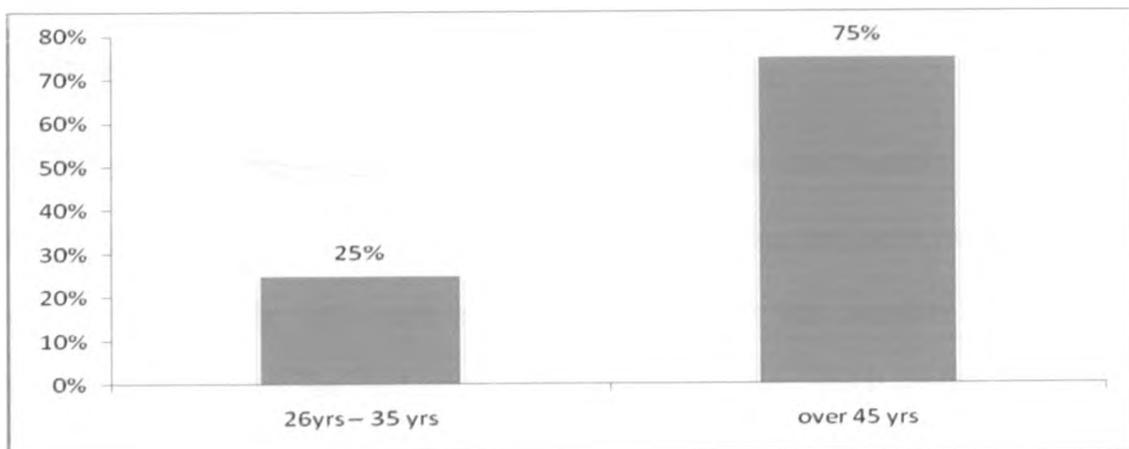


Figure 4.1: Adult learners' age distribution

Teachers' response on adult learners' age distribution

The teachers were required to state the age distribution of the adult learners' in their institutions. From the findings, the majority of the teachers (40%) posited that adult learners were aged over 45 years while 30% of the teachers indicated that they were either aged 26-35 years or 36-45 years (figure 4.2). The findings collaborate the findings of the adult learners that majority of the adult learners were mature based on their age and thus could give reliable data on the factors influencing participation of learners in ACE.

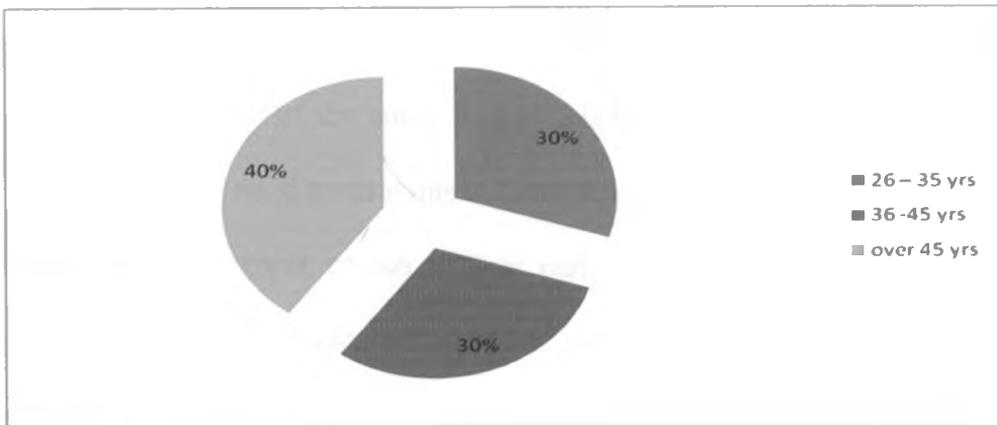


Figure 4.2 Teachers' response on adult learners' age distribution

Adult learners' marital status

The study also sought to establish the marital status of the adult learners. According to the findings (table 4.3), the majority (65%) of the adult learners were married, 17.5% were widows while 10% were single. This illustrates that majority of the adult learners were parents and had other family responsibilities which limited them from accruing the many benefits from ACE programs owing to the poor participation in the

learning process.

Table 4.3: Adult learners' marital status

	Frequency	Percent
Single	4	10.0
Married	26	65.0
Widower	3	7.5
Widow	7	17.5
Total	40	100.0

4.2 The causes of low participation by adult learners in ACE programmes

The first objective of the study was to establish the causes of low participation by adult learners in ACE programmes. According to the interviews conducted with zonal supervisors the major causes of low participation were, limited time by men to participate in ACE, inadequate finances, distance from home to school and cultural factors.

