CHAPTER ONE

BACKGROUND OF THE STUDY

1.0 Introduction

This chapter deals with the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions and significance of the study.

It also highlights the limitations and delimitations of the study, basic assumptions of the study, gives the definition of significant terms.

Finally it gives the organization of the study.

1.1 Background of the study.

Adult education is the practice of teaching and educating adults. Adult education takes place in workplace, through extension schools or school of continuing education. It is also referred to as training and development or adragogy, with the aim of empowering adults in their roles as parents, family members, workers and community members. Adult education promotes life long learning and the development of problem solving skills through a continuum of services including adult basic education, skills development and career enhancement.

AE differ from educating children in several ways. One of the most important differences is that adults have accumulated knowledge/work experience that can add to the learning experience. Another difference is that most adult education is voluntary; therefore the pats pants are generally better motivated. Adult frequently apply their knowledge in

practical fashion to learn effectively as a result they must have a reasonable expectation that the knowledge recently gained will help them further their goals. One example, common in the 1990øs was the proliferation of computer training courses in which adults most of whom were office workers could enroll. Adult education aims at extending knowledge and other institutional resources to the community and to gain insights from a contact between knowledge resources and social cultural realities. In Kenya AE focuses on human rights and rights of the valuable group, environmental issues, development issues, social and gender issues health education and women empowerment

Where the target groups are: groups (students in colleges, professionals employed unemployed or under employed), women, out of schools youth, the disadvantaged in the society and senior citizens.

Although AE has been in Kenya for a long time, only 31% of the Kenya adult is aware of its existence (Kenya national literacy survey 2007) this percentage clearly demonstrates that AE has not received adequate attention to ensue equal access to all adult learners, (republic of Kenya 1999).The main challenges related to the effectiveness of AE includes: availability of funds, the role of tradition beliefs and customs, lack of adequate and relevant teaching and learning materials, and the nature of the target groups.

1.2   Statement of the problem

The effectiveness of adultsø education depends on the interaction between the adult educator of adult and the learner. According to the Kenya national adult literacy survey (2007) only 31% of the Kenya adult population was aware of the existence of the AE

programs. This department of AE has at least one centre in every administrative location but because of the size of these areas, not everyone would be aware of these centers.

Since Kenya government has created space for the adult learner in order to give them opportunities to compete and exploit their potential to the maximum, it was imperative to study the factors affecting the effectiveness of adult education in Ganze division-Kilifi district.

1.3   Purpose of the study

The purpose of the study was to investigate factors that influence the effectiveness of adult education in Ganze division.

1.4   Objectives of the study

This study sought to achieve the following objectives.

1. Assess the effects of availability of funds in financing the adult education in Ganze division.
2. Examine the effects of traditional beliefs and customs to establish how they affect the effectiveness of AE in Ganze division
3. To establish if the teaching and learning resources influence the effectiveness of AE in Ganze division.
4. Asses the effects of the target groups and how they affect the effectiveness of AE.

1.5 Research questions

This study sought to answer the following research questions;

1. To what extent are the available funds adequate in financing the implementation of the adult education in Ganze Division?

2. In what ways are the traditional beliefs and customs affecting the effectiveness of adult education in Ganze Division?

3. To what extent are the teaching and learning resources sufficient for the effectiveness of adult education in Ganze Division?

4. In what ways is the composition of target group affecting the effectiveness of adult education in Ganze Division?

1.6 Significance of the study

Effectiveness of adult and continuing education is regarded as an essential component in human resource development. However a survey of factors affecting the effectiveness of adult education shows that most Kenyans have a negative attitude towards adult education. It is hoped that this study will identify factors that affect the effectiveness AE in Ganze division. The study may also serve as evaluation document / feedback to the ministry policy makers where they may plan to make AE more effective.

1.7 Limitation of the study

The research is limited in scope. This is because Ganze division is Large and only a small part of the population has been considered. Responses provided in this study might have been affected by other issues related to professional qualifications, social norms or the providing responses that were felt to be socially unaccepted for the fear of victimization.

However, the respondents were assured of confidentiality of their responses by the researcher.

1.8 Delimitation of the study

Delimitation is a process of reducing the study population and areas to be surveyed to a manageable size. The study focused on only the adult educator and the adultsø learner. However, generalization of the findings in other parts of the country must be done with a lot of caution, because factors affecting the effectiveness of adult and education vary from one place to another.

1.9 Basic assumptions of the study

The study was based on the following assumptions.

1. The respondents involved will co-operate and give honest answers. The assumption was that these respondents would be objective and competent in responding to the items in the instrument.
2. The respondents were aware of the outcome of the effectiveness of AE

1.10 Definition of significant terms

- Adult education refers the practice of teaching and educating adults.
- Effectiveness refers to the production of results that is intended or wanted.
- Adult teacher refers to a person in charge of facilitating adult education.
- Adult learner is the person being taught by an adult teacher.

1.11   Organization of the study

Chapter three covers the research methodology. It includes the research design, target population, sample size and sampling procedures, data collection and data analysis techniques. Chapter four deals with data analysis and interpretation while chapter five comprises of the summary of the study, conclusion, recommendation of the study and suggestion for the further research.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

This chapter focuses on pertinent issues that have been considered as factors influencing the effectiveness of AE. The chapter examined such factors like effects of the availability of funds in the effectiveness of AE in Ganze division, the role of traditional beliefs and customs in the effectiveness of AE in Ganze division, the extent to which teaching and learning resources influence the effectiveness of AE in Ganze division, effects of target group in the effects of target group in the effectiveness of AE in Ganze division, Theatrical framework and conceptual framework.

2.1   Effects of the availability of funds and the effectiveness of A E in Kenya.

The government policy measure and investment in education are designed to provide sufficient funding at all levels of education in order to increase access, to ensure adequate teaching and learning resources for the internal efficiency, (Republic of Kenya, 2003).The available government resources are inadequate in meeting the current demands in education. Providing effective adult education to the increasing number of adult learners means first expanding the resource base, utilizing the available resource more effectively establishing autonomous funding system, strategizing the allocation of funds and providing incentives for quality improvement in all components of education, (Republic of Kenya, 1999).Most programs in AE are donor funded with some support from the government. This has affected the quality and relevance of AE programs

because monitoring and evolution of the programs is inadequate as a result of the supervisors being ill-equipped to reach all AE learning centre.

