FACTORS INFLUENCING IMPLEMENTATION OF POST LITERACY PROGRAMME IN KENYA: THE CASE OF ADULT EDUCATION CENTRES IN HOMA BAY DISTRICT.

BY

OKEMWA JOSEPH MOTURI

A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE

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DECLARATION

This Research Project Report is my original work and has never been presented for the award of any degree in any other university.

Sign _____ Date 15/11/2012

OKEMWA JOSEPH MOTURI

L50/61471/2O11

This Research Project Report has been presented for examination with my approval as the University Supervisor.

Sign _____ Date 15/11/2012

DR. HARRIET J. KIDOMBO

Senior Lecturer

School of Continuing and Distance Education

University of Nairobi.

DEDICATION

This Research Project is dedicated to my entire family especially my wife, Jane Biyaki and children, Vincent Moturi, Godfrey Moturi, Polycarp Moturi and Celestine Moturi for remaining calm during the entire period of my studies.

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I wish to sincerely thank my supervisor, Dr. Harriet J. Kidombo who sacrificed her time and effort to guide me through this project. It is through her tangible pieces of advice and positive views that this great achievement was realized. Her schorlarly pieces of advice, commitments and professional work done in critiquing my work gave me valuable expertise in writing the whole document.

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Special thanks goes to the respondents who spared their crucial time to respond to research questions posed to them during data collection. I also wish to register my appreciation to the district adult education officer, Homa Bay, divisional adult education officers and adult education instructors for according me an opportunity to gather vital information related to the research.

Much gratitude goes to my wife Mrs. Jane Biyaki Moturi for remaining patient and understanding during the entire period of study. Her persistent word of encouragement and patience during difficult times enabled me to complete the course.

ABSTRACT

The study was conducted to establish factors influencing implementation of post literacy programme at adult education centres in Homa bay district. The study aimed at finding out why learners' living standards had been improved by the programme. The sole purpose of post literacy programme was to help neo-literates apply the knowledge and skills gained so as to uplift their socio-economic standards but that wasn't forthcoming. Post literacy programme aims at helping neo-literates consolidate, retain and utilize basic literacy skills acquired at the basic literacy level. Globally there is evidence of post literacy programme to overcome the enormous numbers of neo-literates relapsing back into illiteracy. The objectives of the study were to determine the extent to which provision of resources, how motivation of instructors and adult learners, supervision of District Adult Education Officer and divisional Adult Education Officers, and the learning environment influenced implementation of post literacy programme. Four research questions based on the mentioned objectives to guide the study had been formulated. Related literature reviewed identified teaching/learning materials, facilitators, funding, instructors' and adult learners' motivation, District Adult Education Officer's and Divisional Adult Education Officers' expertise in programme supervision, availability of relevant reading materials, condition of seats and distance covered by learners to adult centres as the independent variables that could be influencing post literacy programme implementation. The adult learning theory and principles of adult learning and Paul Freire's theory of adult literacy were identified to support the study. The significance of the study in relation to EFA goals, MDGs and vision 2030 had been outlined. Descriptive survey design was adopted for the study during data collection. The district adult education officer and 2 divisional adult education officers were selected through purposive sampling while 8 adult education instructors and 230 neo-literates were selected through simple random sampling and the study targeted a total population of 666 people out of which a sample of 241 respondents were selected for the study. Adult education instructors have the strongest influence on learning in adult centres. Instrument validity was done by supervisor while reliability was done using test-retest method. Data collection was conducted by the researcher. Collected data was analyzed using descriptive, percentages and inferential statistics. The study revealed that requisite resources were lacking at the adult education centres, motivation of adult instructors and learners was non-existent, the district adult education officer and divisional adult education officers were constrained in terms of facilitation for programme supervision and the learning environment wasn't appealing to the learners.