Number of children in the families of the married adult learners

The married adult learners were further required by the study to indicate the number of children that they had in their families. From the findings (table 4.4), the majority of the married adult learners (67.5%) had over 3 children while 25% had 2 children. This depicts that the adult learners were parents with other family responsibilities that limited their participation in the ACE program.

Table 4.4: Number of children in the families of the married adult learners

	Frequency	Percent
0 children	1	2.5
1 Children	2	5.0
2 Children	10	25.0
Over 3 Children	27	67.5
Total	40	100.0

Adult learners estimated monthly income

The study also sought to establish the adult learners' estimated monthly income. According to the findings, the majority of the adult learners (100%) earned a monthly income of below 5000. This further illustrates that the majority of the adult learners were of low economic status and were preoccupied with efforts to generate income to boost their family economic status. Thus the adult learners were only left with limited time and resources to participate in the ACE program.

Payment of the school fees

The adult learners were required to indicate whether they paid for their education. From the findings, the majority of the adult learners (100%) posited that they never paid for their education. This illustrates that the ACE program is affordable to the adults as even though majority of the adult learners are economically deprived, they can still participate in learning since no fees is required.

Adult learners' response on the distance from their homes to the centre

The research further inquired on How far the adult learners' home were from the learning centre. From the findings, the majority of the adult learners' homes (75%) were less than 1kilometres away from the school while 22.5% were more than 1kilometres away from the learning centers as shown in figure 4.3. All the adult learners further indicated that they went to the learning centers on foot. This depicts that the ACE learning centers are easily accessible to the learners as a way of motivating their participation in learning from their limited time available to participate in learning.

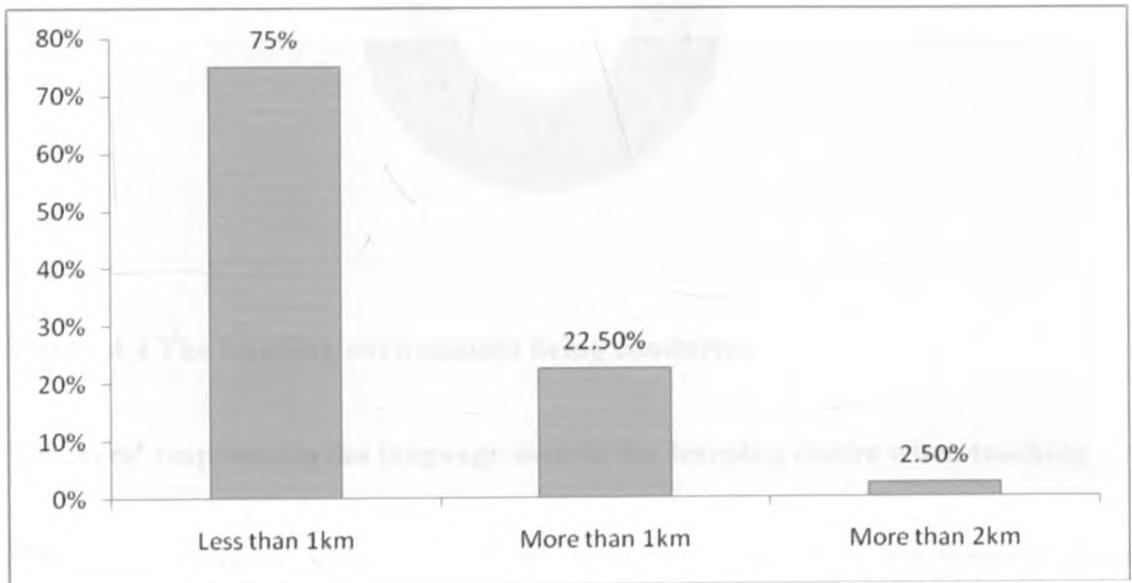


Figure 4.3: Adult learners' response on the distance from their homes to the centre

The learning environment being conducive

The researcher also sought to establish whether the learning environment in the ACE learning centers were conducive for learning. As shown in figure 4.4 below, the

majority of the adult learners (82.5%) indicated that the ACE learning centers were conducive for learning. This illustrates that the learning centers gave the best learning environment to the adult learners as majority of them were conducive for learning. It also shows that the learners could easily understand what they were being taught owing to the conducive environment of their learning institutions.