2.2 Role of traditional beliefs and customers in the effectiveness of AE in Ganze division.

The community in Ganze division is still rooted in her traditional belief and customs, which must be adhered to by all members of this community. The beliefs and customers range from food to relationship and at each level there are the dos and donøts. The traditional beliefs and customs dictate how men and women should relate in this community, the role of women and men and how man should relate to his environment. It is at this level where men and women cannot learn together or share a forum. At the same time men are suppose to be superior to women, therefore women cannot portray a higher degree of intelligence to that of men. The valuing of traditional beliefs and customs among the Ganze community has negatively contributed to the effectiveness of AE.

2.3 The extent to which teaching and learning resources are sufficient for the effectiveness of adult education in Ganze Division

Learning centers of AE lack relevant and adequate teaching and learning materials. Most of the leaning centers are community owned (schools, church, mosques, community halls) and the furniture in most of the venues is inappropriate for adult learners learning,(Kenya national literacy survey 2006).The quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials have a direct

bearing on the effectiveness of adult education (Republic of Kenya 1999).Many factors, not least limited resources, have resulted in provision to meet adult education being expressed either in general terms of what is available rather than what is needed (Fish, 1989).Increasing poverty levels and the deteriorating infrastructure is not conducive for AE,(republic of Kenya 2008). Ganze constituency where Ganze division is part was rated the poorest in Kenya in 2007.A common problem in AE in Kenya is the lack professional development opportunities for adult educators. Most adult educators available in the field are only part-time without any benefit or stability since they are usually guided by grants which last for a short time.

These educators face many difficulties at professional and personal levels. And are rarely equipped to empower their adult learner, this is besides the fact that there are adult educators who are fully paid by the government but the remuneration is very poor as explained by the low caliber of adult educators attracted to AE profession and the low morale. The professional role of an adult education teacher is a demanding one and stretches from teaching, program development, examination processing and evaluation. Indeed, to perform the enormous task effectively teachers should devote their time not only to teaching and training but also to put a lot of effort in effectively enhancing their professional development to the fullest, (Okumbe 2001).With these challenges facing the teaching and learning resource there is an urgent call for a dynamic, responsive and a well co-ordinates system of in-service training so as to equip teachers with skills and capacities to deliver to the adult learner. And improve on the effectiveness of adult education in Kenya

2.4   Effects of the target group in the effectiveness of AE.

AE in Ganze division target groups are groups/students in colleges, professionals (employed, unemployed or under employed) women, out of school youth, the disadvantaged in the society and senior citizens. Although the national literacy rate was estimated at 61.5% indicating that 38.5% are illiterate, this elaborated that the target group have different levels of literacy therefore understanding, interests and goals of the target groups affects the effectiveness AE.

2.5   Theoretical Framework

This study is based on the theory of education production function. The production function is used to determine the maximum product which can be derived from a given combination of inputs. The out put of education process that is, achievement of individual learner is directly related to series of in put (Homophile, 1979).According to the Psacharopoolus and Word Hall (1985) the term refers to the process by which inputs are converted to output, as a simple production function for education it would be;

A=f(T,B,Eí í .and so on).

Where A= achievement,

T= Teacher-Learner ratio,

 B=Boons (program and other materials),

E= equipment and so on. Education production is for more complex than this and includes more variables such as family background and social economic factors which are other determinants of pupilsøachievements. Applied to this study;

A=f (M, P, T, C, S) Where

A= effective adult and continuing education

M=funds availability for the implementation of adult and continuing education.
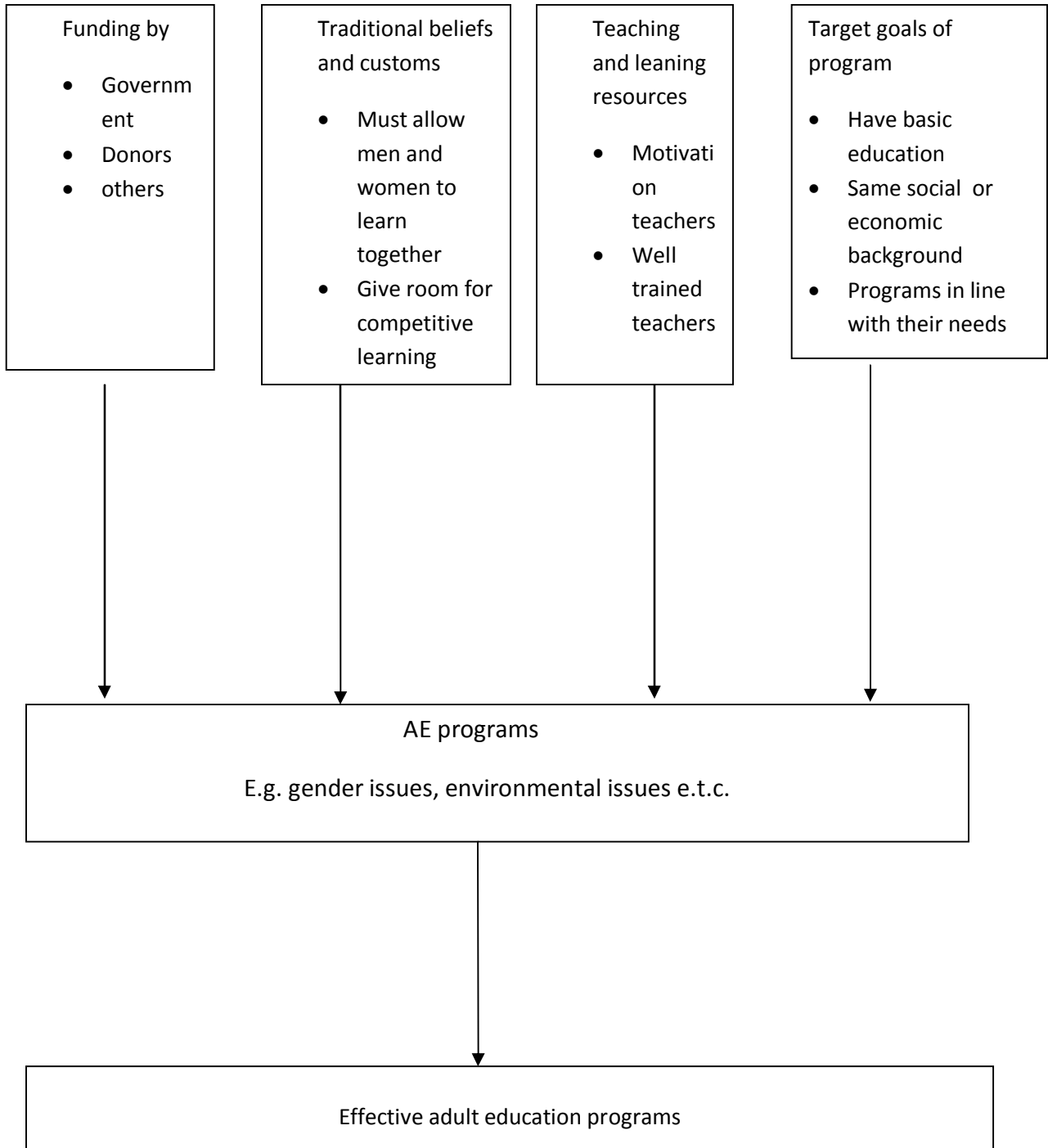
C=influence of tradition and customs.