TABLE OF CONTENT

PAGE

Declaration.....ii

Dedication.....iii

Acknowledgement.....iv

Abstract.....v

Table of Content.....vi

List of Tables.....ix

List of Figures.....xiii

List of Abbreviations and Acronyms.....xiv

CHAPTER ONE--INTRODUCTION

1.1 Background to the Study.....1

1.2 Statement of the Problem.....6

1.3 Purpose of the Study.....7

1.4 Objectives of the Study.....7

1.5 Research Questions.....7

1.6 Research Hypotheses.....8

1.7 Significance of the Study.....9

1.8 Limitations of the Study.....10

1.9 Delimitations of the Study.....11

1.10 Basic Assumptions of the Study.....12

1.11 Definition of Significant Terms as used in the Study.....12

1.12 Organization of the Study.....12

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CHAPTER TWO—LITERATURE REVIEW

PAGE

2.1 Introduction.....15

2.2 World Perspective of Post literacy Programme.....15

2.3 Resource Provision.....17

2.3.1 Teaching/Learning Materials.....17

2.3.1.1 Facilitator' Materials.....18

2.3.1.2 Learner' Materials.....19

2.3.1.3 Facilitators.....21

2.3 .1.4 Funding.....23

2.4 Motivation of Adult Education Instructors and Learners.....24

2.4.1 Instructors' Motivation.....25

2.4.2 Learner' Motivation.....27

2.5 DAEO's and Divisional AEOs' Supervision.....29

2.6 Learning Environment.....32

2.7 Theoretical Framework.....33

2.7.1 Adult Learning Theory and Principles of Adult Learning.....33

2.7.2 Paul Freire's Theory of Adult Literacy Education.....34

2.7 Conceptual Framework.....35

2.8 Summary.....37

CHAPTER THREE—RESEARCH METHOLOGY

PAGE

3.1 Introduction.....39

3.2 Research Design.....39

3.3 Target Population and Sample Size.....39

3.4 Sample Size and Sampling Procedure.....41

3.5. Research Instruments.....42

3.5.1 Piloting of Research Instruments for Validity.....43

3.5.2 Instrument Reliability.....43

3.6 Data Collection Procedures.....45

3.7 Data Analysis Techniques.....45

CHAPTER FOUR—DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction.....49

4.2 Questionnaire Return Rate.....49

4.3.1 Analysis of Work Experience.....50

4.4 Analysis of Provision of Resources.....54

4.4.1 Analysis of the Adequacy of Teaching/Learning Materials.....54

4.4.2 Chi-square Analysis of Data on stated Hypotheses.....55

4.5 Analysis of DAEO's Responses on Motivation.....56

4.5.1 Chi-square Analysis of how Motivation Influences PLP Implem.....57

PAGE

4.6 Analysis of DAEO's and AEOs' Responses on Supervision.....58

4.6.1 DAEO's Responses on Supervision.....59

4.6.2 Analysis of AEO's Responses on Receipt of Fuel.....59

4.6.2.1 Analysis of AEOs' Responses on regular Supervision.....60

4.6.2.2 Analysis of AEOs' Responses on Availability of Supervision Tools.....62

4.6.3 Chi-square Analysis of Results of DAEO's and AEOs' Responses on Superv..64

4.6.3.1 Chi-square analysis of the DAEO receiving sufficient funding.....64

4.6.3.2 Chi-square Analysis of the Relationship between Provision of Fuel.....65

4.6.4 Chi-square analysis of the Relationship between AEOs' possession of

M and E skills and Frequency of Supervisions made.....67

4.7.2 Analysis of Responses on Availability of Seats.....69

4.7.4 Analysis of Results on Availability Reading Materials at Learners' homes.....79

4.7.6 Analysis of Results on Proximity of Centres to Learners' homes.....73

4.7.8 Chi-square Analysis of Responses on Learning Environment.....75

CHAPTER FIVE—SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.....78

5.2 Summary of Findings.....78

5.3 Discussion.....81

PAGE

5.4 Conclusion.....85

5.5 Recommendations.....85

5.6 Suggestions for Further Research.....86

RERENCES.....87

APPENDICES

ppendix 1: Letter of Transmittal.....93

ppendix 2: District Adult Education Officer's Questionnaire.....94

ppendix 3: Divisional Adult Education Officers' Questionnaire.....97

ppendix 4: Adult Education Instructors' Questionnaire.....99

ppendix 5: Interview Schedule for Post Literacy Learners.....102

ppendix 6: Research Workplan.....104

ppendix 7:Tentative Budget.....105

ppendix 8: Research Permit.....106

LIST OF TABLES

PAGE

Table 3.1 Distribution of centres per category.....40

Table 3.2: Target Population and sample Size.....40

Table 3.3 Determining Sample Size from a given Population.....42

Table 3.4: Operationalization table.....44

Table 4.6 Chi-square analysis of the relationship between resource provision and implementation of post literacy programme.....55

