

**FACTORS INFLUENCING THE IMPLEMENTATION OF
ADULT EDUCATION LITERACY CURRICULUM IN
NDHIWA SUB- COUNTY, HOMA-BAY COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

I dedicate this work to my husband Benson Ojwang Obura and my children
Wilson Churchil, Sheila Dorcus, Iris Payne and Sylvia Christabel.

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LIST OF ABBREVIATIONS AND ACRONYMS

AE	Adult Education
ALE	Adult Learning Education
EFA	Education for All
GRALE	Global Report on Adult Learning and Education
ISCAE	International Society for Comparative Adult Education
KICD	Kenya Institute of Curriculum Development
LLL/E	Lifelong learning education
MDG	Millennium Development Goal
SBACE	Special Board of Adult and Continuing Education
SDG	Sustainable Development Goals
SDG4	Sustainable Development Goals (Education)
UNESCO	United Nations Educational Scientific and Cultural Organization

ABSTRACT

The purpose of the study was to investigate factors influencing the implementation of adult education curriculum in Ndhiwa sub-county, Homa-Bay County, Kenya. The study was guided by four objectives which were to determine the influence of methods of instruction, teaching/learning resources, language of instruction and socio-economic status of adult learners on the implementation of adult literacy education curriculum in Ndhiwa Sub-County. The study was conducted using a descriptive survey research design. The target population comprised of 500 adult learners, 28 adult education instructors and one sub County adult and continuing education officer. The study sample comprised of 179 respondents comprising of adult learners, adult educators and sub county education officer. Data collection was done using questionnaires for the adult educators, adult learners and an interview guide for the Sub county adult and continuing education officer. The study established that stories, songs and dance, games and role play were the most used instructional methodologies by adult education instructors. These methodologies were found to influence implementation of the curriculum through stimulation of the adult learners and making learning more interesting. Further findings showed that facilities were not appropriate for use in the adult learning centres and therefore this influenced curriculum implementation negatively. Teacher-learning resources for the adult learners have the highest influence on the implementation of the adult literacy education programmes. The study recommended that teaching-learning resources should be improved. The study also recommended that curriculum developers should in-corporate opinions of adult learners that take into account the socio-economic backgrounds of the learners to ensure that the concepts are not too complex to learners.

CHAPTER ONE

INTRODUCTION

1.1. Background to the study

The United Nations Education Science and Cultural Organization (UNESCO, 2017) indicates that literacy strengthens the capability of individuals, families and communities to access health, educational, political and economic opportunities. Adult learning extends further than knowledge and incorporates the whole range of learning which leads to the advancement of capabilities, knowledge, attitude and development of practical expertise. In spite of the importance of adult learning, UNESCO (2017) approximates that 759 million people of world's population aged 75 years and above were illiterate. It identifies that youth and adult literacy is the price that people and countries are paying for the past failure of education systems.

Although there were similar commitments to adults in both the Education for All (EFA) and the Millennium Development Goals (MDGs), it is widely recognized that adult learning programmes did not feature to any major extent in the implementation of the adult learning programmes. The global campaign for education, in reviewing the lessons of EFA and the MDGs for education, noted, "There has been much weaker progress in significantly advancing adult literacy and learning other than as a side effect of greater schooling" (General Certificate of Education (GCE), 2015)

In the United Kingdom, the Higher Education Act of 1992 made the Adult Basic Education part of education system with prime purpose on vocational

training. (www.nationmaster.com/ Europe. United Kingdom). According to Akram (2011), in the Latin America, the California Adult Education Department outlines some reasons why adult learners drop out before completing the adult education. The reasons are age, gender, marital status, parental educational level, previous educations level, entrance behavior, educational aptitude, previous analysis of learning infirmities, prior negative and positive school experience, inspiration, fortitude, self-confidence, academic and social incorporation, impractical prospects, finances (Akram, 2011).

Reeve and Gallacher (2005) reveal that the implementation of adult education programmes in United Kingdom (UK) are cooperated with constraints, for example, its support is not cost-effective, limited roles of employees, and it is expensive to run the courses, difficulties in managing its aims, lack of trust and power, lack of involvement of employees and utilization of their existing skills and qualifications.

South Africa adopted the “let learn campaign” aimed at reaching volunteer facilitators and getting them to offer classes to 300,000 adult learners (Guskey, 2015). The Adult Basic Education training institutions in Kwazulu Natal; the Witwatersrand and Western Cape played important roles since the advent in the 1994 (Karen, 2008). The Adult Education and Training Act 2010 acknowledge the establishment, governance and funding of public adult education centres and also provided for quality assurance and quality promotion (Guskey, 2015).

According to at the Uppingham seminar held in April 2016, Twenty-two academics, practitioners and researchers with UNESCO representatives assembled at Dunford House, Sussex, UK, to conceptualize the spaces for adult learning provided by the Sustainable Development Goals (SDGs) (Tooley, 2007). According to the Uppingham seminar (2016), the SDGs have given to adult learning opportunities and activities, under four headings namely philosophy, policy, pedagogy in practice and partnerships (Black, Crowler & Druper, 2015).

Adult literacy is one among the factors considered in determining the Human Development Index (HDI) of any country side by side with life expectancy, education as well as living standards. Mualuko (2009) found a high connection between poverty rate and literacy which also is different in rural and urban areas. Rural literate male 33.3% compared to illiterate female at 52.2% while in urban literate male 31.4% compared to illiterate female at 51.7 % (RoK, 2007).

Enquiries on the subject of the effectiveness of instructional methods on learner ability to actively learn have reliably aroused substantial attention in the thematic area of educational investigation until now (Hightower, 2011). Furthermore, teaching and learning research and literature continuously endeavour to look into the degree of influence of the different instructional methods on learning. According to Kenya (2007), quality in education cannot only be effectively achieved when access to education is increased; when at

the same time teachers are not equipped appropriately with the teaching pedagogy.

Instructional (teaching and learning) resources are central to effective teaching and learning processes globally not excluding adult education. These important resources aid instructors and make them successful in transmitting curriculum content to the adult learner (Karaka, 2007). In the midst of the fears which seem to make adult learners appreciate education are instructional resources for teaching and learning whereby adult learners acquire different proficiencies (Rolleston, 2009). The materials seem to assist the adult learners and the instructors to uncover lots of areas which contribute to comprehensive education. According to Mwonga and Wanyama (2012), exposing children to several teaching-learning resources makes them energetic and active participants in learning. As a result, it is important to note that adult education instructors can affirm that teaching-learning becomes easier with those kinds of resources.

According to Komba and Kira (2013), learners who enroll in secondary schools have left primary school in which they learned all subjects using either English or Swahili as language of instruction. Scores of students are different depending on their levels of appreciation of the language of instruction which is predominantly English language. According to Malekela (2003), among the opinions brought forward to clarify is the variance of performance amongst secondary school learners in Tanzania is expertise in language of instruction, which is basically the English language.

To achieve the key objectives of the Adult Basic Education, it calls for consideration of the learner's socio-economic status. According to Oluoch (2005), most of the learners from lower income areas with activities being either farming or petty trading. Adult education is essential in acquisition of skills in business and as a factor to improve their lives (Kamau, 2011). According to Cameron and John (2006), even adults who had not enrolled in the programs acknowledged the crucial role literacy plays in social economic development. Adult education objective is according the adult learners with prospects for schooling and attainment of essential life skills (Kinyaduka & Kiwara, 2013).

High illiteracy level in this report is attributed to the following determinants; low funding, inadequate adult programmes (Kenya National Adult Literacy Survey Report) (KNLSR) (2007). Inadequacy of human resource in adult education centres has a huge impact in adult enrolment. According to September 2016 Kenyan Education Sector Report (2017/18 – 2019/20) Enrolment in adult and continuing Education Decreased from 325, 000 in 2014 to 306, 225 in 2017. The decrease is due to the mass exit of Adult and Continuing Education (ACE) instructors without any replacement. One thousand and sixty four ACE instructors were trained on various areas for effective service delivery. Nineteen primers of different titles were reviewed and printed to improve teaching and learning in the ACE centers. The enrolment in the ACE centers has been presented in Table 1.1.

Table 1. 1 Adult education enrolment in literacy centers in Ndhiwa sub-county Homa-Bay County in 2016

Divisions	2013			2014			2015			2016			2017		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Nyarongi	31	35	66	32	31	63	27	36	63	20	25	45	19	26	45
Ndhiwa	20	22	42	28	29	57	35	34	69	38	42	80	39	44	83
Riana	50	49	99	48	42	90	38	41	79	35	36	69	32	31	63
Kobodo	34	41	75	34	32	66	32	32	64	21	34	55	30	23	53
Kobama	21	34	55	33	34	67	33	40	73	28	20	48	32	31	63
Pala	32	33	65	35	31	66	31	32	63	31	32	63	30	32	62

Key: M =Male, F = Female, T = Total

Source: Sub-County Adult Education Office, Ndhiwa 2017

Table 1.1 shows a continuously increasing trend in the enrolment rates in Ndhiwa sub County as compared to the other neighboring sub-counties.

1.2. Statement of the problem

The Kenyan government is devoted in ensuring the realization of the Sustainable Development Goals (SDGs).The ACE policy framework is in place and adult literacy centers have been established in the county. The government has also employed adult literacy programme facilitators in almost all the centers, giving clear evidence that implementation of ALP in Kenya is in progress. However, the Kenya Adult Literacy Survey Report in conjunction with, UNESCO: EFA Global Monitoring report (2017) states that 46.1% of Kenyan people are living below the national poverty line of US \$1.25) this is

due to low adult literacy levels. Illiterate adults in Kenya have difficulties in performing some personal and official duties effectively due to incompetency in reading, writing and numeracy skills coupled by a lack of ICT compliance.

According to the Nairobi County Education report (2016), 96percent of the adult education centres are offering the formal curriculum with few isolated cases offering the adult education curriculum. Likewise the Ndhiwa Sub county education report of 2016 shows that only 12 percent of the centres are using the curriculum (Homa Bay County Director of Education, Adult and Non Formal Education department, 2016).

Studies conducted by Gatumbi (2013), Maara (2012) and Mboya (2013) were conducted on the factors influencing implementation of adult education in different parts of Kenya, however none of these studies focused on methods of instruction and language of instruction as factors that possibly influence the implementation of ACE programmes, a gap that this current study seeks to fill. Additionally no study has been done in Ndhiwa constituency of Homa Bay County. Although implementation of adult literacy programme is in progress in Kenya, the problem of illiteracy still persists, which is an indicator of implementation challenges. The serious repercussion of non-implementation of adult education curriculum in Homa-Bay County has led to the closure of most of adult education centers in Homa-Bay County (Mboya, 2013). It is for this reason that the researcher seek to investigate aspects influencing the implementation of adult education curriculum in Homa-Bay county-Kenya.

1.3. Purpose of the study

The main aim of the study was to explore selected factors influencing the implementation of adult education curriculum in Ndhiwa sub-county, Homa-Bay County, Kenya.

1.4. Objectives of the study

The research objectives were:

- i) To determine how methods of instruction used in adult education influence the implementation of adult literacy education curriculum in Ndhiwa Sub County.
- ii) To assess the different ways by which teaching-learning resources influence the implementation of adult education curriculum in Ndhiwa Sub County.
- iii) To examine the influence of language of instruction on the implementation of adult education curriculum in Ndhiwa Sub County.
- iv) To establish how the socio-economic levels of adult learners influence the implementation of adult education curriculum in Ndhiwa Sub County.

1.5. Research questions

The study was guided by the following research questions:

- i) In which ways do methods of instructions used in adult education curriculum contribute to the implementation of adult education in Ndhiwa Sub County?
- ii) How does inadequacy of teaching-learning resources influence the implementation of adult education curriculum in Ndhiwa Sub County?

iii) In which ways does the language of instruction influence the implementation of adult education curriculum in Ndhiwa Sub County?

iv) How does the socio-economic levels of adult learners influence the implementation of adult education curriculum in Ndhiwa Sub County?