P=availability and development of teaching personnel and resource in adult Education.

T=teachers composition the target group and programs choice.

F=is constant an arithmetic coefficient which denotes the level to be optimized for each input (Psacharopoolera and Word hall, 1985).

2.6   Conceptual framework.

Table 1.   Conceptual frameworks

Funding by • Governm ent • Donors • others	Traditional beliefs and customs • Must allow men and women to learn together • Give room for competitive learning	Teaching and leaning resources • Motivati on teachers • Well trained teachers	Target goals of program • Have basic education • Same social or economic background • Programs in line with their needs

AE programs

E.g. gender issues, environmental issues e.t.c.

Effective adult education programs

The effectiveness of AE calls for various inputs. The government, donors and other stake holders have a significant role to play in financing AE through provision of funds, facilities and other services for AE. Traditional beliefs and customs to a greater extent affect the effectiveness of AE in Ganze division. It is upon the beneficiaries of the programs to make sure that out put of culture that are not in line with the modern trends in learning should be totally discovered there include all happening to witchcraft, traditional fear of visitors and lack of basic education. Although there are teachers fully part by the government, the majority of the teachers working in AE programmers are self help and part time who are poorly paid.

For AE to be effective the adult educator and supervision venues should be well equipped and enumerated and the learning venues should be appropriate for the adult learner. Focus of effectiveness of AE programs should be based on target group. This is because each target group has their own aims and goals apart from that, the level of education, exposure together with availability of time are other variables in the target group.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with the methodology used in carrying out the research. It highlights the research design, target population, sample size and sampling techniques, research instruments, reliability and validity of instruments, data collection and data analysis procedures.

3.1 Research design

The study was conducted as an ex-post facto research. In the context of social and educational research, ex-post facto means õafter the factö or retrospectively and refers to those studies that investigate cause-effect relationship, (Cohen an and Minion, 1989).

According to Best and Kahn (1998), an ex-post facto research deals with variables that have already occurred and hence cannot be deliberately manipulated through intervention of the researcher. This research design was appropriate for this study because factors that affect the effectiveness of adult education such as availability of funds, traditional beliefs and customs, teaching and learning resources and the target group, had already occurred and could not be manipulated by the researcher.

3.2 Target Population

The target population for this research comprised of all those responsible for AE

(4 ministries /departments engaged in the provision of AE) in Ganza division namely:

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Ganze health centre officials (ministry of health), Ganze District agricultural office (ministry of agriculture), Ganze district trade office (ministry of trade and industry) and provincial administration, D.C Office (internal security). All the 4 heads of these departments in Ganze division comprised part of the target population.

3.3   Sample size and sampling techniques

According to Best and Khan (1998), the idea of a sample should be large enough to serve as adequate representation of the population about which the researcher wishes to generalize the findings. Since there are 4 departments engaged in adult education in Ganze division, 3 of these departments were involved in the study. The 4 departments targeted 25 villages (target groups), 24 target groups were involved in the study.

The membership of each group was on average 30 members (adults) where the chair person, secretary, treasurer, women representative and youth representative represented each target group and were involved directly in the study.   This is as per Krejese and Mortal table for determining the sample size from a given population.

3.4   Research instruments

Questionnaires were used for this study because they are much efficient in that they permit collection of data from a much large sample (Gay, 1992). Questionnaires also allow respondents to give frank answers to sensitive questions especially if they are not required to disclose the identity, (Mulusa, 1990).

Two categories of questionnaires were used:

a) Questionnaires for Adult teachers.

b) Questionnaires for Adult learners.

The questionnaire helped elicit information from AE Teachers and AE learners on what they perceived as factors that influence the effectiveness of AE in Ganze division.

c) Observation schedule was also a valuable instrument in collecting data on availability and adequacy of facilities and learning resources.

3.4.1 Validity of the instruments

Validity according to Mugenda (1999) is the accuracy and meaningfulness of inferences based on research results. It is the ability of instruments to measure what they are intended to measure. A pilot study was conducted and was not included in the sample of the study. Through `piloting, the researcher was able to determine whether there was any ambiguity in any of the items and ensured that the instruments elicited the type of data anticipated to answer the research questions. Those that failed were either modified or discarded. Further, advice was sought from the supervisor who critically examined the items in the instruments

3.4.2 Reliability of the instruments

Mugenda and Mugenda (1999) define reliability as the measures of the degree to which a research yields consistent results or data after repeated trials. According to Gay and

Airasian (2001), an instrument is considered reliable to the degree that it consistently measures the characteristic of interest, both over time and from time to time.

During the pilot study, the test and rest technique was used to assess the consistency of the instruments.

The questionnaires were administered twice to the same group of respondents of which there was a lapse between the first and second test, and their responses were scrutinized through discussion with the supervisor to as certain instrumentsø reliability.

3.5   Data collection procedures

The administration of research data collection was done by the researcher both at the pilot and main study. The researcher then administered the research instruments to the officer of the department. All respondents were assured of confidentiality and security. To ensure co-operation from them, the researcher explained the significance of the study and their participations. A period of one week was agreed upon when the competed questionnaires would be ready for collection.

3.6   Data analysis techniques

After data was collected, it was coded and incompleteness of answers to items checked. The questionnaires were then organized and the answers tallied manually. The information was then presented in form of frequency and percentage tables, pie charts and bar graphs for ease of interpretation. The results then explained using description.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.0   Introduction

This chapter presents the analysis of the data collected and its interpretation in relation to the objectives and aims of the study. It includes demographic information about the respondents as well as their views and observations of factors affecting the effectiveness of AE. The chapter also presents the recommended solutions to the challenges, as well as suggestions for further studies.

4.1   Questionnaire return rate

The researcher administered questionnaires to 103 respondents sampled to participate in the study, and the questionnaire return rate was as presented in table 2.

Table 2: Questionnaire Return Rates

| Respondents	Sample	Returned questionnaire	Percentage
Adult learners	100	60	60
Adult educators	3	2	66.6
Total	103	62	60.2

A total of 62 questionnaires (60.2%) out of the expected 103 were returned. A total of 41 respondents opted not to participate. However, this did not affect the results because

60.2% of the respondents returned their questionnaires. Hertman and Hedborn (1979) assert that 50% return rate is adequate, 60% good, and 70% very good. The questionnaire return rate was hence considered satisfactory for the purpose of the study. According to table 2, the return rate of the questionnaires by the adult teachers was 66.67% while that of adult learner was 60.0%.