Table 4.7 Chi-square analysis of the relationship between motivation and Implementation of post literacy programme.....59

Table 4.8 Divisional AEOs' responses on receipt of fuel.....59

Table 4.9 AEOs' agreement on possession of M and E skills for supervision.....60

Table 4.10 AEOs' frequency of supervision visits.....61

Table 4.11 Analysis of availability of supervision tools.....63

Table 4.12 Chi-square analysis of the relationship between DAEO's funding and frequency of supervision visits.....65

Table 4.13 Chi-square analysis of AEOs' fuel and frequency of supervisions....65

Table 4.14 Analysis of the relationship between AEOs' M and E skills 67

Table 4.15 Results on adult centres having own learning venues.....68

Table 4.16 Results on availability of seats.....69

Table 4.17 Instructors' and neo-literates' responses on availability of relevant Teaching/learning materials.....70

Table 4.18 Learners having reading materials at home.....71

Table 4.19 Respondents' opinion on availability of latrines at centres.....72

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PAGE

Table 4.20 Results of Instructors' and Learners' Responses on distance of Adult Centres..... 73

Table 4.21 Existence of viable income generating activities.....74

Table 4.22 Chi-square analysis of the relationship between centres having own venues and seats.....75

Table 4.23 Chi-square analysis of the relationship between learners having reading materials at home and availability teaching/learning materials.....76

LIST OF FIGURES

PAGE

Figure 1: Conceptual Framework.....36

ABBREVIATIONS AND ACRONYMS

ADB: African Development Bank

AEO: Adult Education Officer

DAEO: District Adult Education Officer

DFID: Department For International Development

DNAFLA: Directorate of Functional Literacy and Applied Linguistics

DPI: Department for the Prevention of illiteracy

EFA: Education For All

ESCAP: Economic and Social Commission for Asia and the Pacific in Bangkok

HIV/AIDS: Human Immunodeficiency Virus

MDG: Millenium Development Goals

NCHD: National Commission for Human Development

NLM: National Literacy Mission

UN: United Nations

UNDP: United Nations Development Programme

UNESCO: United Nations Educational, Scientific and Cultural Organization

USAID: United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The challenge of neo-literates relapsing back into illiteracy after acquiring basic literacy skills from the basic literacy programme was an issue facing the adult literacy programme in the world today and in the future (UNESCO, 2008). Post literacy takes measures to enable neo-literates to put into practice the skills acquired and to increase the knowledge obtained by learning to learn and to take decisions in the continuing process of development and mastery of their environment (UNESCO, 2007). Post literacy enabled neo-literates take control of their surrounding environment and improve their living conditions. As part of continuing education, post literacy programmes attempt to give interested learners an opportunity to harness and develop their potential after completion of basic literacy (NLM, 2008). Learning skills acquired by neo-literates during the short time were fragile and there was a danger of them regressing into partial or total illiteracy unless special efforts were continued to consolidate, sustain and enhance their literacy levels. Post literacy aimed at consolidating the basic literacy skills of speaking, reading, writing, numeracy and problem-solving and at the same time, transform these learners into educated people who were productive socio-economic assets in the community. It was an intergrating process to assist literates to retain, improve and apply their basic knowledge, attitudes and skills for the satisfaction of their needs and to permit them to continue with education through a self directed process for the improvement of their quality of life (Adama, 2008). It focused on the retention and stabilization of the literacy skills, the continuation of learning beyond institutional

structures, the application and improvement of previously acquired skills, the context in which the skills were to be applied, that is, the family, the workplace, community organizations and larger national society and the autonomy of the learners as individuals and organized groups. The Kenya National Adult Literacy Survey report (Republic of Kenya, 2007), noted that the post-literacy programme aimed at assisting new literates to engage in productive learning activities, which helped them to retain, improve and apply their literacy, numeracy and communication skills. It was meant to assist learners to acquire sustainable literacy.