1.6. Significance of the study

The findings of the study may provide valuable information to Kenya National Adult Literacy (KNAL) in producing refined, compatible, relevant curriculum and even syllabus for adult education, Also the Kenya National Examination Council (KNEC). In that, they may organize certificates for adult education learners. It is also hoped that the study may also provide valuable information on adult education curriculum content for the MOEST policy makers when planning for adult education programmes. The study findings may also be beneficial to other scholars as they may be a useful addition to the existing literature.

1.7. Limitations of the study

A likely limitation of the study may be that some respondents might have considered some information as confidential hence may have not been willing to reveal most of it. The researcher overcame the limitation by having a letter of introduction from the university to assure the respondents that the information obtained was to be used for academic purposes and would thereby be treated with confidentiality. The respondents would also not be required to indicate their names and those of their schools on the instruments as a way of assuring their concealment.

1.8. Delimitations of the study

This study targeted 10 Adult literacy Centers in Ndhiwa Sub-county from which the sample was drawn. The study's theoretical focus was on selected factors influencing the implementation of adult education curriculum in Ndhiwa sub-county, Homa-Bay County, Kenya. The post literacy programme of adult and continuing education learners were not included. The theoretical focus of the study was the influence of four factors namely: Methods of instruction, teaching and learning resources, language of instruction and adult learners' economic status. The respondents for the study were the sub-county Adult Education Officer, adult education instructors and adult learners because they are the major stakeholders in adult education.

1.9. Assumptions of the study

The basic assumptions of the study were that:

- i) The adult learners in the adult education centres understand and relate well with the factors influencing the implementation of adult education curriculum.
- ii) All adult education centres are properly facilitated by the government or other interested groups.
- iii) All adult education centres in the sub county are well endowed with teaching -learning resources and facilities.
- iv) There are several curricular for all adult education centres in the sub county.

1.10. Definition of key terms

The following are the definitions to some of the key terms used in the study:

Adequacy refers to the sufficiency of learning resources in a school.

Adult Basic Education refers to learning program for the less educated mature persons which is organized around the basic skills most required to aid the adult learner function satisfactorily in the society.

Adult learner refers to a person aged 15years and above who has never been to or who dropped out from school, and thus is in school to learn how to read or write.

Language of instruction refers to the language used in teaching and learning at the adult learning centres.

Literacy refers to being functionally literate after acquiring the knowledge and skills in among others, reading and writing.

Methods of instruction refer to the techniques adopted by instructors when teaching in adult learning centres.

Socio-economic status refers to the financial status of an adult learner.

Teaching and Learning Resources refer to sources of information for teachers and learners which include chinks, text books, and writing materials among others.

Training refers to the process of identifying and developing the necessary knowledge and skills required for doing a job.

1.11. Organization of the study

The study is organized into five main chapters; chapter one is the introduction covering the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study, basic assumptions of the study, and definitions of significant terms. Chapter two reviews relevant literature organized under: introduction, review on factors such as methods of instructions, teaching and learning resources, language of instructions and socio economic factors and their influences to the implementation of adult literacy curriculum. It also includes summary of literature review and conceptual framework. The third chapter deals with research methodology consisting of introduction, research design, target population, sample size and sampling procedures, research instruments, instrument validity and reliability, data collection procedure and ethical considerations. Chapter four contains data analysis, interpretation and discussion while chapter five contains summary of the study, recommendations, conclusion and suggestions for further study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter reviews literature related with the study under these sub-topics, the global overview of adult education programmes, methods of instructions in implementation of adult learning, teaching and learning resource influencing implementation of adult education, How language contributes to the implementation of adult education, parental responsibilities and adult education, adult learner socio-economic background.

2.2. An overview on implementation of adult learning programmes

Within the context of adult education policy, the adult is defined as a person with 15years of age and above who has never been to, or who dropped out of school, and unable to read and write. The international discourse addresses the central global discussions and guidelines which Heribert (2015) is convinced are also becoming increasingly important for national policies and realities. The term ‘adult education’ designates the complete embodiment of planned learning practices, whichever the content, grade and also technique, whether recognized or not, whether they lengthen or substitute original schooling in the schools, institutions as well as universities.

According to UNESCO (2017) the goals of adult education may be to: Complete a given formal level of education or obtain a professional qualification, Acquire knowledge or skills in a new field (not necessarily for a qualification) and to update or upgrade knowledge and skills. The term ‘Adult

Basic Education' is instructional program for the under educated adult planned around those basic and specific skills most needed to help him or her function adequately in society, 'Adult Basic literacy Education' means instruction in basic skills, such as reading, writing, arithmetic, and other skills required to function in the society. Adult education should be made a formal school.

The word 'adult' is conventionally used in Rwanda to mean a level physical and mental maturity that a person has attained which differentiates that person from a child. An adult refers to a person aged 18 years and above, MoE Republic of Rwanda, Adult Education Policy report (2014). In the context education policy, the adult is defined as a person with 15 years of age and above who has never been to, or who dropped out of school, and unable to read and write. Adult education goes beyond literacy and encompasses the entire spectrum of learning process that leads to the development of abilities, knowledge, attitude and improvement of technical skills.

A nation that practices adult education has high production rate since most of its members are self-reliant thus participates actively in the growth of the country's economy. In April 2016, Twenty-two academics, practitioners and researchers with UNESCO representatives assembled at Dunford House, Sussex, U.K to conceptualize the spaces for adult learning provided by the Sustainable Development Goals (SDGs) Participants came from emerging and developed economies including Bangladesh, France, Germany, India, Uganda, the United Kingdom and the U.S.A while there were many mentions of adult learning in the plans of EFA, MDGs and SDGs programmes, their

implementation had very little provision for adult learning. In the debates leading up to the formulation of SDG4, adult learning hardly featured, despite much advocacy from U.K, ICAE or DVV (2015) Adult Education in an Interconnected world and others; the European Association for the Education of Adults suggested that in that negotiation process, stakeholders working in primary education mainly represented education, and organizations representing adults were “largely excluded”. The argument is that investing in children promises a better rate of return and the political argument. Even though SDG framework is seen to provide an adult curriculum, it is not enough, there is no mention of art or music, but ‘culture’ comes into SDG4.

In Rwanda, the government has seven year programme (2010-2017), literacy has been included as one of the priority areas of education in Rwanda. Government’s seven year programme of the 2010-2017 presidency. Under this programme, it is envisaged to provide for literacy classes to adults who have never been in school or had dropped out in formal schooling, in order to facilitate the reaching of the target of over 90% of literate population aged 10 and over by 2017 and 95% of objectives will be fulfilled by putting in place strategies and mechanism to continue to encourage the culture of reading and publishing starting with young children and reading up to adults Government of Rwanda (2010).

2.3 Methods of instruction and implementation of adult education

Adult learners are learners with special needs and consideration, their experience have significant influence on what they learn, how and when they learn. According to the February 2017 ISCAE Conference, the effective

teaching methods in adult education discussed were; traditional teaching methods (conventional), innovative teaching, transnational teaching methods and other teaching methods. Akram, (2011) points out those adult teaching methods differ across civilizations. It is predicted on the culture and knowledge tools available in each community with which people are taught and natured for the betterment of the people and society.

The adult teaching methods are primarily divided into three classifications; one way communication approaches, two ways (collaborative) communication approaches and the laboratory (skill development) approaches. The choice of the teaching methods hinges upon the anticipated goals and the maturity of the learners. The one way communication is essentially used when the aims are primarily concentrated on change of information from one or more source to a group of learners. It aims to increase the awareness of the learners.

A study by Gathumbi (2013) conducted in Nairobi, Mombasa and Kisumu cities of Kenya, concentrated on the aspects influencing operation of adult literacy education programmes established that method of instruction was a significant determinant of implementation of adult education programs. The study used a sample of 241 adult learners in Kajiado County adopting a descriptive survey approach. This study finding contradicted previous findings by Muthoka (2017) who had conducted a study on issues affecting the implementation of adult learning education curriculum in Gatanga District of Kenya, and found that teaching methods was not a determinant of successful implementation of adult education programs. Similar findings had also been

established by Chebii (2014) in a study on access as well as involvement of adult and continuing education students in adult basic literacy curriculum in Kiambu District, Kenya. This therefore presents a conceptual gap in the inconsistencies which the current study sought to fill.

2.4. Appropriateness of teaching / learning resources and implementation of adult education

Teaching learning resources are key components towards the realization of quality teacher. Teaching and learning resources assist the teacher to converse more efficiently and also the students to study much more implicitly, hence effective implementation of adult education.

A study carried out by Gatumbi (2013) in Nairobi North District about the factors affecting the participation of adults in ACE programs review' that the training and learning materials used in the ACE programs were old and out dated. The study established that most learners were of low income hence there was no income to commit to buying of learning materials. The study found that teaching and learning resources were determinants of the success of implementation of adult education programs. Another study by Harma (2008) on the other hand established that teaching and learning resources were not a significant predictor of successful implementation of adult and continuing education programs thus contradicting the earlier finding by Wabwoba (2010).The study points out that adequate and well prepared instructional materials determines the amount of learning that can be placed in a learning setting, in order to improve the performance and the outcome of the learning.

The MoE report (2010) implementation of literacy education takes place in varied places which include community centers, churches and mosques which are often not suitable for adult learners. Effective implementation and delivery of these programmes can only be made possible through provision of accessible adequate and appropriate infrastructure that is conducive for adult learning.

2.5. Influence of language on implementation of adult education curriculum

The language of instruction is among the most significant aspects acting contrary to the propagation of knowledge as well as skills to adult learners. With the rapid social, economic and technological growth globally, the instructional language remains to be a challenge in implementation of adult literacy programmes across all nations. All people's culture is transmitted through language. MoE (2010) Adult education report states that there is need to consider the choice of language that gives learners an upward mobility in society and access opportunities.

A study carried out by Crystal (2012) indicated that learners keep on performing badly because of poor instruction methods. This is because as Crystal (2012) noted, tutors cultivate a teaching method on the basis on their philosophies on whatever comprises good learning, individual inclinations, capabilities, in addition to the names of their specific areas. This is done in disregard of the learners' needs.

Chomsky (2016) an American linguist and an academic activist states that, for one to acquire language effectively, it is faster and easier when one is

between 0-12 years of age. This is when the Language Acquisition Device (LAD) system is fully open to receive language. The LAD closes up after 12 years. Thus it is difficult and slower for adult learners to acquire second language at this time of their age, hence leading to instructional challenges in implementing adult literacy curriculum.

Kamau (2011), carried out a study on the access as well as involvement of adult and continuing education learners in adult basic education programmes. The study established that language of instruction was a significant determinant of participation of learners to adult education programs. This finding however contradicted earlier findings by Namusonge, Chegge, and Ogol (2015) who had established that language of instruction ranked least among other factors in terms of influence of participation by adult learners in ACE programs.

Language of instruction has a substantial influence on the implementation of adult education curriculum in any given community. Mlinga (2007), contends that it is usually problematic to migrate adults from their mother tongues or local languages to foreign languages of instruction. This action hampers them from enrolling into the adult education programme. In a study conducted in Kenya by Mualuko (2009), it was established that most adult education learners enroll to the class hoping that their languages shall be enhanced. Eventually when learning programmes do not satisfy this and other things like financial requirements, they drop out of school as a result impeding student's involvement.

2.6. Socio-economic status of adult learners and implementation of adult education

In China and the Caribbean's, administrations have apportioned extra monies to adult education programmes Lisa (2010). Consequently because of the great governmental support, adult literacy has attained advanced realization, this contradicts the Kenyan situation since the administration through the concerned ministries has not apportioned additional funds to adult education but has nonetheless done it in primary and secondary education levels.