4.2 Demographic Information

The data presented in this section focuses on the respondentsø professional qualifications, teaching experience in years, training in AE for the adult teachers and education level, professional qualifications and experience for the target groups.

Figure 1: Respondent Professional Qualifications.
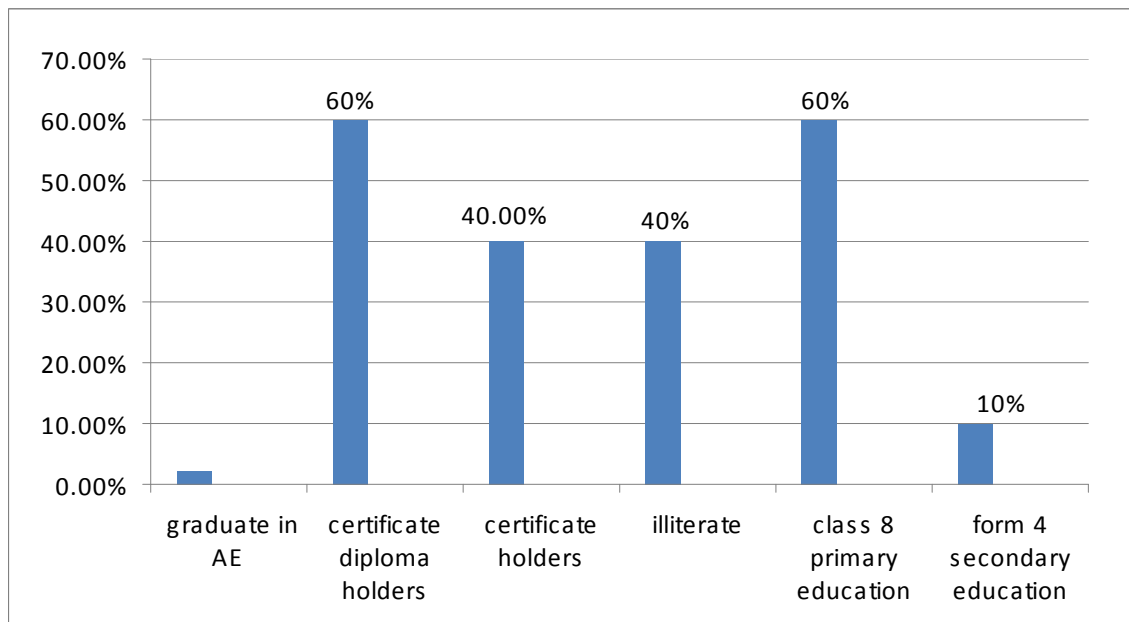
The findings of the study revealed that 60.0% of the adult teachers were diploma holders while 40% had certificates but none was trained in AE.

Data on the adult learnersø qualifications show that 40% were illiterate while majority of them, 60%, had primary school education while 10% had secondary school education as their highest academic qualification.

According to Kinyua (2001), a well prepared staff can help make the intended change in education a reality when given adequate professional training through pre-service and in-service programmers. Of essence is the fact that adult educators in charge of AE were not professionally qualified as adult teachers.

4.2.1 Gender Composition

This information was gathered to determine the number of males and females involved in the study.

Table 3.   Gender composition in the AE teaching staff

Gender	F	%
Male	2	66.6
female	1	33.3
Total	3	100.00

The finding of the study reveled that 66.67% of the adult educators are male while 33.3% of the adult educators in Ganze division are female.

Table 4. Gender Composition in the Targets Groups.

Gender	F	%
Female	82	82
Male	18	18
Total	**100**	**100**

The findings of the study revealed that 82% of the adult learner (target group) was female while 18% were male.

4.2.2   Age difference

This information was gathered to establish the age of the respondents within the study area.

Table 5: Age difference among the adult teachers

Age	F	%
31-40	2	66.6
41-50	1	33.3
Total	**3**	**100**

According to table 5, 66.67% of the adult teachers were from age 31 yrs old to 40 yrs old while 33.33% were between the ages 41 years old to 50 years old.

Table 6: Age difference among the adult learners.

Age	F	%
18-30	44	44
31-40	40	40
41-50	12	12
51- above	4	4
Total	100	100

The findings of the study revealed that 44% of adult learners were aged between 18 years to 30 years, while 40% were aged between 31 years to 40 years, 12% of the adult learner were aged between 41 years to 50 years and 4% of the adult learners were aged above 51 years.

4.2.3   Adult teachers' responses' on whether they have undergone training on how to handle adult learner.

The adult teachers were asked to state if they had been trained to teach the adult learner. The results of the finding are shown in figure 2.

Figure 2:   Adult teachers' response on whether they have undergone some

training in handling adult learners
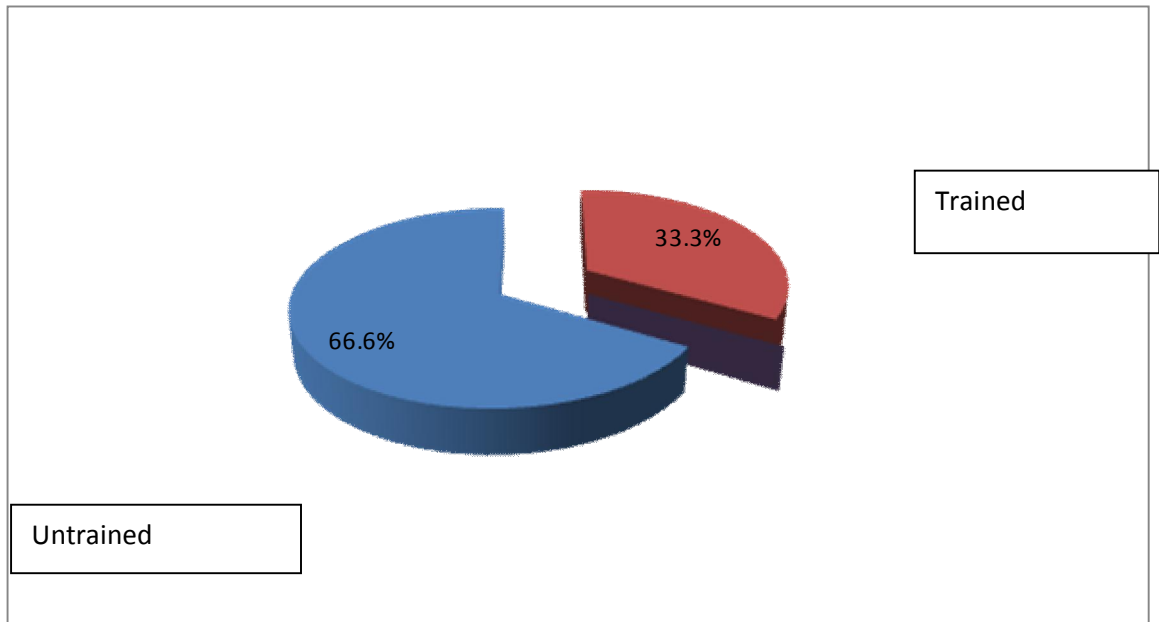
From the findings of the study, 66.67% of the adult teachers had hardly been trained to handle adult learner while 33.3% had in-service training on how to handle adult learners.