Pakistan initiated the post literacy programme in effort to address high levels of illiteracy in that country. According to UNESCO (2007), the levels of literacy in Pakistan are disturbingly low. The total literacy rates of young people and adults in Pakistan in 1995 and 2005 were 65% and 50% respectively. In light of recognizing that illiteracy is both the cause and consequent of poverty and national underdevelopment, the National Commission for Human development (NCHD), initiated the National Adult Literacy programme in 2002 in an effort to combat illiteracy and empower people to become effective agents of social change and development. Most importantly, National Commission for Human development initiated a post literacy programme to provide adult literacy graduates and out of school youth with opportunities for continuing education. Apart from consolidating the learners' literacy skills, post literacy programme also endeavours to empower them through functional literacy learning and vocational training.

A similar trend had been adopted by other countries such as South Asia and Cuba. In South Asia, illiteracy is widespread as a result of traditional patterns of gender discrimination in the sub region heavily concentrated among women (United Nations,

2001). Female literacy rates in Bangladesh, India and Pakistan were half of those of men. Although governments and non-governmental organizations had established an elaborate curriculum and teaching methods for basic literacy, there was a concern that functionally literate females without appropriate follow-up could relapse into illiteracy.

Economic and Social Commission for Asia and the Pacific in Bangkok (ESCAP) had developed a post literacy project for women in these countries to improve the administration of literacy education through enhancing management and technical skills of local-level non-governmental organizations in literacy promotion. Cuba was making use of post literacy programme for improving the reading, writing and arithmetic skills needed for continuing education. At the 2001 international pedagogy congress in Cuba, it was agreed that, the programme is for the newly literate, semi literate and people who have lost their reading and writing skills due to lack of practice.

In Africa, Morocco and Mali adopted the post literacy programme to address the recurring problem of neo-literates relapsing back into illiteracy. To address this problem, the Moroccan government had made the fight against illiteracy one of its top priorities. The low literacy levels in Morocco and among women were a major barrier to the process of national development. In 2007, the Department for the Prevention of illiteracy (DPI) launched a new project, post literacy project to help new literates consolidate, apply and retain the skills acquired at basic literacy with the objectives of: reinforcement of basic literacy skills, setting up community education centres and the development of new teaching materials adapted.

In order to meet the learning needs of neo-literates and giving them responsibility the National Directorate of Functional Literacy and applied Linguistics (DNAFLA), the national agency charged with carrying out literacy work in Mali, run post-literacy activities which both taught and consolidated skills and allowed skills and responsibilities to be exercised. In Tanzania a campaign was launched on functional literacy following the UNDP/UNESCO work-oriented adult literacy pilot project in the lake regions (Carr-Hill, 2009). Literacy teaching was to be intergrated in the teaching of vocational skills.

According to Ekundayo (2001), post literacy project was initiated with an overall goal of improving the sustainability of basic educational skills and enhancing the contribution of basic education to the country's socio-economic development. Cowthera cited by Asaf (2010), in his research in Bangladesh argued that people retained their reading skills if they put it into practice after completion of their course. If they could not use their literacy skills they forgot. Abdazi quoted by Asaf (2010), said that adults without prior schooling forgot 50% of reading skills within six months. Abdazi cited by Asaf (2010), from their research findings revealed that contribution of basic adult literacy programmes in developing countries could not play positive role in improving adult literacy rate.

Adult literacy rates and ability to improve the sustainability of literacy skills measured the effectiveness of the post literacy programme at adult education centres. It targeted to improve the sustainability of the skills acquired through basic education and ensure that the newly literate adults and out of school youth applied the skills sustainably in order to contribute to the socio economic development of the country.

The project aimed to consolidate and expand on the basic knowledge and skills achieved by a large proportion of Kenyan population through primary and adult literacy programme. Adama (2008), noted that post literacy project assisted newly literates to retain, improve and apply their basic knowledge, attitudes and skills for the satisfaction of their basic needs and permit them to continue learning through self-directed process for improvement of quality of life.

Ravindra (2009), argued that post literacy programme sought to stop the relapse into illiteracy among adults by ensuring retention, application and continuation of literacy. Post literacy was meant to help the neo-literates stabilize their fragile literacy skills and use them prevent regressing into illiteracy.