A research by Marendi (2015) found that socio-economic status influences the implementation of strategic plans in public secondary schools. Mlay (2010)'s study on the effect of the language of teaching on learners' educational achievement in secondary schools in Arusha Tanzania agrees with Marendi (2015) and notes that social and economic influences are of mutual benefit to each other in classroom situation because they reinforce each other. On the contrary, Mualuko (2009) opposes integration asserting that socio-economic factors have nothing to do with implementation of a learning curriculum.

A study carried out by Mwanja (2013) on consolidation of livelihood with knowledge using cases from Kenya, revealed that certain students do not show up for the lessons since they are engaged in their income generating activities. Mwanja (2013) found that numerous adults do not have time or resources for instance money and as a result socio economic status of the adult learners was found to influence the participation of such learners in ACE programs. This finding was contradicted by another study by Mboya (2013) which revealed

that socio economic status of adult students influences the participation in ACE programs by adult learners. Other studies by Liani (2013) and Maara (2012) indicate that people with more education are more likely to access continuing education for personal and professional development. In contrast, this study focuses on issues of lifelong learning for those adults who did not complete high school.

2.7. Summary of literature review

The review of related literature mainly focused on the aspects influencing the implementation of adult literacy education curriculum in Adult basic education centers in Kenya. On method of instruction, Sandra (2013) found that teaching methods did not influence the implementation of adult literacy education. This contradicted other findings by Kamau (2011) and Maara (2012) whose findings were that methods of instruction influence the implementation of adult literacy education. On the teaching-learning resources, Asikhia (2010) established that teaching and learning resources were not a significant predictor of successful implementation of adult and continuing education programs thus contradicting the earlier finding by Murage (2009). On the language of instruction, Kamau (2011) found that language was a significant determinant of participation of learners to adult education programs, contradicting Murage (2009). These studies reveal many inconsistencies in relation to the variables and implementation of adult literacy programs. These inconsistencies form the conceptual gap that the study sought to fill.

2.8 Theoretical framework

The study was grounded on the Classical Liberal Theory of Equal Opportunity which was put forward by Horace Mann in 1796.

The basic argument of this theory is that every individual is born with a certain degree of capacity, which is largely hereditary and is not significantly changeable. Consequently education system ought to be formulated in such a way to eliminate obstacles of all forms; socio-economic, sex, environmental, age and policy which inhibit learners from taking advantage of inborn talents. According to Wolfe (2009), classical liberalism underscores an individual and also argues that community ought to be organized in such a way to permit the individual have a decent lifestyle according to his or her choice. As a result, it follows that calculated actions and decisions ought to be taken by the community (education stakeholders) to arrange education to make it available to every learner, those with disabilities included.

Opportunity for every person is the major aim of the classical liberal theory. Individuals are born with abilities, talents and certain levels of capabilities which have to a great extent been innate and cannot be considerably transformed. Accordingly educational systems ought to be formulated in such a way to eradicate any obstacles that inhibit learners with disability from taking advantage of their inherited endowments through learning (Orodho, 2004).

The theory was found relevant for this study because by removing all barriers that hinder participation of adult learners in literacy programme, ideal

environment could be created to enhance participation of adult learners, thus reducing absenteeism, dropout rate and increasing completion rate of adult learners. The theory is also relevant because adult learners risk “elimination” from the schooling system if cautious actions and also approaches are not instituted to assure them equivalent chance of access in addition to involvement.

2.9. Conceptual framework

According to Orodho (2009), a conceptual framework as a model that explains the relationships between variables using diagrams. The conceptual framework on Figure 2.1 outlines the independent and dependent variables.

The conceptual framework in Figure 2.1 is based on the input-process-outcome model. The inputs are the independent variables namely: methods of instruction, teaching/learning resources, language of instruction and socio-economic status of adult learners. The process is adult education teaching and learning and the expected outcome is successful implementation of adult literacy programmes.

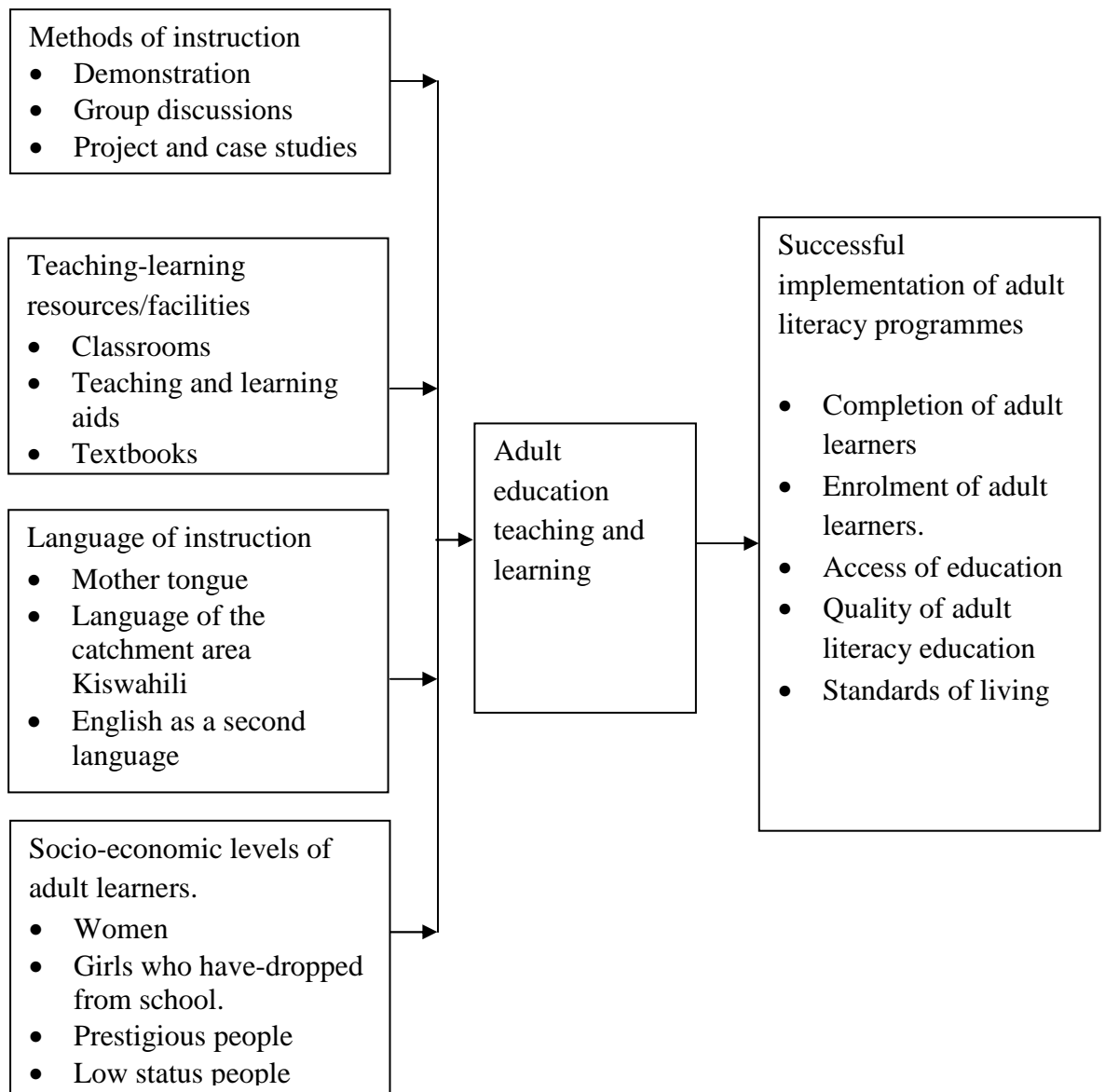


Figure 2. 1 Conceptual framework on the relationship between the study variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This Chapter focuses on research methodology appropriate for the study. It covers introduction, research design, target population, sample size and sampling procedure, research instruments, instrument's validities and reliability of the instruments, the data collection processes and ethical considerations.

3.2. Research design

The research was conducted using descriptive survey design. According to Orodho (2004), descriptive survey is a technique of gathering facts by interviewing or administering questionnaires to a sample of individuals. This method is useful when gathering information around individual's opinions, attitudes, conducts or some of the education or communal matters (Tromp & Kombo, 2002). This study was a survey type of research designed to obtain suitable and information concerning the current status of the problem in expectation to pull overall deductions about the concrete evidences. The study investigated factors influencing the implementation of adult literacy curriculum that already exists making the design appropriate.

3.3. Target population

A study's target population is the complete set of units out of which the survey data is to be used in making inferences (Orodho, 2004). Accordingly; the

target population describes those units for which the discoveries of the survey are intended to generalize. In this study the target population was 500 adult learners, 28 adult education instructors and 1 sub County adult and continuing education officer.

3.4. Sample size and sampling procedure

A sample can be defined as a representation of a larger population. Sampling according to Orodho (2005) is the process of selecting a given number of subjects from a defined population. Mugenda and Mugenda (2009) recommend that a 10-30 percent of the total population is adequate to make a generality and thus the study considered 30% of the adult learners making 150, 100% of the adult education instructors and 1 Sub County adult and continuing education officer. All the 28 adult learning teachers in the centres were selected through census sampling.

Simple random sampling technique was used to select the 150 adult learners who formed part of the sample of the study. This meant 15 (150/10) adult learners per centre. Since each centre has studies segmented in year 1 and year 2, the researcher sampled 8 (15/2) adult learners in each class using simple random sampling. The names of all adult learners in each class were written on pieces of papers and folded, then put in a container and mixed up thoroughly and then selected one by one without replacement to select 15 names which were used as the study sample. The process was repeated for the four classes of a centre to get the 15 adult learners for a particular centre. The process was repeated in all the 10 centres to come up with 150

adult learners who formed the sample. According to Oso and Onen (2011), a sample sampled using simple random sampling is usually impartial because it guarantees that every member in the target population has the same and autonomous chance of being incorporated into the sample.

Purposive sampling technique was employed in the selection of the sub County adult and continuing education officer. This method was used because the sub-county has only one sub county education officer who was a key informant for the study. The sampling matrix is shown in Table 3.1.

Table 3.1 Sample matrix

Type of respondent	Population	Sample size	Percent
Sub County adult and continuing education officer	1	1	100.0
Adult education teachers	28	28	100.0
Adult learners	500	150	30.0
Total	529	179	34.0

The sample size as shown in Table 3.1 was 179 respondents comprised of 1 Sub-county adult and continuing education officer, 28 adult education instructors and 150 adult learners.

3.5. Research instruments

In the study, questionnaires and interviews were used for data collection. This is preferred as it saves time, ensures confidentiality of the information gathered and can be used to gather information using a large sample. Two sets of questionnaires were designed for use. The first set was the questionnaires for the adult learners which had 5 sections. Section A had items on their general characteristics while sections B, C, D and E had items on the study objectives. The second set of questionnaires was for the adult education teachers and had 5 sections. Section A with personal characteristics and sections B, C, D and E to have items answering the objectives. The interview guide for the sub county adult education director was also used to allow for comparison of data gathered from other respondents using questionnaires.

3.6. Validity of instruments

Validity is the ability of an instrument to measure what it is supposed to measure. For this study, content validity was enhanced through appraisal of the questionnaires and verification by the supervisors who are the experts. The necessary improvements were done. The content validity was used to measure the extent to which information gathered with the use of questionnaires signified the explicit domain of indicators in the study. Face validity was ensured through a pilot study to be carried out in 1(10%) of the 10 adult education centres.

3.7. Reliability of the instruments

Kombo and Tromp (2006) define reliability as a measure of how consistent the result from a test is. It is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The reliability of the questionnaires was assessed for reliability through test–retest method. Pilot testing of the research instruments was done in one adult learning center in Ndhiwa sub-County which is in line with Connelly (2008) argument that a pilot sample should be 10% of the study sample. Simple random method was used to select the centers. The process was repeated after two weeks to examine the consistency of the response between the two tests. This ensures that the two attempts tested relevant variable. The scores were calculated and the correlation coefficient determined using Pearson’s Product Moment Correlation Coefficient using the formula:

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

Where

Where;

$\sum X$ = the sum of scores in x distribution.