4.3   Answers to Research Questions.

The findings on research items below are intended to answer the research questions.

4.3.1   Availability of sufficient funding.

Adult teachers were asked to state whether there was sufficient funding for the effectiveness of AE and their response are shown in table 7

Table 7:   Adult educators' response on whether there is enough funding for the effectiveness of AE.

Response	F	%
Yes	1	33.33
No	2	66.67
Total	3	100

The findings on table 7 show that majority of the adultteachers, 66.67% stated that the funds were not enough for effective adult education.

Table 8:   Adult Learner response whether there is enough funding for effective adult education

Response	*F*	*%*
Yes	10	20
No	40	80
Total	50	100

The finding in table8 shows that majority of the adult learner, 80% stated that the funds were not enough for effective adult education, While 20% stated that the funds were enough.

4.3.2 Methods used in teaching Adult Education

The researchers found it necessary to establish the methods used to teach the adult learners, and know how they affect the effectiveness of AE. The teachers were asked to identify methods they commonly used to educate the adult learner. Their findings were recoded in the table 9

Table 9. Adult teachers' response on the method commonly used to educate adult learner Responses

Methods used	A	B	C
Peer educator	ç	ç	
Visits and trips		ç	
Public meeting	ç	ç	ç
Demonstration		ç	ç

Where A, B and C are the adult educators

From the findings the adult educators in department B combined peer educators,   visit and trips, public meeting and   demonstration to educate the adult learner, while adult teachers in department A use peer educators and public meetings while department C adult teachers   use public meetings and demonstration.

The adult learners were asked about the method they found appropriate and their response were recorded in table 10

Table 10. Adult learner's response on the appropriate AE teaching method.

Methods used	F	%
Peer educator	8	8
Visits and trips	50	50
Public meeting	2	2
Demonstration	40	40
Total	**100**	**100**

N=100

From the findings in table 10 most of the adult learners, 50% favored visits and trips while 40% of the adult learner favored demonstrations was favored by 40% of the adult learner, Peer education was favored by 8% of the adult learners while 2% of the adult learners favored public meetings.

4.3.3   Respondents opinions on if there was replication of adult education programs.

Adult teachers were asked if there were cases of replication of adult education programs. The findings are presented in table 11.

Table 11: Adult educators' response if there were cases of replication of AE programs

Response	F	%
Yes	2	66.67
No	1	33.33
Total	3	100

The finding of the study revealed that 66.67% of the adult teachers were aware of replication of AE programs. While 33.33% of the adult teachers indicated that they were not aware of the replication of AE programs.

Table 12.   Adult learners' response if there were cases of replication of AE programs.

Response	F	%
Yes	82	82
No	18	18
Total	100	100

The findings from the table 12 indicate that majority of the adult learner 82% were aware of programs replication in AE while 18% of the adult learner Indicated that they were not aware of programs replication in AE.

4.3.4 Respondents' opinion on why there was replication of AE programs.

The researcher sought for the learnerøs opinions on why there was replication in adult education programs and they gave the following reasons as presented in table 13.

Table 13. Respondents' opinion why there was replication in AE programs

Response	F	%
Lack of curriculum	2	66.67
Insufficient funding	3	100
Departments interest	1	33.33
Competition in departments	1	33.33
Poor co-ordination in department	2	66.7

N=3

All the adult teachers attributed replication of AE programs to insufficient funding, 66.67% attributed replication of AE programs to lack of curriculum, while 33.33%

competition among the providers of AE, and the department interests were attributed replication of AE programs.

The researcher sought for the learner's opinions on why there was replication in adult and continuing programs and they gave the following reasons as presented in table. The researcher sought for the learner's opinions on why there was replication in adult and continuing programs and they gave the following reasons as presented in table 14.

Table 14. Adult Learner opinion on why there was replication in AE programs

Response	F	%
Lack of curriculum	70	70
Insufficient funding	52	52
Departments interest	36	36
Competition in departments	10	10
Poor co-ordination in department	10	10

N=100

Findings from the respondents stated that majority of adult learners, 70% attributed replication of AE programs to lack of curriculum, 52% attributed replication of AE programs to insufficient funding, while 36% of the adult learner attributed replication of AE programs to the department interest and 10% attributed the replication of AE programs to poor co-ordination among the departments.

4.3.5 Respondents opinions on the contribution of AE in the improvement social and economic status of a society.

The respondents were asked if they were aware that AE was important in the improvement of the social and economic status of a community. The findings were recorded in figure 3.