Relapsing into illiteracy was a global challenge that needed a solution. Globally illiteracy among out-of-school youth and adults was alarming. There was a total of 862 million illiterate adults in the world (Daily Nation, 17th September, 2003).

Considering the Kenyan situation, there were 7.8 million illiterate adults (Daily Nation, 8th September, 2009). According to a Republic of Kenya (2007), in a Kenya National Adult Literacy Survey report, adult literacy rate in Kenya was 61.5%. There were 350,000 adult education learners enrolled with the adult education programme in Kenya (Daily Nation, 17th February, 2011). There were different adult literacy rates and learners enrollment in different regions in Kenya. For instance, Western, Rift Valley and Nyanza provinces had adult literacy rates of 54%, 56% and 62.6% respectively (Republic of Kenya, 2007). Western, Nyanza and Rift Valley provinces had 12,115, 8116 and 11,242 neo-literates enrolled in the post literacy programme respectively in

2011(Republic of Kenya, 2011). Homa Bay, Rachuonyo and Ndhiwa districts had 640, 1423 and 1351 neo-literates in 2011 respectively (Republic of Kenya, 2011). Adult literacy rates for the three districts stood at 64.3%, 71.1% and 67.0% respectively.

1.2 Statement of the Problem

The main goal of post literacy programme was to enable neo-literates utilize the skills acquired to make decisions in their daily lives. Post literacy would enable neo-literates take control of their immediate environment and improve their living conditions (UNESCO, 2007). It should transform these learners into educated people who were productive socio-economic assets in the community. The programme aimed at assisting literates retain, improve and apply their basic knowledge, skills and attitudes for the satisfaction of their needs and improve their living standards. The Kenya National Literacy Survey report (Republic of Kenya, 2007), noted that the post literacy programme was initiated in 1997 with the aim of assisting new literates to engage in productive learning activities in a manner that would improve their quality of life. However since its inception in 1997, the quality of life of the neo-literates in Homa Bay District had not changed nor had any study been carried out in both in Homa Bay and Kenya to investigate factors influencing implementation of post literacy programme.

The failure of the programme to change people's quality of life and absence of studies regarding implementation of post literacy programme both in Homa Bay District and Kenya in general occasioned an empirical study in this area. The purpose of this study therefore was to find out factors influencing implementation of the post literacy programme in Homa Bay District.

1.3 Purpose of the Study

The purpose of the study was to establish factors influencing the implementation of post literacy programme at adult education centres in Homa Bay district.

1.4 Objectives of the Study

The objectives of the study were:

1) To determine the extent to which provision of resources influenced the implementation of post literacy programme in adult education centres in Homa Bay district.
2) To examine how motivation of instructors and learners influenced the implementation of post literacy programme in adult education centres in Homa Bay district.
3) To explore the extent to which supervision by the DAEO and divisional AEOs influenced the implementation of post literacy programme in adult education centres in Homa Bay district.
4) To examine how the learning environment influenced implementation of post literacy programme in adult education centres in Homa Bay district.

1.5 Research Questions

The study sought to answer the following questions:

1) To what extent did provision of resources influence implementation of post literacy programme in adult education centres in Homa bay district?

2) To what level did motivation of instructors and learners influence implementation of post literacy programme?
3) To what magnitude did supervision by the DAEO and divisional AEO influence implementation of post literacy programme?
4) To what level did the learning environment influence implementation of post literacy programme?

1.6 Research Hypotheses

For purposes of guiding the research, the following null hypotheses were developed.

H_{O1}: There was no significant relationship between provision of resources and implementation of post literacy in adult education in Homa Bay district.

H_{O2}: There was no significant relationship between motivation of instructors and learners and implementation of post literacy programme in adult education centres in Homa Bay district.

H_{O3}: There was no significant relationship between supervision of the DAEO and divisional AEOs and implementation of post literacy programme in Homa Bay district.

H_{O4}: There was no significant relationship between the learning environment in adult education centres and implementation of post literacy programme in adult education centres in Homa Bay district.