$\sum Y$ = the sum scores in the Y distribution.

$\sum X^2$ = the sum of the squared scores in the X distribution.

$\sum Y^2$ = the sum of the squared scores in the Y distribution.

$\sum XY$ = the sum of the product of paired X and Y scores.

N = the number at paired X and Y score.

The reliability coefficient established was 0.83 which was considered an acceptable index and in line with Mugenda and Mugenda (2003)’s argument

that a reliability coefficient of 0.8 or even higher, thus, if this will be attained, then the instruments will be deemed reliable.

3.8. Data collection procedure

The researcher attained a study authorization from the National Commission for science Technology and Innovation (NACOSTI) after being cleared by the Department of Educational Administration and Planning of the University of Nairobi. The researcher therefore sought clearance from the regional office Homa-bay county, from the regional director for education; Homa-bay region. The researcher also sought permission from the Sub-County Director for Education of Ndhiwa Sub County and Heads of adult literacy centers within Homa-Bay County. The researcher then visited the adult literacy centres to administer the questionnaires to the respondents by distributing them personally. These activities were done in a one month's duration.

3.9. Data analysis techniques

Data analysis was done by verifying the raw data collected in order to check missing or inaccurate data. Quantitative data was coded and analyzed using frequencies and presented by use of frequency distribution table and graphs. Quantitative data was analyzed thematically by classifying data into major topics or themes, thus the respondent view was coded and tabularized in frequency distribution tables. Data was analyzed using Statistical Package for Social Sciences (SPSS).

3.10. Ethical considerations

Ethics are concerned with the perspective rights and proper conduct. Therefore, researchers whose subjects are people must consider ethical issues associated with carrying out the research. In view of this, the researcher sought consent of the respondent to ensure that they participated freely during the study. The researcher ensured confidentiality of respondent's privacy by concealing their identity. The researcher was also open and honest to all the respondents while administering the questionnaires. The legal conduct of the study was ensured by attaining research authorization permit from (NACOSTI).

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the findings from the study which was obtained by use of the methodology discussed in the preceding chapter. These findings were analyzed, presented and interpreted in relation to the implementation of adult education curriculum in Ndhiwa Sub County. The discussion of findings has been done based on the study objectives under the following sub headings:

4.2 Response rate

A total of 178 questionnaires were given out as follows: 150 to adult learners and 28 to adult education instructors. Out of the 150 for adult learners, 147 questionnaires were dully filled and returned translating to 98% return rate. The 28 adult education instructors' questionnaires were all dully filled and returned presenting a 100 % return rate. One interview was conducted for the sub county adult and continuing education officer. The response rate for this study is presented in Table 4.1.

Table 4. 1: Response rate

Respondent	Instruments issued to respondents	Instruments returned to the researcher	Percentage
Adult learners	150	147	98.0%
Adult education instructors	28	28	100.0%
Total	178	175	98.0%

Table 4.1 shows that out of the 178 questionnaires given out to the respondents, 175 were returned dully filled providing a 98% return rate which is in line with Mugenda and Mugenda (2007) argument that over 70% return rate is considered excellent for social research.

4.3. Demographic data

The first part of the questionnaires required the respondents to provide information about their gender, grade, age, marital status, and parental responsibility. The participants responded to all of the questions in this section correctly and for that reason they were counted in the data presentations and analysis. The demographic characteristics of the respondents were analysed by means of frequencies and presented in frequency tables and charts in the subsequent sub-sections.

4.3.1. Grades of adult learners

The respondents were required to indicate their current grades. This information would enable the researcher assess their competence in answering the items in the questionnaires. The data is presented Figure 4.1.

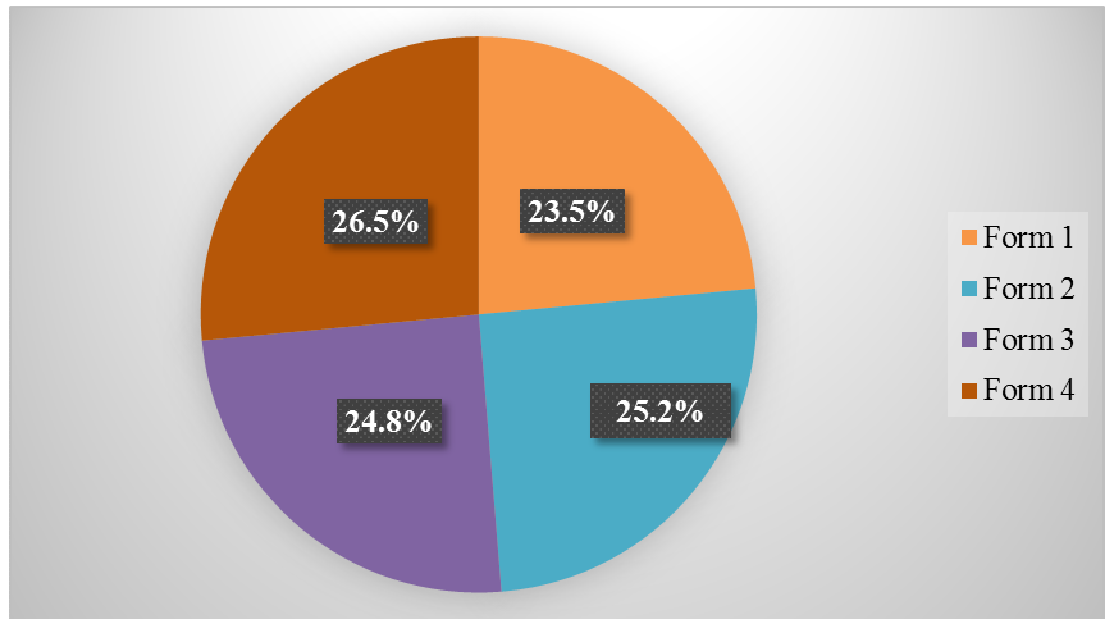


Figure 4. 1: Distribution of adult learners by grade

The findings in Figure 4.1 show that the respondents were evenly distributed in forms 1 to 4 of the adult learning centres parallel to the secondary level of the 8-4-4 education structure. The findings imply that the adults who are illiterate are either constant or reducing or increasing in very tiny proportions. The findings agree to those of Sandra (2013) found an even distribution of learners in the four grades of secondary school level.

4.3.2. Gender of adult learners

The respondents were also required to indicate their gender. The gender of the adult learners was important to the researcher in that it would enable her determine whether there was one dominant gender in terms of adult illiteracy. The information is presented in Table 4.2.

Table 4. 2: Distribution of respondents by gender

Gender	Adult learners		Adult educators	
	F	%	F	%
Male	60	40.8	11	39.0
Female	87	59.2	17	61.0
Total	147	100.0	28	100.0

The findings in Table 4.2 show that majority 87 (59.2%) of the adult learners were female while majority of the adult educators were female. The male adult learners were 60. This means that the female illiterates were more than the male counterparts in the sub county although the margin is not very wide. The finding agrees with similar findings by Wachira (2013) whose study in Mathioya found that there were many female illiterates than the male.

The female gender was also dominant in the adult educators. The female adult educators were 17 (61%) against the male who were 11(39%). This means that the female adult educator recruiters were for some reason attracting more females than male educators. Similar findings were found by Liani (2013) in a study on factors influencing the implementation of adult literacy education programmes in Kajiado County. This therefore implies that there are more female illiterates throughout the country compared to the male.

4.3.3. Age of the respondents

The teachers and principals were asked to provide their ages. The findings are presented in Table 4.3.

Table 4. 3: Distribution of respondents by age

Years	Adult learners		Adult educators	
	F	%	F	%
25 – 30 years	18	12.2	1	4.0
31 – 35 years	45	30.6	3	11.0
36 – 40 years	57	38.8	5	18.0
41 – 45 years	24	16.3	6	21.0
46 - 50 years	3	2.0	10	36.0
Over 50 years	0	0.0	3	11.0
Total	147	100.0	28	100.0

According to the findings in Table 4.3, Many (57) (38.8%) of the adult learners are in the age brackets of 36-40 years while 45 (30.6%) are in the aged between 31- 35 years and 24 (16.3%) are in the age group 41-45 years. The findings imply that many people in the sub county are not attending formal education during the appropriate age like say for primary school. The finding agrees with that of Maara (2013) who found that most adult learners were aged between 36-40 years.

The study findings also show that 36% of the adult educators were aged between 46 years and 50 years. This therefore was interpreted to mean that the adult learners and adult educators were of the suitable ages and could contentedly talk about the curriculum implementation.

4.3.4. Marital status of adult learners

The adult learners were also required to indicate their marital status. The marital status was important to the researcher because it provided insights on the cause of a person not having attended formal schooling at the appropriate age. The information on this finding is presented in Figure 4.2.

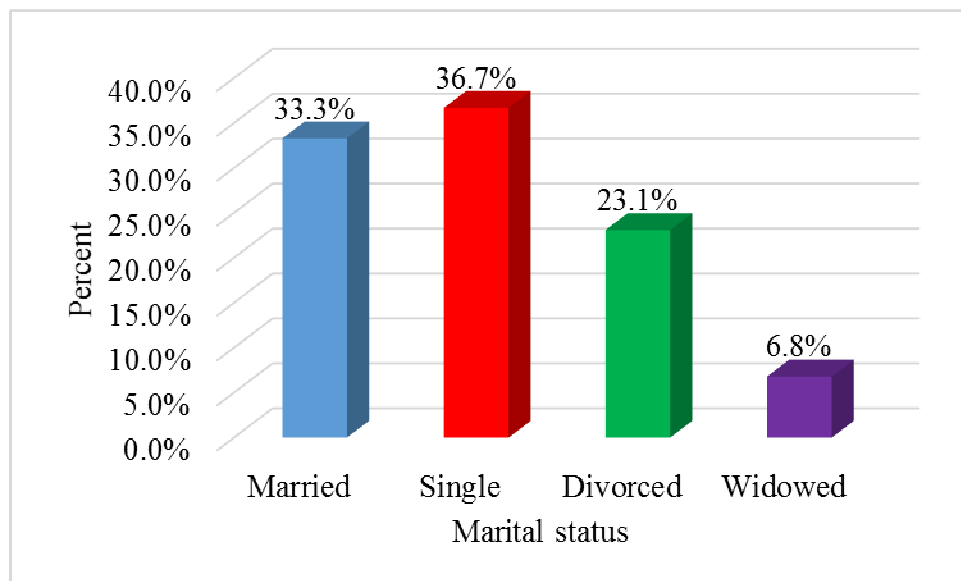


Figure 4. 2: Distribution of adult learners by marital status

The findings show that 36.7% of the respondents were single, 33% were married, 23% were divorced and 6.8% were widowed. This finding implies that some people may have abandoned schooling because of marital status related reasons like some getting married at very early ages. The finding agrees with that of Kamau (2011) in Kiambu District.

4.3.5. Parental responsibility

The adult learners were also asked to indicate their parental responsibilities by indicating whether or not they were parents. This information would assist the

researcher with insights about parenthood and schooling. The findings are presented in Figure 4.3.