Figure 3. Role played by AE in Social and Economic Improvement

Adult teacher   adult learners
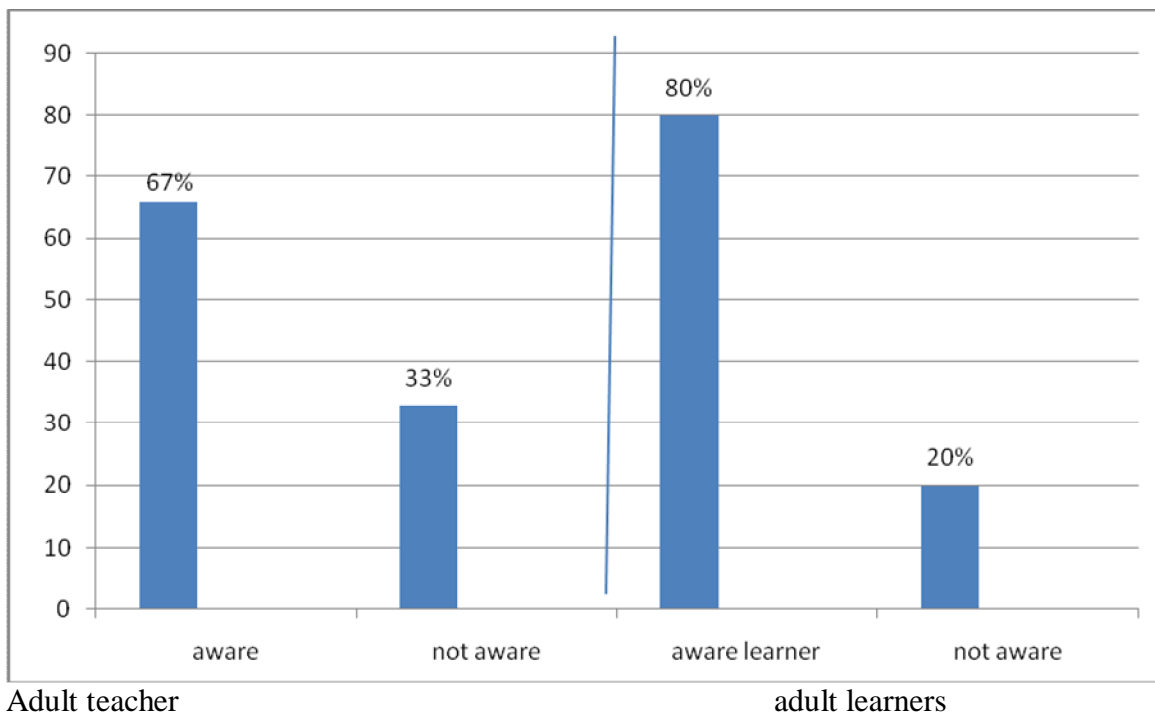
The findings indicated that 67% of the adult teachers were aware of the importance of AE to social and economic status of a community, while 33% of adult educators were not aware of the contribution of AE to the social and economic status of a community.

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80% of the adult learners indicated that they were aware of the contribution of AE to social and economic status of a community while 20% of the adult learners stated were not aware of the contribution of AE to the social and economic status of a community.

4.4.   Effects of the Traditional beliefs and culture in the effectiveness of AE.

The research items below are meant to answer the research question

õIs the effectiveness of AE in Ganze division affected by the traditional beliefs and culture?ö

4.4.1   Traditional beliefs and customs as perceived by the adult teacher and adult learners.

The respondent was asked to give their opinion on whether traditional beliefs and customs play a role in the effectiveness of AE. The findings are presented in figure 4.

Figure 4. Respondents opinion in the role of traditional beliefs and customs in the effectiveness AE

Adult teacher   adult learner
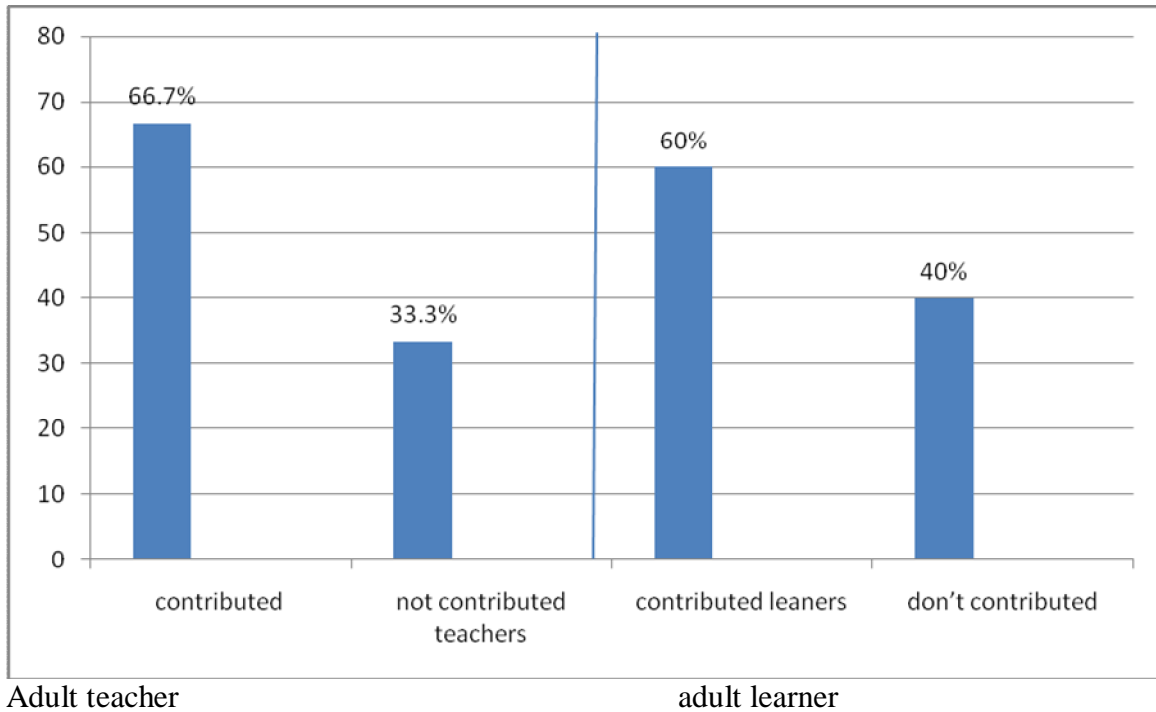
From the findings 67% of the adult teachers had the opinion that tradition beliefs and customs affected the effectiveness of AE in Ganze division while 33% of the adult teacher had the opinion that traditional belief and customers did not affect the effectiveness of AE in Ganze division.

4.4.2 Ways in which traditional belief and customs affect the effectiveness of AE.

Using a follow up question the adult teachers who had the opinion that traditional belief and customs affected effectiveness of AE were asked to state the ways in which the traditional beliefs and customs affect the effectiveness of AE.

Table 15 ways in which traditional beliefs and customs affects the effectiveness of AE.

Response	F	%
Position of men in the society	3	75
Influence of polygamy	2	50
Witchcraft	1	25
Taboos	2	50

N=4

According to table15, 75% adult teachers stated that the traditional position of men in the Ganze community contributed to the effectiveness of the AE, 50% of the adult teachers attributed the influence of polygamy in the community as a factor in the effectiveness of AE in Ganze division, 25% of the adult teachers identified the role of witchcraft as a factor affecting effectiveness of AE and 50% identified taboos especially regarding boys and girls activities as a factor in the effectiveness in Ganze division.

Table 16.   Ways in which Traditional Beliefs and Customs affects the effectiveness

of AE according to the adult learner

Response	*F*	*Percentage*
Position of men in the society	80	80
Influence of polygamy	40	40
Witchcraft	80	80
Taboos	70	70

N=100

According to the findings in table 16, 80% of the adult learner stated that role of men in the society plays a role in the effectiveness of AE, 40% stated that the influence of polygamy affected the effectiveness of AE while 80% stated that witchcraft affect the effectiveness of AE 70% stated that taboos affect the effectiveness of AE.