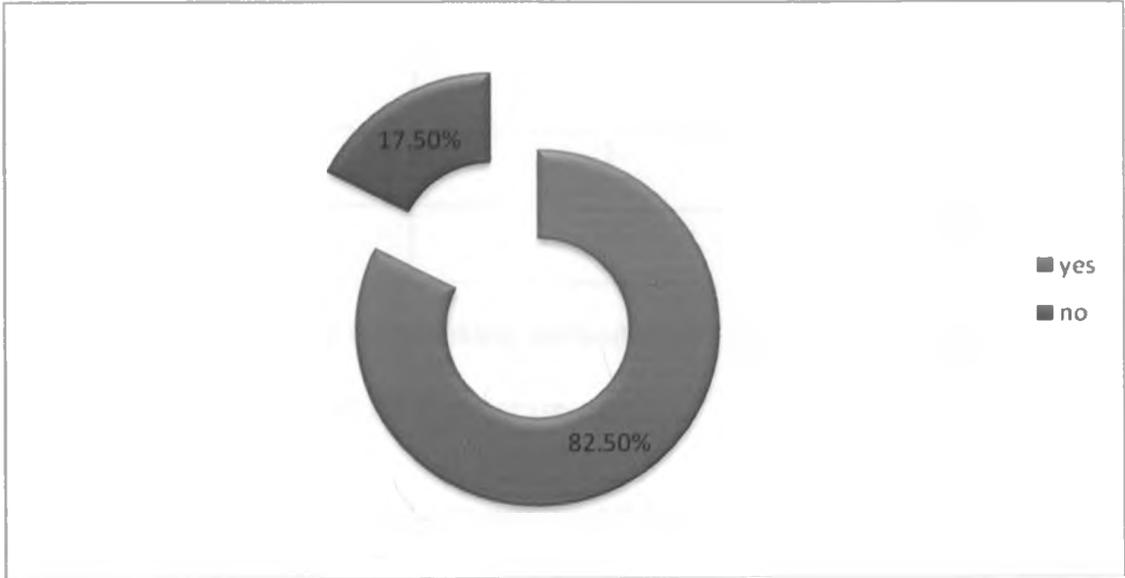


Figure 4.4 The learning environment being conducive

Teachers’ response on the language used in the learning centre when teaching

The study sought to establish the language used by teachers in the learning centre when teaching. From the findings (table 4.5), the majority of the teachers (50%) used mother tongue while 40% used Kiswahili while teaching. This illustrates that the methods used for teaching greatly influenced adult learners participation in the ACE program. Thus the teachers used the language that the learners could easily understand to avoid the problems of language barriers. This also points to the efficiency of teachers in teaching as majority of them were well acquainted with the

local language that the adult learners could easily understand.

Table 4.5: Teachers' response on the language used in the learning centre when teaching

	Frequency	Percent
Mother – tongue	5	50.0
Kiswahili	4	40.0
English	1	10.0
Total	10	100.0

4.3 The extent in which the teaching methodology influence the level of participation of adults in ACE programmes

The first objective of the study was to establish extent in which the teaching methodology influence the level of participation of adults in ACE programmes

Adult learners response on methods used in teaching

The researcher sought to find out the methods used in teaching the adult learners in school. From the findings, most of the adult learners (40%) posited that they were taught using demonstration, 37.5% using discussion while 17.5% indicated that they were taught using questions and answers as shown in figure 4.5. This depicts that most of the learning offered in the ACE program were practical based to enhance the understanding of the adult learners as teachers applied demonstration and discussion to a great extent while teaching. This also depicts that the teachers were well trained in their career as ACE required a different approach from the contemporary learning

which is teacher centred.