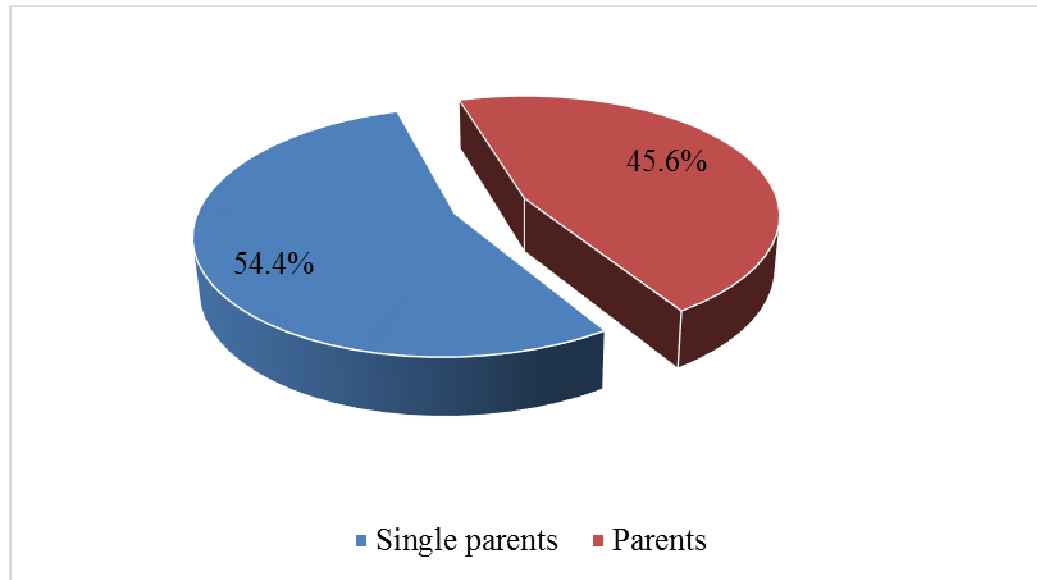


Figure 4. 3: Distribution of adult learners by parental responsibility

The findings of the Figure 4.3 show that majority (54.4%) of the adult learners were single parents while 46% were parents hence all had parental responsibilities. This finding implies that many of the adult learners may have begun parental responsibilities so early in life that it affected their schooling. The finding agrees with that of Kenya (2007) who found that majority of the adult learners were single parents.

4.4. Influence of methods of instruction on implementation of adult literacy education curriculum

The first research objective was “to determine how methods of instruction used in adult education influence the implementation of adult literacy education curriculum in Ndhiwa Sub County”. The influence of methods of instruction on the implementation of adult literacy education curriculum was

measured using 6 items in the questionnaires for adult educators and adult learners and the interview guide for the sub county director of education. The items are summarized in frequencies and discussed under the following sub topics:

4.4.1. Instructional methodology adopted by teachers

The study wanted to discover how the instructional methodologies adopted by teachers may be influencing implementation of adult education curriculum. The adult learners were required to indicate if their educators applied selected teaching methodologies in imparting the curriculum. The results have been summarized on Table 4.4.

Table 4. 4: Teachers Instructional Methodology

Methodology	Applied		Did not apply		Mean	Standard deviation
	F	%	F	%		
Resource person talks	98	66.7%	49	33.3%	1.6	0.8
Role play	78	53.1%	69	46.9%	2.8	0.7
Drama	132	89.8%	15	10.2%	2.3	0.7
Games	111	75.5%	36	25.5%	2.9	0.8
Dance and songs	97	66.0%	50	34.0%	3.1	0.9
Stories	89	60.5%	58	39.5%	3.3	1.1

Table 4.4 shows that majority (98) (66.7%) of the adult learners indicated that they applied use of resource persons as a teaching methodology. Majority (132) (89.8%) of the respondents indicated use of drama as a teaching methodology. The use of stories in teaching was applied by most (89) (60.5%) adult educators in teaching. The findings in Table 4.4 indicate that stories, songs and dance, games and role play were the most used instructional methodologies by adult education instructors as indicated by mean of 3.3, 3.1, 2.9 and 2.8 respectively. Nonetheless very few adult learners pointed out talks by resource persons, and drama as indicated by means of 1.6 and 2.3 respectively. The mean of these items were computed using the ratio scale of measurement given the study was a descriptive type of research.

The adult learners indicated that they prefer stories, songs, dance, games and role play for the reason that they are more stimulating to the learners and

involve them totally. However the use of talks by resource persons are rare because they are not available and learners react differently to strangers. The use of drama is also hardly ever used by teachers since the technique calls for a lot of preparation and that the method may not be appropriate for large classes. This finding is in agreement with findings by studies by Mutegi (2012) and Chebii (2014) which had earlier shown that teaching methodologies influenced the implementation of adult education and that use of demonstrations; question and answer method were preferred by majority of the teachers in primary schools due to lack of resources and their ability to involve the pupils. The recommended approach for the implementation of any curriculum is an interactive approach. Instructors are expected to employ role play, drama, games, songs and dance and a range of other inventive instruction procedures to have the learners exclusively involved in the sessions (KIE, 2008).

4.4.2. Teaching methodologies

The adult learners were further questioned on the methods that instructors employ when teaching their lessons. This information would be helpful to the researcher because it would provide crucial information on teacher preparedness. The findings on this are shown in Table 4.5.

Table 4. 5: Responses on lesson preparations

Method	Yes		No		Total	
	F	%	F	%	F	%
Video and films	44	30.0	103	70.0	147	100.0
Demonstrations	29	20.0	118	80.0	147	100.0
Role plays	15	10.0	133	90.0	147	100.0
Discussion groups	77	52.0	71	48.0	147	100.0

The findings of Table 4.5 indicate that 80 percent of the adult learners indicated that their instructors do not use demonstrations and illustrations as a method of instruction while 20 percent said instructors do use. Thirty percent confirmed that their instructors use films and video while 70 percent indicated that they do not. Ten percent stated that their instructors use role plays in their lessons while 90 percent indicated that they do not. The finding implies that adult educators use multi-various teaching methods in an effort to enhance effectiveness and efficiency. This finding on the instructors' employment of innovative teaching methods when disseminating communications is supported by writings of Kruijer (2010) who argues that child-centered participatory instruction methods are the best for propagating knowledge to learners. The finding is also in agreement with that of Muthoka (2017) who found that instructors were not implementing inventive instruction approaches.

4.4.3. Preparation of teachers

The study also sought to establish whether instructors adequately prepare for their lessons before going to class. This information was important to the researchers in that it would provide information on effect of preparedness of educators in implementation of adult education curriculum. The findings are presented in Figure 4.4.

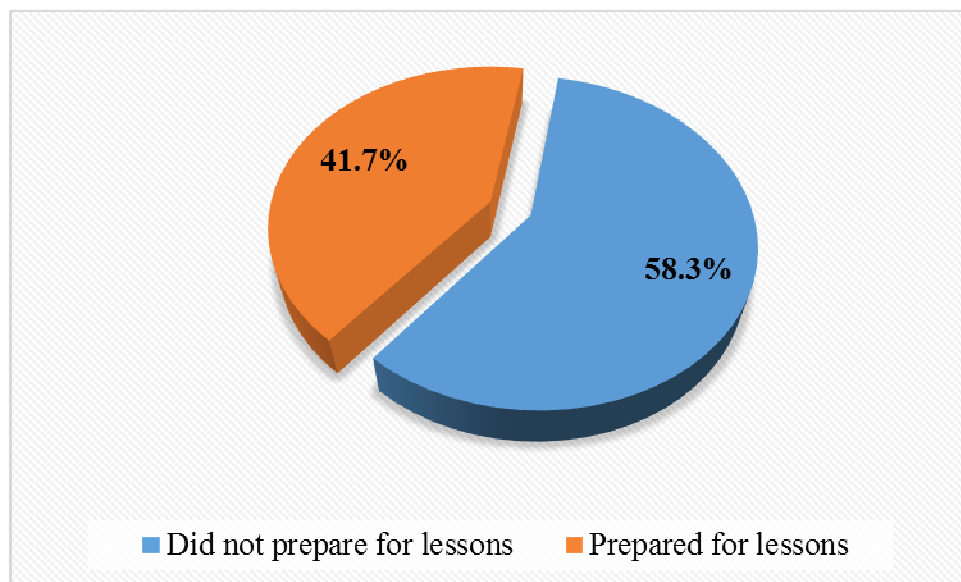


Figure 4.4: Responses on teacher preparation

The findings in Figure 4.4, 41.6 percent of the instructors prepare for their lessons while majority (58.3%) do not prepare for their lesson. This shows that majority of instructors do not prepare for their lessons as hence this impacts negatively on curriculum implementation. The finding also implies a lack of clear policy and outline on what entails the preparation of a teacher that is in terms of documentation or other requirements.

4.4.4. Seminars and Conferences

The study sought to determine whether or not KICD had organized seminars or conferences to empower adult education instructors on how to implement the adult education curriculum. The information on seminars and conferences would enable the researcher assess the exposure of the educators to new and more relevant methods of instruction. The findings of this are indicated in Table 4.6.

Table 4. 6: Responses on attendance of seminars and conferences by KICD

Attendance of seminars or conferences by KICD	Frequency	Percent
Attended	35	24.0
Not attended	112	76.0
Total	147	100.0

The findings in Table 4.6 indicates that majority 76.0% of the adult education instructors indicated that they had never attended any seminar or conference held by KICD, on the implementation of adult education while only 24.0% of the respondents have benefited from their ongoing self-upgrading KICD courses in seminars and conferences. This finding is in agreement with that by Gathumbi (2013) who also found that teachers were not adequately preparing for their classes.

4.4.5. Influence of instructional methods on implementation of curriculum

The aim of the study was to find the influence of instructional methods on the implementation of the curriculum. The adult learners were given some statements on which they were to react by showing their level of agreement or disagreement with each. The findings are presented in Table 4.7.

Table 4. 7: Influence of instructional methods on curriculum implementation

Statement	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
The instructional methods used by teachers tell the extent of implementation of the curriculum	54	36.7%	60	40.8%	8	5.5%	6	4.1%	19	12.9%
The instructional methods influence the success of the whole learning process	62	44.0%	30	21.3%	40	28.4%	7	5.0%	2	1.4%
Instructors in our center use a mixture of instructional methods	56	38.1%	35	23.8%	41	27.9%	10	6.8%	5	3.4%
The instructors tend to rely more on learner-centered instructional methodologies	80	54.4%	35	23.8%	20	13.6%	2	1.4%	0	0.0%

From the findings on Table 4.7, 60 (41%) and 54 (37%) of the respondents indicated that they agree and strongly agree with the statement that “the instructional methods used by teachers tell the extent of implementation of the curriculum” respectively. This finding implies that the methods of instruction adopted in schools and other learning institution have influence on the extent

of acceptability and implementation of the curriculum. This finding agrees with that by Black, Crowler & Druper (2015) who found that methods of instruction adopted in adult learning institutions had influence on curriculum implementation.

Further findings from the study show that many (62) (45%) and 30 (21.3%) of the adult learners strongly agreed and agreed with the statement that “instructional methods influence the success of the whole learning process education policies in schools.”The finding implies that the methodologies used in learning have some influence on the success of the whole process. This finding agrees with that of Akram, (2011) who found that instructional methods influence implementation of curriculum.

Further findings show that majority (54%) of the teachers indicated strong agreement with the statement that the instructors tend to rely more on learner-centered instructional methodologies. This trend could imply that a vast majority of the respondents feel that their schools instructional methodologies influence curriculum implementation. These findings agree with Ondara (2004) who found out that most instructional methodologies in schools are not the best and possibly point out to the poor implementation of the curriculum.

4.5. Influence of teaching-learning resources on the implementation of adult education curriculum

The second objective of the study was to assess ways in which teaching-learning resources influence implementation of adult education curriculum in

Ndhiwa Sub County. The question under this objective was answered using 8 items in the 3 sets of instruments. According to Kiarie (2013), the schools with adequate facilities stand a better chance of providing education effectively. Classrooms are a place that pupils spend the greatest part of their day.

4.5.1. Availability of physical facilities

The adult learners were asked to indicate the availability of the physical facilities in their adult education centers. This information was very crucial in assessing the influence of presence or absence of physical facilities on curriculum implementation. The findings are presented in Table 4.8.