4.4.3   Measure to be taken to reduce the effects of traditional beliefs and

customs in the effectiveness of adult education.

The respondents were asked to suggest what ought to be done to the traditional beliefs and customs to stop affecting the effectiveness of AE. The response were presented in table 17 and 18.

Table 17   Adult teachers response on the measures to be taken to reduce the

effect of traditional beliefs and customs in the effectiveness of AE

Response	F	%
Improving literacy level	15	75
Understanding the culture	25	25
Recruit educators within	10	50
Educating the women	12	60

N=20

Findings from the respondents reveal that 75% of the adult teachers suggested   that improving the level of literacy in the community could improve the effectiveness of AE, 60% recommended that educating womenøs on their constitutional rights, 50% recommended the recruiting of adult teachers from within the community, while 25% suggested the understanding of traditional beliefs and customs.

Table 18: Adult learners respond on the measures to be taken to reduce the effect of tradition beliefs and customs in the effectiveness of AE

Response	F	%
Improving literacy level	80	80
Understanding the culture	10	10
Recruit educators within	70	70
Educating the women	15	15

N=100

Finding from the respondent revealed that 80% of the adult learner revealed that improving literacy level in the community 70% suggested recruiting the adult educator from the community 15% suggested the educating of the women on their rights while 10% suggested the understanding of the traditional belief and customs.

The researcher observed that traditional beliefs and customs affect the effectiveness of AE. The Ganze community is male dominated this disadvantages the women.2008-2009 Ganze constituencies was rated the poorest in Kenya, indicating that even the education level in this community are very low.

4.5 Composition of target group

The research item below were intended to answer the research question

õTo what extents is the composition of target groups affecting the effectiveness of AE in Ganze Division?ö The respondents were asked to rate composition the target group in terms of the influence they have on the effectiveness of AE. The findings are presented in table 19.

Table 19. Composition of the target groups stating whether they are effective or not effective in AE

Composition of target group	*Effective*	*Not effective*
Youth	√	
Women/disadvantaged		√
Senior citizen		√
Professional	√	

The respondent rate jobless youth and professionals as effective in AE programs

While the disadvantaged and women together with the senior citizens were rated as the not effective in AE programs

The respondents were asked to give suggestion why women and the disadvantage in society and the senior citizens affected the effectiveness of AE.

Their findings are presented in table 20.

Table 20. Respondents' suggestions as to why women and the disadvantaged and

the senior citizens are rated as the most ineffective in AE.

Response	F	%
Resources are not designed to the needs of the learner	9	56.2
Learners not to able to understand	11	68.7
Learners lack of appreciation of the program	7	43.7
Poor timing of the AE program	8	50

N=16

The finding in table 20 shows that 68.7% indicate that learners were not able to comprehend concepts, 56.2% indicated that the resources are not designed to the learners needs 50% indicate that timing of the program is not conducive while 43.7% indicate that the learner lack appreciation of the program.

4.6 Summary of the research findings

The study achieved its set objectives of examining the factors affecting the effectiveness of adult education in Ganze division. The possible ways in which the challenges could be addressed were also identified. Data from the respondents revealed that 66.7% of the

adult teachers were not trained to handle adult learners. The study also revealed that AE in Ganze division is poorly funded. 90% of the respondent revealed that AE programs are poorly funded.

Replication of programs was sighted due to funding problems. 33.3% respondents attributed replication of AE program was due to funding problems. Traditional beliefs and customs were found to be rigid in that they lacked flexibility to meet the diverse needs and challenges of AE. 66.7% of the adult educators involved in the study gave the opinion that traditional beliefs and customs were a major hindrance to the effectiveness of adult education in Ganze division.

It was suggested that the effectiveness of AE programs in Ganze division could be improved by:

Sensitization of the community on the necessity of AE, provision of adequate and appropriate adult education skills, increment of financing level and the provision of support services in adult education.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS.

5.0   Introduction

This chapter provides a brief summary of the study, concludes the study and provides recommendations. The chapter also offers suggestions for further study.

5.1   Summary of the study

The purpose of this study was to investigate factors affecting the effectiveness of adult education in Ganze division. Four objectives and research questions were formulated to guide the study.

The study adopted on ex-post facto research design. The researcher targeted the adult teachers in Ganze division, in the 4 ministries namely: ministry of health, agriculture, trade and internal security together with 25 villages (Target group). Purposive sampling was used to sample 100 adult learners to participate in the study.

Research instruments including questionnaires for the adult teachers and the adult learners and an observation schedule. Before the main study, a pilot study was conducted to test the validity and reliability of the instruments. The research instruments were as ascertained to be valid and reliable.

The questionnaires return rate was 66.67% for the adult educators and 60% for the adult learners. This was considered quit adequate for the purpose of the study. Using descriptive statistics, the data was analyzed and presented in frequency tables and graphs

The findings of the study revealed that adult education is poorly funded, teachers lacked appropriate skills in handling the adult learner, replication of programs is common, and traditional beliefs and customs negatively influence AE in Ganze division.

The adult teachers and the adult learners established that approach to adult education programs and the composition of the target group also had negative influence to AE in Ganze division.

5.2   Conclusion

There are many factors that affect the effectiveness of adult education in Kenya. This is because AE programs are hurriedly implemented before all stakeholders are sensitized and made aware of their role. Most adult teachers have not been trained in AE and appropriate teaching and learning resources have not been put in place. Lack of support services and clear legal policy framework to guide the implementation of AE programs has hampered the whole process.

 The level of financing AE programs is inadequate. The government should Endeavour to source funds from donors, NGOs and well-wishers to diversify the provision of appropriate leaning resources for AE.

5.3   Recommendations of the study.

The following recommendation was made from the study:

1. The ministry of education (department of adult education) should consider development curriculum for AE programs, improve monitoring and evaluation of AE

programs and equip adult learning centers. This is because the study raveled that the monitoring and evaluation of AE programs is inadequate because the supervisors are ill-equipped to reach all the learning centers. It also revealed that the learning centers lacked adequate and relevant teaching and learning materials.

2. Although there are adult teachers full pained by the government, the majority of the adult teachers working in AE programs are self help and part-time teachers who are paid a token for volunteering. The training of adult teachers should be done to equip them with basic and appropriate skills on how to handle the adult learners and making the work for adult teachers enjoyable.