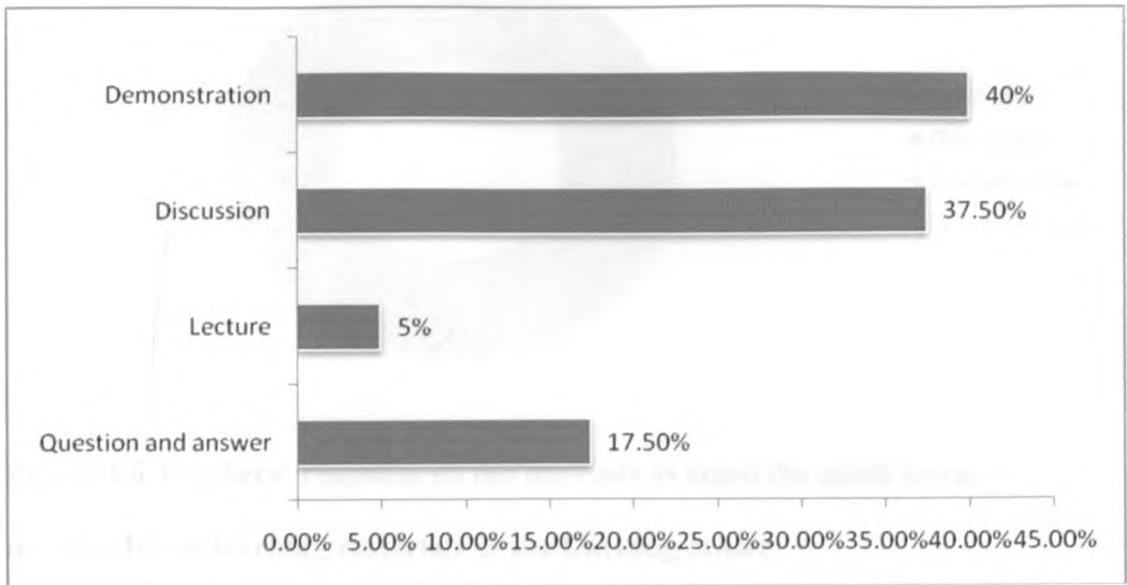


Figure 4.5 Adult learners response on methods used in teaching

Teachers' response on the methods to teach the adult learners

The teachers were also required to indicate the methods that they applied while teaching the adult learners. According to the findings (figure 4.6), most of the teachers (50%) used demonstrations while 30% used discussions. The findings are collaborated by the adult learners' findings that the ACE was practical based learners as learning was mainly through demonstration and discussions.

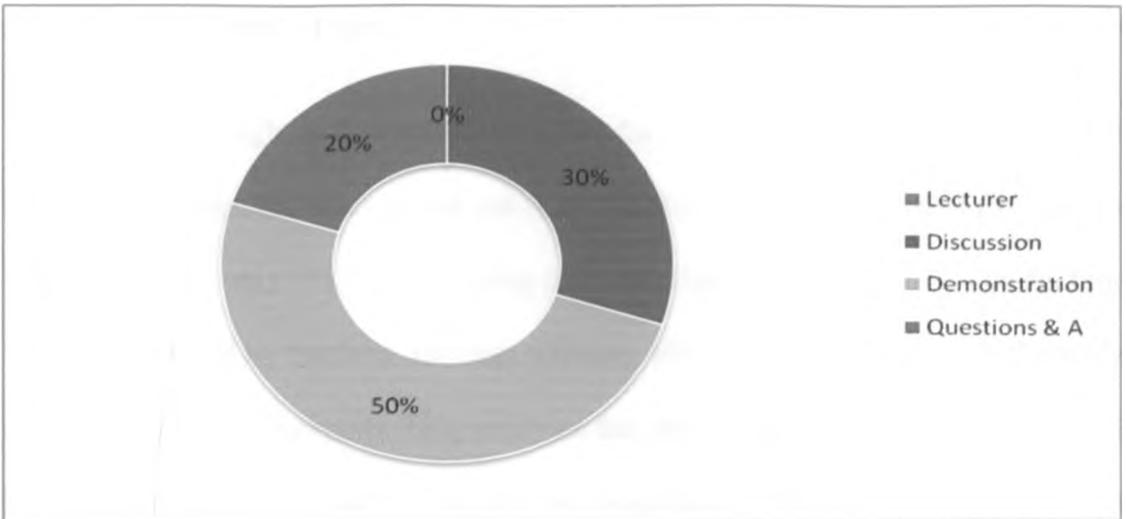


Figure 4.6 Teachers' response on the methods to teach the adult learners

Availability of learning materials in the learning centre

The adult learners were asked to indicate whether they were supplied with learning materials in school. According to the findings, the majority of the adult learners (95%) posited that they were supplied with learning materials as shown in table 4.6. This depicts that the government was efficient in supplying the learning centers with the learning materials to allow the adult learners to extend learning to their homes. This would enhance the efficiency of the ACE program as availability of the learning materials to the learners was crucial to their understanding of the concepts taught in class.

Table 4.6: Availability of learning materials in the learning centre

	Frequency	Percent
Yes	38	95.0
No	2	5.0
Total	40	100.0

Adult learners' level of study

The researcher sought to find out the level at which the adult learners had enrolled for. From the findings, the study found out that majority of the adult learners (95%) were beginners while only 5% were pursuing primary education (figure 4.7). The findings were collaborated by teachers' findings whereby 100% of the teachers posited that the adult learners were beginners. This indicates that there is low participation of the adult learners in the ACE program as only a small proportion of the learners were beyond at an advanced stage as majority of them were beginners. this could be attributed to the fact that despite the presence of the ACE program for a long time in the area, not much awareness had been created among the targeted beneficiaries on the importance of this program to their livelihood.