Table 4. 8: Responses on availability of resources

Facilities	Frequency	Percent
Classrooms	67	25.0
Desks	52	19.0
Toilets	18	7.0
Stores	37	14.0
Library	94	35.0

N=268

From the findings in Table 4.8, many(35%) of the adult learners indicated that the library was inadequate in their school while 19 percent of them said that desks were not available in their schools, 25 percent said that classrooms were inadequate in their school with 14 percent indicating the stores and 7 percent said there were no enough toilets. The researcher also sought to know from the adult instructors, the availability of school physical facilities, with a majority

65 percent of them specifying they had enough classrooms, 52 percent of them indicating they did have enough library space and a few admitted to have very few toilets or none for the teachers. The finding concurs with that by Wabwoba (2010) and Harma (2008) who established that overcapacity in classrooms make it difficult for pupils to write. An instructor is not capable of moving around the classroom to help needy pupils and this affects learning and teaching process as well as curriculum implementation.

4.5.2. Adequacy of instructional materials in non-formal schools

The investigator quizzed the respondents the adequacy of the learning teaching resources. The respondents were required to indicate if the instructional materials in the schools were adequate or inadequate. The findings are presented in Table 4.9 displays the responses.

Table 4.9: Responses on adequacy of instructional materials in non-formal schools

Adequacy response	Frequency (F)	Percent (%)
Adequate	41	28.0
Not enough	40	27.0
Not available	66	45.0
Total	147	100.0

The findings in Table 4.9 show that the adult learners who acknowledged that the resources were adequate represented 28 percent, not enough were 27 per cent and not available were 66 percent. The finding implies that many adult

education centres in the sub county lack learning resources a situation that may possibly thwart curriculum implementation. Deficiency of the teaching-learning resources influences the implementation on non-formal education curriculum in the adult basic learning centres. The finding is in line with the Ministry of Education (2010)'s point that the adult basic education centres have deficiency of teaching-learning resources.

4.5.3. The relevance of teaching-learning resources

The researcher sought to know the relevance of the learning-teaching resources used in the schools. This information would enable the researcher gauge on the attitudes of the adult learners towards learning basing on the relevance of the teaching-learning resources. The findings are summarized in Figure 4.5.

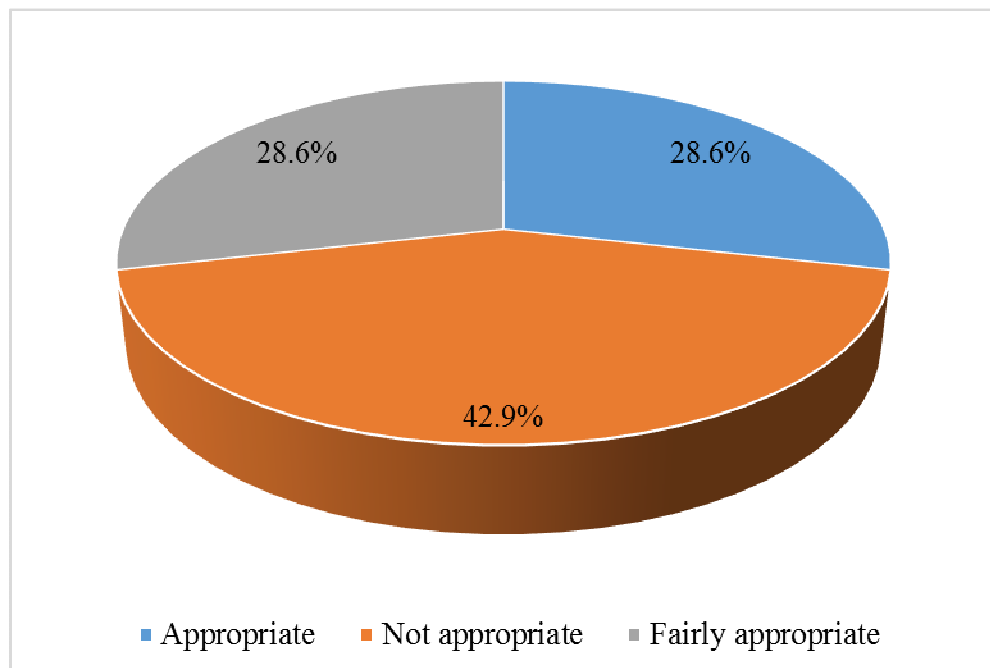


Figure 4. 5: The relevance of teaching-learning resources

The findings in Figure 4.5 show that Not Appropriate was 42.9 percent, Fairly Appropriate represented 28.6 percent and Appropriate is 28.6 percent. Figure 4.5 shows that teaching-learning resources are not suitable for the implementation of Non-formal education curriculum. This finding implies that some resources in the learning centres are not appropriate to what they are designed and used to achieve. This finding disagrees with that of Gatumbi (2013) who found that all methodologies used in adult learning centres were appropriate for curriculum implementation.

4.5.4. Ownership of facilities used by adult learners

The researcher set out to establish the ownership of the facilities used by the adult learners in their learning. This information was gotten from the adult educators. The findings are presented in Table 4.10.

Table 4.10: Responses on ownership of facilities in adult literacy centres

Institutions	Frequency	Percentage
Nursery school	10	35.7
Primary school	12	42.9
Resource centres	4	14.3
Church	2	7.1
Total	28	100.0

The findings in Table 4.10 show that many (42.9%) and 35.7% of the respondents indicated that most of the adult education classes are held in primary schools and nursery schools respectively. This implies that the

department of adult and continuing education in the sub county does not have its own facilities where the adult literacy classes can be held. This situation is likely to impact negatively on the implementation of the adult education curriculum.

4.5.5 The influence of teaching-learning resources on implementation

The study set out to establish in what way education resources affect the implementation of adult education. The adult instructors and learners were required to indicate who provided the learning resources for learners in the adult education centers. The responses are shown in Table 4.11.

Table 4. 11: Sources of learning-teaching resources used by teachers

Source	F	%
Improvised by the Learner	2	1.0
Purchased by Government	35	20.0
Purchased by Employer	41	23.0
Purchased by Organization	67	38.0
Purchased by Learner	31	18.0
Total	176	100.0

The findings of Table 4.11 show that 67 (38%) of the centers buy books for their learners by themselves. Thirty five (20%) of the centers required the government to provide resources for the learners, 41 (23%) showed that the resources were purchased by the employer or improvised. The resources bought by the institute are directed from the government. The finding implies that learning resources influence curriculum implementation either positively or negatively. This is in agreement to the findings of Kamau (2011) whose study on access and participation of adult and continuing education learners in adult basic literacy programme in Kiambu District, Kenya, found a strong positive correlation between resources and curriculum implementation.

4.6. Language of instruction and implementation of adult education curriculum

The third objective of the study was to determine how language of instruction in adult education contributes to the implementation of adult education curriculum in Ndhwa Sub- County. The question under this objective was answered using 8 items. The items are discussed under the following sub-headings;

4.6.1. Attitude towards English language of instruction

The study set out to distinguish if learners would still select English if it was made an elective subject. The responses on this item would provide a useful basis for assessing the attitude of the adult learners towards English as the language of instruction in their studies. The findings were presented in Figure 4.6.

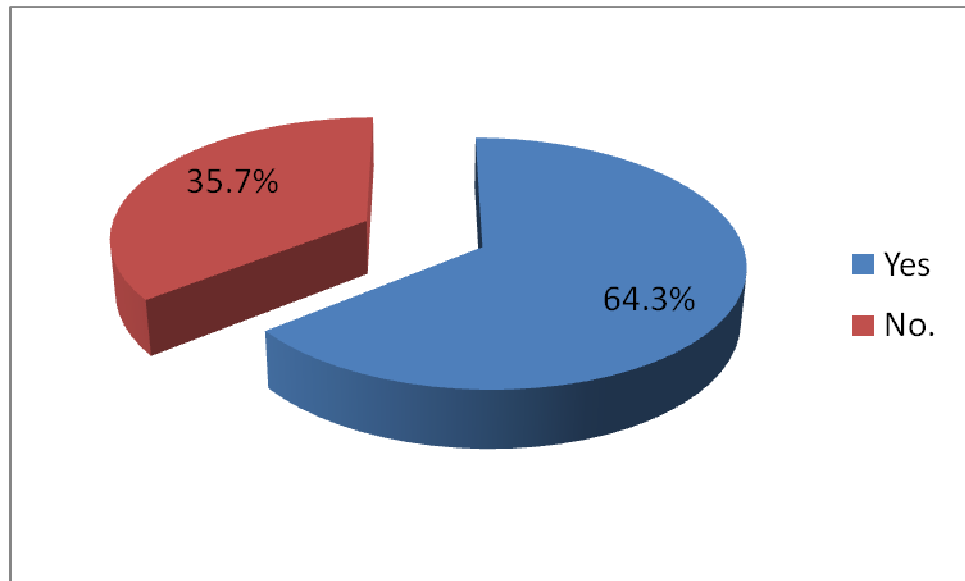


Figure 4.6: Responses on choice of English

The findings in Figure 4.6 show that a majority of the adult learners (64.3%) indicated that they would choose English, and (35.7%) indicated they would not choose it. This shows that majority of the learners are contented with English and would voluntarily select it. This finding agrees to that of Kinuthia, Namusonge, Chegge, and Ogol, (2015) whose study on factors affecting performance of the procurement function in Kenyan public secondary schools in Gatundu District, found that many adult learners would select English language over local languages like Kiswahili.

4.6.2. Reason for choosing English

The study required the respondents to indicate the reason why they would either select or not select English if it had been made an elective subject. This information was important in assessing their general attitudes towards the language of instruction. The results were presented in Table 4.12.

Table 4. 12: Reasons for choice of English

Response	Frequency	Percent
English is a hard subject	69	47.0
English is an easy subject	48	33.0
English is used in teaching all other subjects	10	7.0
English is interesting	14	10.0
English is widely spoken	5	3.0
No answer	2	1.0
Total	147	100.0

The findings show that many (47%) of the adult learners indicated that they would not choose English since it is a hard subject, 48(33%) indicated that English is an easy subject therefore they would avoid it, 10(7.0%) said English is used in teaching many other subjects and thus they would choose it. Many of the learners would select English subsequently because they recognize it to be an intercontinental language and that it is spoken globally. This finding agrees with that by Crystal (2012) who affirms that being the initial option of foreign language in many nations of the world; English has been positioned as a lingua franca and thus is a very significant language and the learners too recognize that therefore their aspiration to select it.

4.7. Socio-economic status and implementation of adult education curriculum

The fourth objective of the study was to establish how the socio-economic status of adult learners influence the implementation of adult education

curriculum in Ndhiwa Sub- County. To answer the question under this objective, the researcher used 9 items in the 3 sets of instruments. The items were analysed using percentages and frequencies under the following sub-headings:

4.7.1. Effect of adult learners’ socio-economic status on implementation of the curriculum

The adult learners were required to indicate whether socio-economic status influences their attendance to school which is an aspect of curriculum implementation. They were required to indicate by a simple yes or no response. The findings of this item are presented in Figure 4.7.