3. The study revealed that a big percentage of adult population in Ganze division is not aware of the AE programs. The department of AE has at least one centre in every administrative location but because of the size of these areas, not every one would be aware of these centers. It is the duty of all stakeholders in AE to organize for awareness campaigns across the country sensitizing people on the value of AE problems

4. Adult teachers are poorly remunerated. This scenario helps to explain the low caliber of facilitators being attracted to AE profession and the low morale of the adult educator. To attract professionalism remuneration in AE should be made attractive.

5.4   Suggestions for further Study

The researcher suggested the following areas for further research;

1. The study should be replicated in other parts of the country so as to derive a national perspective on the factors affecting the effectiveness of AE in Kenya.
2. An investigation into the challenges facing the AE teachers in Kenya.

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APPENDICES

Appendix I

Introduction letter to the respondents.

University of Nairobi

College of Education and External studies,

Department of Education foundations,

P.O.BOX 92,

Kikuyu.

April, 2010

Dear respondent,

REF: Research on factors affecting the effectiveness of Adult Education in Ganze Division

I am a postgraduate student in the University of Nairobi. I am Conducting research on the above mentioned topic.

Your Department/village has been selected to join in the research. I hereby request you to respond to the questionnaire items as honestly as possible and to the best of your knowledge. The questionnaire is meant for research only and your response will be treated with utmost confidentiality .No name of the respondent will be written on the questionnaires.

Thanks in advance

Yours faithfully

Mwandoto Morris.

Appendix II

Questionnaires for the AE Learner

The main purpose of this Questionnaire is to gather information about factors affecting the effectiveness of AE in Kenya. The answers are indicated directly on the space provided or by ticking (ç) the appropriate answer. To ensure confidentially, do not write your name anywhere on this questionnaire.

<u>SECTION ONE</u>

Please answer the following Questions by either ticking (ç) or filling in the spaces provided where applicable.

1.   What is your highest educational Qualification?

2.   Have you ever been trained in any profession?

YES   ☐   NO   ☐

3.   Where can you put your target group?

Professional   ☐ women/disadvantaged   ☐

Senior citizen   ☐ unemployed youth   ☐

4.   How many are you in you target group.

0-5 ☐   6-10 ☐   11-15   ☐

16-20   ☐   over 20   ☐

SECTION TWO

1a) Are there any members of your target group who dropped out?

YES ☐   NO ☐

b) Please state reasons why you think they dropped out of your group.

í í

í í

c) From your personal knowledge do you know any adult who would have been in your group but for one reason or another they are not?

YES ☐   NO ☐

d) What in your opinion can be done to increase the enrolment in

AE? í ..

2a) How would you rate the program in your group in terms of availability and adequacy of teaching and learning resources for the AE?

Equipped ☐   moderately equipped ☐

well equipped ☐

b) Please list various types of teaching and learning resources for AE available in your program me.

c) Are the available teaching and learning resources appropriate for adult learners

needs? YES ☐   NO ☐

d)   If YES, what makes you think the teaching and leave resources are appropriate

for adult learners………………………………………..

e)   If NO, what types of teaching and learning resources do you think should be

provided for a learner?...

3a)   in your opinion are the AE programs ….. Very relevant   [   ]

Relevant   [   ]   irrelevant   [   ]   fairly relevant   [   ]

SECTION THREE

1. What is your opinion about the AE programs in Kenya?…………………

2. What are some of the problems you experience in your target   group?

3. What problems do you as an adult learner face when dealing with Adult teacher?

…………………………………………………………..

4. Please give suggestions on how the factors affecting the effectiveness of AE can be

improve in Kenya……………………………………..

Appendix III

Questionnaire for AE Teachers

The main purpose of this Questionnaire is to gather information about factors affecting the effectiveness of AE in Kenya. The answers are indicated directly on the spaces provided or by ticking (ç) the most appropriate answer. To ensure confidentiality do not write your name anywhere on this Questionnaire.

SECTION ONE

Please answer the following Questions by either ticking (ç) or filling the space provided where applicable.

1. Have you ever been trained to teach in adult education?

    YES ☐   NO ☐

2. Apart from training, have you undergone any in service training related to management of AE programs?

    YES ☐   NO ☐

3a). What is your teaching experience?   0-5 years ☐   6-10years ☐   11-15 years ☐   16-20 years ☐   over 20 ☐

b) Please fill this table to show the evolvement of Adult in your program for the given period of years.

Year	2003		2004		2005		2006		2007		2008	
	M	F	M	F	M	F	M	F	M	F	M	F
No of Adults												

c. From your knowledge do you know any interest adult who have been enrolled in your program but for one reason or another they are not enrolled?

YES ☐ NO ☐

d. What is your opinion can be done to increase the enrolment of adult learners?

í í

í ..

4a) How would you rate your programs in terms of availability of teaching and learning resources for the adults? Equipped ☐

moderately equipped ☐ well equipped ☐

b) Are the available teaching and learning resources in your program appropriate for the adult learners? YES ☐ NO ☐

c) If YES, state why you think the available teaching and learning resources are appropriateí í í í í í í í í í í í í í ..

d)   If NO what type of teaching and learning resources do you think should be

provided for the adult learners? ....

e)   How would you rate the government's contribution towards? AE. Program me?

Very little [   ]   little   [   ]   average [   ]   Good [   ]

very good [   ]

5a)   how would you rate the level of financing the AE in your program? Very little [   ]

little   [   ]   average [   ]   Good [   ]   very good [   ]

b)   Other than the funds allocated by the government do you have other sources of

financing AE? YES   [   ]   NO   [   ]

c)   If yes, please state the financier (s). í í í í í í í í í í í í í í

d)   Are the funds sufficient? YES   [   ]   NO   [   ]

6.   How relevant are the programs offered by the AE needs?.

Very relevant   [   ]   Relevant   [   ]   fairly relevant   [   ]

irrelevant [   ]   very irrelevant   [   ]

7a)   Do you think adult teachers in your department are adequately prepared to handle

AE learners needs? YES [   ]   NO   [   ]

b)   If YES, what makes you think that teachers in your department are adequately

prepared handle adult learners needs?

í í

c)   If NO, please state what should be done so that teachers in your department can

adequately handle adult learners' needs?

SECTION THREE

1.   What is your opinion about the status of AE in Kenya?

        í

        í

        í

2.   Please give suggestions on how the AE can be made more effective in Kenya?

        í

        í

        í

Appendix IV

Observation schedule

	Facility	Availability	Adequacy
1	Teaching aids &instructional materials		
2	Sitting in class		
3	Textbooks		
4	Learning centers		
5	AE Teacher office		
6	Start and end of teaching		
7	Furniture		
8	Reporting time for the AE teacher		
9	Language of instruction		