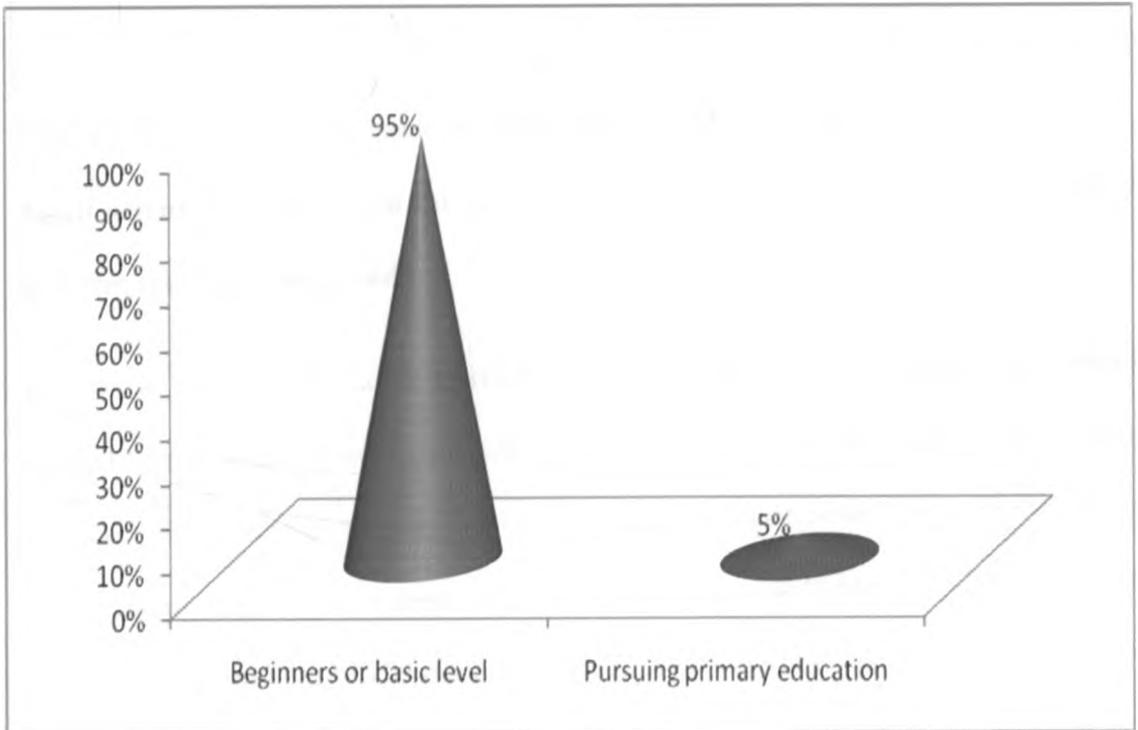


Figure 4.7 Adult learners' level of study

Teachers' response on their status as ACE teacher

The researcher further sought to establish the status as ACE teachers. From the findings as shown in figure 4.8, the majority of the ACE teachers (80%) were full time teacher while only 20% were part time teacher. This depicts that majority of the teachers were employed on full time basis to enhance the efficiency of the ACE program.

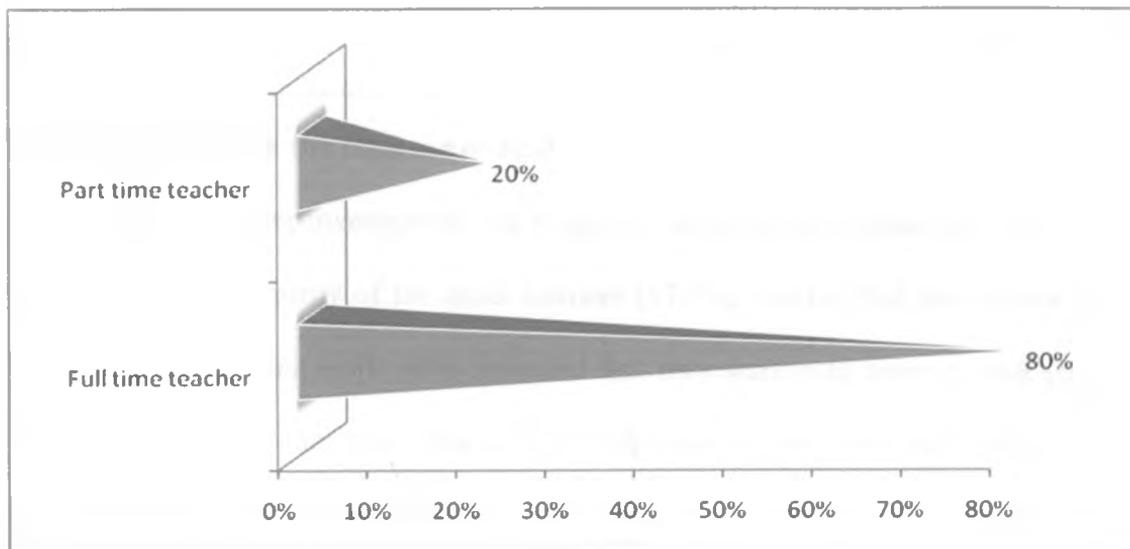


Figure 4.8 Teachers' response on their status as ACE teacher

Adult learners' response on the extent to which the courses offered by the centre meeting their learning needs