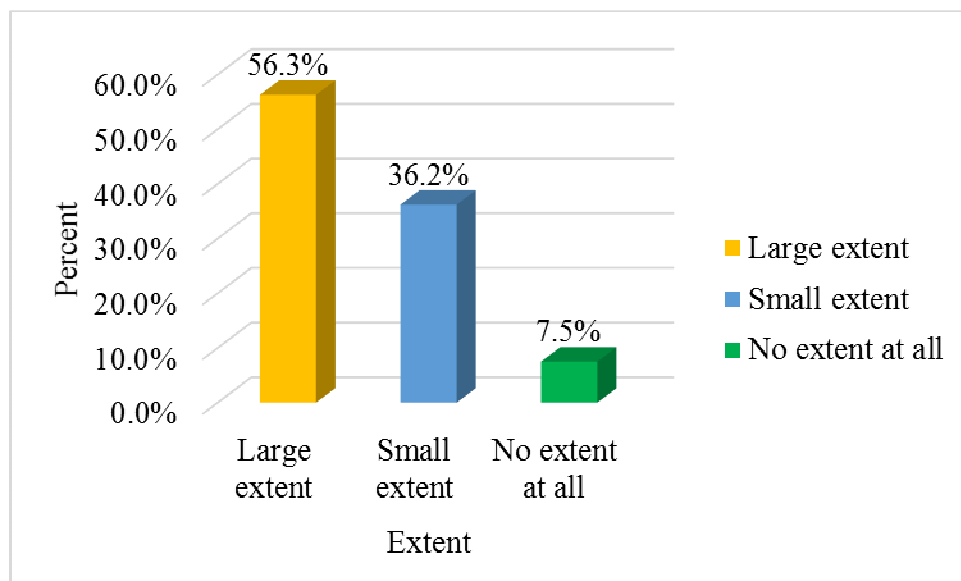


Figure 4. 7: Learners’ responses on effects of socio-economic factors on implementation of the curriculum

The findings in Figure 4.7 show that majority (56.3%) of the adult learners indicated that a learners’ socio-economic background affects his or her

attendance to school in the adult education centre to a large extent. Thirty six percent of the adult learners felt that a learners' socio-economic background influenced their attendance to school to a small extent while 7.5% indicated that it influenced at no extent at all. This finding agrees with that of Kenya (2007) who found that socio-economic status of learners affected their attendance to school hence influencing curriculum implementation.

4.7.2. Attendance of learners by gender

The adult learners were required to indicate the rates of attendance of learners in their schools by gender. This was necessary to gauge whether one gender was predominating in terms of attendance over the other. They were required to reply on a scale ranging from very regular to very irregular. The findings on this are presented in Table 4.13.

Table 4.13: Frequency of attendance

	Very irregular		Irregular		Regular		Very regular		Total	
	F	%	F	%	F	%	F	%	F	%
Female	8	36.0	8	44.0	42	62.0	25	63.0	83	56.0
Male	14	64.0	10	56.0	26	38.0	15	38.0	64	44.0
Total	22	100.0	18	100.0	68	100.0	40	100.0	147	100.0

The findings in Table 4.13 show that majority (56.0%) of the adult learners indicated that the female gender was dominant in attendance while male gender was 44.0%. The implication of this finding is that females tend to be

more focused on their studies as opposed to their male learner colleagues as the attendance shows. This finding agrees to that by Liani (2013) who similarly found that females were attending more in the adult classes compared to males but contradicted the findings of Maara (2012) and Mboya (2013) in their similar studies in Murang'a and Homa Bay counties respectively.

4.7.3. Influence of socio-economic factors on implementation

This section sought after establishing the opinions of the adult learners regarding effects of socio-economic factors on curriculum implementation in adult learning centres. On the statement the findings are presented in Table 4.14.

Table 4. 14: Influence of socio-economic factors on curriculum implementation

		N	Mean	Standard deviation
The learners in the centre are ardent and enthusiastic on learning the content of the curriculum	Adult learners	147	1.73	0.894
	Adult learner instructors	28	1.67	2.376
	Total	175	1.37	1.422
The parents school support curriculum implementation by paying institutional fees on time	Adult learners	147	2.27	0.799
	Adult learner instructors	28	1.43	0.465
	Total	175	1.63	0.894
The professional organizations in the neighboring society supporting make suggestions on the improvement of the curriculum	Adult learners	147	1.73	0.436
	Adult learner instructors	28	1.35	0.624
	Total	175	1.42	0.645
The professional organizations in the community support school offering attachments to learners	Adult learners	147	1	0
	Adult learner instructors	28	1.39	0.477
	Total	175	1.27	0.578

The findings on Table 4.14 show that on the statement that the learners of the centres are keen and enthusiastic on learning the content of the curriculum, the adult instructors scored 1.67 and adult learners scored 1.73. In a scale of 1 to 3, where 1 was disagree, 2 moderately agree and 3 strongly agree, adult education instructors and adult learners disagreed with the statement. The general mean score was 1.37 suggesting that all the respondents generally disagreed with the statement. This additionally denotes that curriculum implementation had not been effective in the adult learning centres. On the

statement that parents of the learners enrolled at the centre supporting the curriculum implementation by paying school fees on time, adult education instructors scored 1.43 and adult learners 2.27. In a scale of 1 to 3, where 1 was disagree, 2, moderately agree and 3 strongly agree, adult instructors seem to moderately agree with the statement although the adult learners disagreed with the statement. The overall mean score was 1.63 implying that all respondents generally disagreed with the statement. This additionally infers that the curriculum implementation had not been very effective.

For the statement that the professional organizations in the community support the school curriculum by offering attachments to students, the finding was that adult instructors scored 1.39 and adult learners scored 1. In a scale of 1 to 3, where 1 was disagree, 2, moderately agree and 3 strongly agree, adult instructors, and learners disagreed with the statement. The overall mean score was 1.27 implying that all respondents largely disagreed with the statement. This additionally suggests that curriculum implementation had not been very effective. This finding also agrees with that by Mwanja (2013) who also found that curriculum implementation was very poorly done in adult learning centres.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, the main findings of the study, conclusions from study findings. The recommendations of the study based on the findings, and finally the study has suggestions for further research.

5.2 Summary of the study

This study sought to investigate factors influencing the implementation of adult education curriculum in Ndhiwa sub-county, Homa-Bay County, Kenya. The researcher aimed at providing possible solutions to enhance the implementation of the adult literacy curriculum in the sub county. The study was guided by four objectives namely: to determine how methods of instruction influence the implementation of adult literacy education curriculum; to assess ways in which teaching/learning resources in adult education influence implementation of adult education curriculum ; to determine how language of instruction in adult education contributes to the implementation of adult education curriculum ; and to establish how the socio-economic status of adult learners in Ndhiwa sub-county influence the implementation of adult education curriculum . Four research questions were formulated in line with the study objectives. The study was conducted using a descriptive survey research design. The target population comprised of 500 adult learners, 28 adult education instructors and sub County adult and

continuing education officer. The study sample was made up of 179 respondents comprising of 150 adult learners drawn across all the 10 adult learning centres, 28 adult education instructors and Sub-county adult and continuing education officer, Data collection was done using questionnaires for the adult educators, adult learners and an interview guide for the Sub county adult and continuing education officer.

5.3. Summary of the study findings

The first objective of the study sought to determine how methods of instruction influence the implementation of adult literacy education curriculum in Ndhiwa Sub- County. The study revealed that the mostly used methods of instruction by adult instructors were stories, songs and dance, games and role play. The teachers indicated that they prefer stories, songs, dance, games and role play for the reason that they are more stimulating to the learners and engage them fully during the lesson. The most appropriate methodologies in terms global technological growth and the age bracket of the adult learners such as group discussion, use of technology and presentations were never used by the adult instructors. The findings also reveal that majority of instructors do not adequately prepare for their lessons thus lesson presentation becomes a challenge in terms of poor lesson timing, inadequate knowledge of the content being taught, irrelevancy in application of examples and poor evaluation procedures by the adult educators which in turn limits the understanding of the learners, hence this impacts negatively on curriculum implementation. Forty one percent of the respondents indicated that they agree with the statement that the instructional methods used by teachers tell the extent of implementation of

the curriculum. Majority (54%) of the adult instructors indicated strong agreement with the statement that the instructors tend to rely more on learner-centered instructional methodologies.

The second objective of the study sought to assess ways in which teaching/learning resources in adult education influence implementation of adult education curriculum in Ndhiwa Sub County. The findings show that many of the adult learners indicated that the library was inadequate in their school while 19 percent of them said that desks were not available in their schools, 25 percent said that classrooms were inadequate in their school with 14 percent indicating the stores and 7 percent said there were no enough toilets. The researcher also sought to know from the adult instructors, the availability of school physical facilities, with a majority 65 percent of them specifying they had enough classrooms, 52 percent of them indicating they did have enough library space and a few admitted to have very few toilets or none for the teachers. Further findings show that facilities were not appropriate for use in the adult learning centers.

The third objective of the study sought to determine how language of instruction in adult education contributes to the implementation of adult education curriculum in Ndhiwa Sub- County. The findings of the study show that a majority of the adult learners (64.29%) indicated that they would choose English, and (35.71%) indicated they would not choose it if it was made an elective subject. Further findings show that many (47%) of the adult learners indicated that they would not choose English since it is a hard subject,

48(33%) indicated that English is an easy subject therefore they would avoid it, 10(7.0%) said English is used in teaching many other subjects and thus they would choose it. Many of the learners would select English subsequently because they recognize it to be an intercontinental language and that it is spoken globally.

The fourth objective of the study sought to establish how the socio-economic status of adult learners influences the implementation of adult education curriculum in Ndhiwa Sub- County. The findings show that majority (57.14%) of the adult learners indicated that a learners' socio-economic background affects their attendance to school in the adult education center. In terms of gender dominance on attendance, majority (56.0%) of the adult learners indicated that the female gender was dominant. The study established that curriculum implementation had not been effective in the adult learning centers considering the scores on related variables.

5.4. Conclusions of the study

The study makes the following conclusions based on the study findings:

Although method of instruction is a factor that influences the adult literacy curriculum implementation, with improvement on the adult educators and other resources, the study indicated that it is not much of an influence to the implementation of adult literacy education programmes except for the use of technology.

Teaching-learning resources for the adult learners have the highest influence on the implementation of the adult literacy education programmes. Inadequacy and irrelevancy of teaching and learning resources leads to inadequate preparedness of both the educators and the learners which in turn leads to negative impact of curriculum implementation. This is linked to the high rate of absenteeism, little advancement in accomplishing the set goals and objectives and few contact sessions with the learners thus the end result is poor performance.

The study also concludes that the language of instruction influences the implementation of adult education curriculum. English language facilitates the implementation of adult literacy curriculum since most of subjects use English as a medium of instruction. The choice of language of instruction should therefore be a product of deliberations between implementers and adult learners for improved implementation.

The socio-economic status of adult learners has a great impact on the adult education curriculum implementation. Adult learners' social status should be addressed to avoid chronic absenteeism, dropouts, truancy and other social related disorders. The stakeholders should work on policies and programs that take care of the socio-economic backgrounds of the adult learners.

5.5. Recommendations of the study

In line with the study findings the following recommendations were made:

- i. The ministry of education through the quality assurance of education and the teachers service commission , should appraise the methods of instruction used in adult education curriculum annually to match with the global educational trend of technological progression hence this will guarantee a competency based curriculum.
- ii. Educational managers should always improve teaching-learning resources. Insufficient resource is an obstacle to the curriculum implementation in adult learning centres. This also involves policy intervention from the government divisions that deal with education and vision 2030.
- iii. The adult education institution administrators should ensure that selection of language of instruction is done through deliberations and discussions with the relevant qualified teachers so as to confirm that students are taught all relevant curriculum concepts. English as a medium of instruction is for effective delivery which will then translate to positive outcome and smooth transition to the job market.
- iv. The curriculum developers should in-corporate opinions of adult learners and adult educators that take into account the social backgrounds of the learners to ensure that the concepts taught are not too complex for learners and that they are relevant to the current global socio-economic trend of adult education. The government of Kenya

through the county government should financially assist the adult learners who have many parental responsibilities and are willing to study for the benefit of national growth and development.

5.6. Suggestions for further study

In view of study findings, the researcher suggests further research in the subsequent topics:

- i. Since the study was carried out in Ndhiwa- Sub County which may have unique features, a similar study ought to be done in other adult education learning centres in the rest of the country.
- ii. A study should be done to investigate the factors affecting curriculum implementation in relation to instructors' motivation for both basic and higher adult learning centres.
- iii. There should be a study to investigate the methodologies used in order to overcome the challenges of irrelevancy, incompetency and the global trend of education including the use of technology, thus ensuring that there is completion and improved transition rate.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

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Department of Educational
Administration and Planning
P.O .Box 30197-00100
Nairobi.

The Principal,
_____School,
P.O.Box_____

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT RESEARCH.

I am a postgraduate student at the University of Nairobi pursuing masters' degree in Curriculum studies and wish to undertake a research in your institution on: **Factors influencing the implementation of adult Literacy education curriculum in Ndhiwa–Sub County, Homa-Bay County.** This research is a final requirement towards the completion of my course. Kindly assist me collect information required to complete this project. Your compliance will be of great pleasure.

Thank you in advance.

Yours Sincerely,

Adero Seraphine Apiyo

APPENDIX 2: QUESTIONNAIRE FOR ADULT LEARNERS

This questionnaire aim to get information on factors influencing implementation of adult education in adult literacy centers. Kindly answer all the questions accurately being as honest as possible. The information given will be confidential and for academic purposes only.

SECTION A: Demographic information

1. Grade: Primary level[] Form 1[] Form 2 [] Form 3[]Form 4 []
2. Sex: male [] female []
3. Age: 13-15 years [] 16-18 years [] above 18 years []
4. Marital status married[] single[]
5. Parental responsibility parent[] single parent[]
6. Do you regularly attend classes? Yes [] No []
7. If no. State reasons for irregular attendance

8a) As an adult learner, do you enjoy being in school Yes [] No []

b) If No, which challenges do you face?

c) If yes, what do you enjoy learning in school?

SECTION B: Methods of instructions and implementation of adult education curriculum

9. a). What are some of the teaching methodologies employed by your teachers?

b) In your opinion, do the methodologies used by your teachers meet your academic needs? YES [] NO []

c) If no, which methodologies do you suggest to be used?

SECTION C: Teaching-learning aids and implementation of adult education curriculum

10. a) Does your school have adequate teaching/learning aids to enhance your learning? Yes No

b) If No, what improvements should be done on school physical facilities to enhance your learning? _____

11. Kindly mention some of the physical facilities available in your school for which can be utilized to enhance your learning?

SECTION D: Language of instruction and implementation of the adult education curriculum

12. Would you still select English if it was made an elective subject?

Yes () No ()

13. Which of the following reasons would make you choose English language?

	Reason	Tick here
1.	English is a hard subject	
2.	English is an easy subject	
3.	English is used in teaching all other subjects	
4.	English is interesting	
5.	English is widely spoken	
6.	None of the above	

14. Would you support the use of Kiswahili or mother tongue as a medium of instruction? Yes [] No []

b) If yes, give details of how you would support. _____

SECTION E: Socio economic status and implementation of adult education curriculum

15a). Does your family support you as an adult learner? Yes [] No []

b) If yes in what ways? _____

16. a) Does the community accept you as an adult learner? Yes [] No []

b) If Yes, how does the community support your education?

17. What economic challenges do you encounter as an adult learner?

18. What do you think can be done to curb your financial challenges as an adult learner?

APPENDIX 3: QUESTIONNAIRE FOR ADULT EDUCATORS

This questionnaire aim to get information on factors influencing implementation of adult literacy curriculum in Adult literacy centers. Kindly answer all the questions accurately being as honest as possible. The information given will be confidential and for academic purposes.

Section A: Demographic Information

1. What is your gender? Male [] Female []
- 2 .Which is your age bracket? 20-30 years [] – 40 years []-41-50 years []
above 50[].
3. How long have you been an adult educator? _____years.

SECTION B: Methods of instructions and implementation of adult education curriculum

4. What are some of the teaching methodologies you employ in teaching?

5. a).Do the methodologies adopted meet the current global educational needs of the adult learners YES [] NO []
- b). If no, what plans are there to ensure they comply with current methodologies for instant the use of ICT?
6. How do the following methods influence the implementation of adult education curriculum?
 - i. Resource person talks

ii. Role play

iii. Drama

iv. Games

v. Dance and songs

vi. Stories

SECTION C: Teaching-learning resources and implementation of adult education curriculum

6. Does your Adult literacy center have adequate teaching and learning resources?

7. How would you rate the teaching learning resources at your centres?

	Very adequate	Adequate	Inadequate	Not available at all
i) Teaching and learning materials				
ii) Human resource				
iii) Infrastructure				

8. Which teaching learning resources are adopted in your centers?

SECTION D: Language of instruction and implementation of adult education curriculum

9. a) Which language is used as a medium of instruction in the adult literacy centers. Eng. [] Kis []

b) If it is English, do you think that all the learners are able to understand the language?

Yes [] No []

10. a) Would you support the use of Kiswahili or mother tongue as a medium of instruction? Yes [] No []

b) If yes, give details of how you would support. _____

SECTION E: Socio Economic Status and implementation of adult education curriculum

11. a) Does the socio economic status of adult learners affect their lesson attendance? Yes [] No []

b) If yes, in what ways does it affect? _____

12. How would you rate the percentages of attendance of adult learners at your center?

	Very regular	Regular	Irregular	Very irregular
Male				
Female				

13. a) Would you support financial assistance measures for adult learners at the time when they are on session? Yes [] No []

b) If yes, give details on how you would support?

Thank you for your time and cooperation.

**APPENDIX 4: INTERVIEW GUIDE ADULT EDUCATION SUB
COUNTY DIRECTOR**

SECTION A: Background information

The purpose of this interview is to assess the influence of factors on implementation of adult literacy education curriculum.

Name of institution_____

1. For how long have you been in the director's position?_____years.
2. How long have you been the director in this sub-county?_____years.
3. What is the total number of adult education centres in your sub county?

7. What is the total number of enrolment in all adult learning centre in the entire sub county? Male_____Female_____.Total_____
8. What are some of the teaching methodologies employed by teachers in the adult literacy centers.
9. Do the methodologies the current global educational needs of the adult learners YES NO probe...
10. How would you describe the effectiveness of learning in your center in relation to the available teaching-learning resources? Probe...
11. Are there adequate human resources in your center? Yes () No ()
12. Do you think that the adequacy of teaching-learning resources affect the implementation of adult literacy education curriculum in your centre? Probe...
13. How many adult education learners completed adult basic literacy programme last year?
 - a. How many female/male adult education learner completed.

14 Which language is used as a medium of instruction in the adult literacy centres?

15 Would you support the use of mother tongue and Kiswahili as a medium or instruction? Yes [] No []

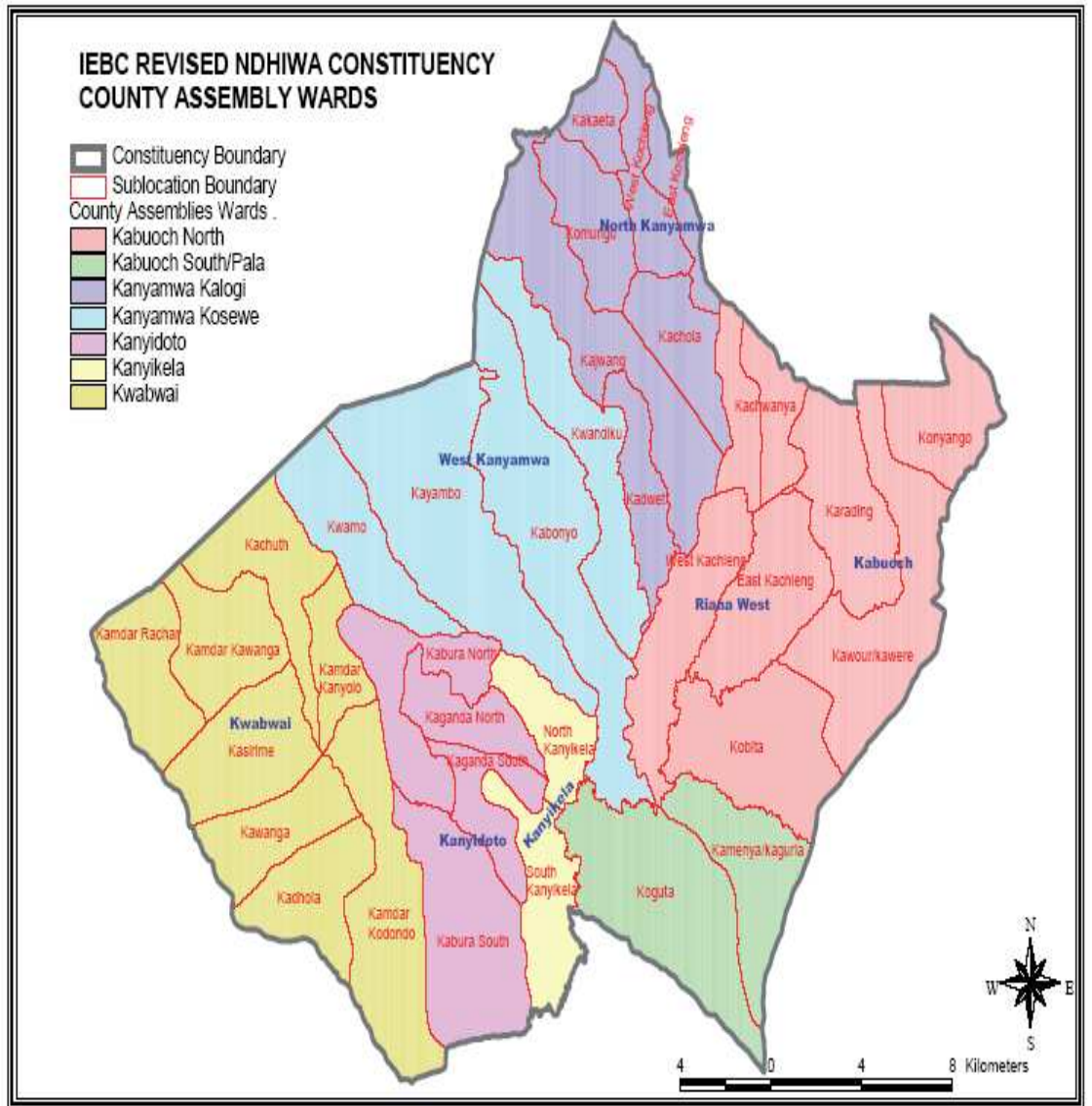
16. What effects do the following factors have on the aspect of adult education learners in adult basic literacy programme?

- a. Socio-economic status of adult learners
- b. Learning and teaching resources
- c. Method of instruction
- d. Language of instruction

17. In your opinion, what do you think should be done to improve the following aspects of adult learners?

- a. Attendance.
- b. Reduce drop out.
- c. Completion.

APPENDIX 5: MAP OF STUDY LOCATION



APPENDIX 6: AUTHORIZATION LETTER



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

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/18/78453/24614**

Date: **20th August, 2018**

Seraphine Apiyo Adero
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***“Factors influencing implementation of adult literacy education curriculum in Ndhiwa Sub- County, Homa-Bay County, Kenya,”*** I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending **17th August, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.

APPENDIX 7: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:
MS. SERAPHINE APIYO ADERO
of UNIVERSITY OF NAIROBI , 168-40302
NDHIWA, has been permitted to conduct
research in Homabay County**

**Permit No : NACOSTI/P/18/78453/24614
Date Of Issue : 20th August,2018
Fee Received :Ksh 1000**

**on the topic: FACTORS INFLUENCING
IMPLEMENTATION OF ADULT LITERACY
EDUCATION CURRICULUM IN NDHIWA
SUB- COUNTY, HOMA-BAY COUNTY,
KENYA**



**for the period ending:
17th August,2019**

.....
**Applicant's
Signature**


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

CONDITIONS

1. The License 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.
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REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEARCH CLEARANCE
PERMIT**

Serial No.A 20266

CONDITIONS: see back page