The study required the adult learners to indicate the extent to which the courses offered by the centre meet their learning needs. According to the majority of the adult learners' (50%) the teaching was just well but can be made better while 47.5% posited that teaching offered meet their learning needs very well (table 4.7). This illustrates that the teachers were moderately efficient in offering ACE as majority of the adult learners' learning needs were fairly meet and there were areas of learning that required improvement.

Table 4.7: Adult learners' response on the extent to which the courses offered by the centre meeting their learning needs

	Frequency	Percent
Very well	19	47.5
Just well but can be made better	20	50.0
Not very well improvement is needed	1	2.5
Total	40	100.0

Frequency at which the classes are held

The researcher further investigated that frequency at which the classes are held. From the findings, the majority of the adult learners (57.5%) posited that the classes were held three days a week while 40% indicated that they were held twice a week (figure 4.9). This illustrates that adult learners' participation in ACE was fully achieved as the classes were held only three times a week. It also points to the fact that despite the adult learners much interest in learning, they could not their full potential in learning as they had other family obligations to meet.

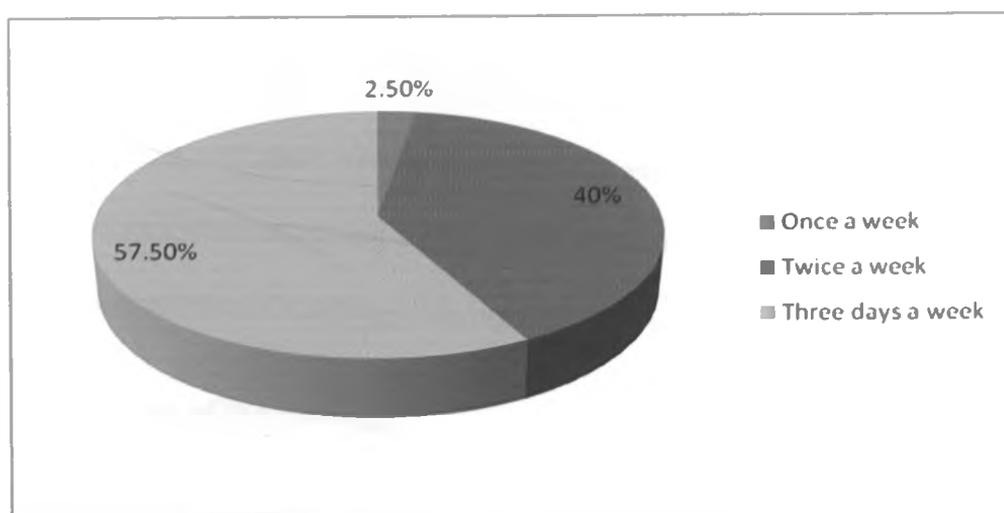


Figure 4.9: Frequency at which the classes are held

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter presents the summary of findings, discussion and conclusions drawn from the findings and recommendations made. The conclusions and recommendations drawn focus on the purpose of the study.

5.1 Summary of the study

The purpose of this study was to investigate the factors influencing low participation of learners in ACE programmes in Magumoni Division in Meru South district. Data was collected using questionnaires. The literature reviewed comprised of history and evolution of ACE in Kenya, the concepts of participation of adults in ACE, income, education and participation of adults in ACE, attitude towards adult education and participation of adult in ACE, courses offered in ACE, delivery mechanism and adults participation in ACE, learning environment and adult participation in ACE and a conceptual framework was developed to guide the study. The samples consisted of 50 adult learners, 10 adult teachers and 2 adult supervisors in the location. Data was analyzed quantitatively using SPSS software programme. The findings indicated that there are a number of challenges facing adult learners and teaching in general.

5.2 Summary of the Findings

5.2.1 On the causes of low participation by adult learners in ACE programmes

The study established that the major causes of low participation of the adult learners

are: -

- Limited time by men to participate in the ACE because majority are the bread winners.
- Family responsibilities as a result of marital obligations
- Inadequate finances to pay for ACE tuition.
- Distance from home and school was abit tiring hence reducing the drive to attend ACE programme.
- Cultural factors whereby some men though illiterate do not attend the ACE programme because of the customs.
- Male chauvinism whereby some men think they are superior and do not need to attend classes together with female learners.

5.2.2 On the extent in which the teaching methodology influence the level of participation of adults in ACE programmes

The research revealed that demonstrations and discussions methods of teaching were used in ACE centers. This was indicative of the fact that the learning offered in the ACE program were practical based to enhance the understanding of the adult learners as teachers applied demonstration and discussion to a great extent while teaching. This also depicts that the teachers were well trained in their career as ACE required a different approach from the contemporary learning which is teacher centered.

5.2.3 On the effects of learning environment on the level of participation of adult learners in ACE centers.

The researcher also established that according to the majority of the adult learners the

ACE learning centers were conducive for learning. The conducive learning environment in the ACE centers gave the best learning environment to the adult learners which enhanced the process of adult learning.

The study also established that there were enough teaching and learning materials in their learning centers. This confirmed that the government was efficient in supplying the learning centers with the learning materials to allow the adult learners to extend learning to their homes. This would enhance the efficiency of the ACE program as availability of the learning materials to the learners was crucial to their understanding of the concepts taught in class.

It also established that majority of the adult learners were beginners and only a small proportion of adult learners were beginners with a small proportion pursuing primary education. This could be attributed to the fact that despite the presence of the ACE program learning centers in the region for a long time in the area, not much awareness had been created among the targeted beneficiaries on the importance of this program to their livelihood.

The researcher further established that the majority of the ACE teachers were full time teachers thus they were well trained in adult teaching methodologies.

The researcher further established that the classes were held two days and three days a week respectively. This illustrates that adult learners' participation in ACE was not fully achieved as the classes were held only three times a week. It also points to the fact that despite the adult learners much interest in learning, they could not exploit their full potential in learning as they had other family obligations to meet.

5.3 Conclusion

The study concluded that majority of the men were favored by the culture which was inclined in promoting boy child education thus more men are educated than women and the ACE is meant to give an opportunity to women as well as men who missed the opportunity to be educated. The study also concluded that limited time and financial resources to led to low participation in the ACE program. The conducive learning environment in the ACE centers gave the best learning environment to the adult learners which enhanced the process of adult learning.

The researcher concluded that the learning offered in the ACE program were practical based to enhance the understanding of the adult learners as teachers applied demonstration and discussion to a great extent while teaching. The study also concluded that the government was efficient in supplying the learning centers with the learning materials to allow the adult learners to extend learning to their homes. The research also concluded that there is low participation of the adult learners in the ACE program as only a small proportion of the learners were at an advanced stage as majority of them were beginners. Further, adult learners' participation in ACE was not fully achieved as the cases were held only three times a week.

5.4 Recommendations

The study recommends that the government should conduct a country wide educational campaign on the significance of ACE to enhance the participation of adult learners.

The study recommends that government and other stakeholders should explore into

investing in livelihood of the people of the low economic status to allow them to participate in the ACE as currently they are hindered by their poor economic status.

The study recommends that government and other stakeholders should increase the ACE learning centers in the rural areas to enhance participation of the adult learners coupled with stocking the facilities with relevant resources.

5.5 Areas for Further Studies

Since this study explored the factors influencing participation of learners in adult and continuing education in Magumoni Division, Meru South District, the study recommends that;

- i. Similar study should be done in other districts in Kenya for comparison purposes and to allow for generalization of findings on the factors influencing participation of learners in adult and continuing education in Kenya.
- ii. Further studies should be done on the human resource factors influencing participation of learners in adult and continuing education in Kenya.

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APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR ADULT LEARNERS

This questionnaire is designed purely for the purpose of academic research to determine factors which influence participation of adult participation in Adult and Continuing Education (ACE) within the Magumoni Division, Meru South District. Hence, information from respondents will remain confidential.

Instructions – Please tick your answer in the box [√]

1. What is your gender? Indicate in the spacers provided.

(i) Male

(ii) Female

2. What is your age bracket? Tick in the spaces provided:

(i) 18 yrs – 25 yrs

(iii) 36yrs - 45 yrs

(ii) 26yrs – 35 yrs

(iv) over 45 yrs

3. What is your marital status? Indicate in the spaces provided below.

(i) Single

(iii) Widower

(ii) Married

(iv) Widow

4. If married, how many children do you have? Indicate in the spaces provided:

- (i) 0 (ii) 1 (iii) 2 (iv) over 3

5. What is your estimated monthly income?

- (i) Below Sh. 5000 (iii) sh. 11,000 – sh. 20,000
(ii) Sh. 6000 to sh. 10,000 (iv) above sh. 21,000

6. Do you pay any fees to the centre?

- (i) Yes (ii) No

7. If the answer to the question above is yes, state how much.

.....

PART II

1. What methods do the teachers use to teach you?

Tick where applicable

- (i) Question and answer (ii) Lecture
(iii) Discussion (iv) Demonstration

2. Are you supplied with any materials in the learning centre e.g. writing materials, exercise books?

Indicate in the box below

- (i) Yes (ii) No

3. Which of the following indicate level you are currently enrolled for?

(i) Beginners or basic level

(ii) Pursuing primary education

(iii) Pursuing secondary education

(iv) Undertaking courses for entrepreneurship

4. To what extent are the courses offered by the centre meeting your learning needs?

(i) Very well

(ii) Just well but can be made better

(iii) Not very well improvement is needed

5. How often are the classes held?

(i) Once a week

(iii) Three days a week

(ii) Twice a week

(iv) Throughout the week

PART III

1. How far is your home from the centre?

Tick where applicable

(i) Less than 1km

(iii) More than 2km

(ii) More than 1km

(iv) more than 5km

2. How do you access your centre? Tick where applicable

(i) On foot (walking)

(ii) Riding on a bicycle

(iii) Riding on a motorcycle

(iv) By a vehicle

3. Are the learning environment conducive for you

(i) Yes (ii) No

4. State the facilities which are available in the centre which facilitate your learning.

(i).....

(ii).....

(iii).....

(iv).....

5. Suggesting any three ways of improving the learning environment?

(i).....

(ii).....

(iii).....

THANK YOU FOR YOUR COOPERATION

4. What language do you use in the centre when teaching?

(i) Mother – tongue

(ii) Kiswahili

(iii) English

5. What are some of the courses do you offer at the centre?

(i)

(ii)

(iii).....

(iv).....

6. What are some of the teaching materials that are provided with at the centre to facilitate the teaching?

(i)

(ii)

(iii).....

(iv).....

7. What is your status as an ECE teacher?

Tick where applicable

(i) Full time teacher

(ii) Part time teacher

(iii) Volunteer

8. Are your learners in the centre comfortable in terms of facilities e.g. classroom, desks etc? Comment in the space provided.

(i)

(ii)

(iii).....

(iv).....

PART II

1. In what ways do you think the following has an effect on the level of participation by the adult learners in the ACE programmes?

(i) The gender of the adult

(ii) The age of the adults

(iii)The level of income of adults

(iv)The level of the education attained by the adults

2. What methods do you use to teach the adult learners?

(i) Lecturer

(iii) Demonstration

(ii) Discussion

(iv) Questions & A

3. Suggest ways of improving the teaching in your centre.

(i)

(ii)

(iii).....

(iv).....

4. What problems as a teacher do you encounter in your teaching in the teacher?

(i).....

(ii).....

(iii).....

(iv).....

THANK YOU FOR YOUR COOPERATION

APPENDIX 3

INTERVIEW SCHEDULE FOR ACE SUPERVISORS

This questionnaire is designed purely for the purpose of academic research to determine factors which influence participation of adult population in Adult and Continuing Education (ACE) within Magumoni Division, Meru South District. Hence, information from respondents will remain confidential.

1. What have been the trends for the following in your ACE programme?
 - (i) The enrolment for the male and female adult learners?
 - (ii) The age of adult learners
 - (iii) Levels of education?
 - (iv) Levels of income

2. How many learners in your programme are enrolled in the following levels.
 - (i) Basic adult literary for literate adults?
 - (ii) Primary school level for adults?
 - (iii) Secondary school for adults
 - (iv) Courses offering entrepreneurship skills?

3. What courses are you not able to offer adult learners? Give reasons.

4. In your programme, how many teachers have attained
 - (i) Certificate level of training.
 - (ii) Diploma level of training.
 - (iii) Degree level of training
 - (iv) No training at all.
5. In your opinion, does your programme have sufficient and well trained teachers for all the ACE levels run by your programme?
6. Explain how well your programme is able to supply suitable and adequate teaching and learning materials for:
 - (i) Basic level
 - (ii) Primary level
 - (iii) Secondary level
7. How does the lack of sufficient and up to date edition of teaching materials affect the participation of adults in the various levels of your ACE program?
8. List any other challenges being faced by your programme which you would consider as influencing the level of participation by adults in your ACE programme.
9. What recommendations do you have for improving levels of participation of adults in your ACE programme?

Thank you for your co-operation