1.7 Significance of the Study

It was hoped that the findings of the study would help the Ministry of Education and the Directorate of adult and continuing education formulate policies on how the issues identified would be mainstreamed in the post literacy programme so that the intended goal of improving the sustainability of basic education skills and enhancing the contribution of basic education to the country's socio-economic development would be achieved. There was optimism that the information generated would inform policy makers in their endavour to achieve their mandate of improving the lives of Kenyans by reducing levels of illiteracy among adults and the youth. Hopefully, issues generated would be addressed as a significant development particularly in light of the government's effort to respond to global priorities outlined in key framework documents such as the Education For All, Millenium Development Goals and Vision 2030. Kenya looks forward to have her people achieve millennium goals together with other people worldwide The pivotal hinge for these important target goals was education levels of people involved and look forward to benefit from the fruits of Education for All (EFA), Millenium development goals and industrialization. The achievement of these framework documents required a functionally literate adult population which could effectively contribute to economic production and participate in the democratic processes of the country. These attributes are attainable through permanent acquisition of relevant literacy skills through the post literacy programme.

If issues of concern were addressed, literacy skills stabilization and utilization would be enhanced and hence successful achievement of the EFA goals, MDG goals and Vision 2030. This is important especially this time when the government wants every person

both children and adults to benefit from education through education for all goals with special attention to increasing adult literacy rates by 50% by 2015, transforming Kenya into an industrializing middle income country providing high quality of life for all its citizens by 2030 and improving people's living conditions by freeing them from poverty through the Millenium Development Goals by 2015. Attainment of all these goals requires well prepared adult population through the acquisition and stabilization of literacy skills through the post literacy programme.

It was also hoped that the study would provide readers with insights which would stimulate further study in the same field but in different locations other than Homa Bay District and make serious consideration of this problem.

1.8 Limitations of the Study

The study was challenged by the unpredictable weather conditions as a result of long rain season in the months of March, April and May (East African Standard, 6th April, 2012). Homa bay received long rains during this period which made rural roads impassable. The district being sensitive during political seasons, the unpredictable political climate could have interfered with the research. Financial and time constraints may also have affected my research.

The limitations were prevented by collecting data in the month of June and in the morning hours when no much rain would be anticipated. Data was also be collected during that month as a precautionary measure a head of the forthcoming intensive political campaigns in readiness for the next general election. Financial constraints was addressed through seeking financial assistance from my co-operative through an

emergence loan. Time constraint was addressed by giving respondents time frames within which they answered and returned the questionnaires.

1.9 Delimitations of the Study

The study was conducted in Homa bay district because it was a representative of the whole country. Homa bay district was among twelve districts in which post literacy project was piloted before it was eventually rolled out to other districts in the country but the envisaged goals had not been attained. The rest of the districts were : Nairobi, Thika, Machakos, Nakuru/Narok and Garrissa.

The low programme learners enrollment of 1718 in 2010 and 2040 learners in 2011for basic literacy programme in Homa bay district than Rachuonyo whose basic literacy learners were 1846 in 2010 and 1925 in 2011 and Ndhiwa with 1723 basic literacy learners in 2010 and 1623 learners in 2011 is a cause of concern. The same district had the lowest post literacy learners than the other two districts. Post literacy learners of Homa bay in 2010 were 625 while in 2011 they were 640. Rachuonyo had 1316 learners in 2010 and 1423 in 2011 while Ndhiwa had 1403 in 2010 and 1351 in 2011. Homa bay district had the lowest adult literacy rate of 64.3%, 71.1% for Rachuonyo district and 67.0% for Ndhiwa district (Republic of Kenya, 2007). The low literacy levels justified the poor living standards among the majority of residents, an issue the post literacy programme was set to address. This scenario prompted this study to establish factors influencing implementation of post literacy programme at adult education centres in Homa bay district.

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1.10 Basic Assumptions of the Study

The study was guided by the following assumptions: respondents would give accurate and honest information, the weather would be favourable, data collection instruments would have reliability and validity to measure the required constructs and adequate time would be available for data collection.

1.11 Definition of Significant Terms as used in the Study

The following terms used in the study have the following meanings as indicated here below:

Provision of Resources: Availing the necessary resources required for smooth implementation of post literacy programme such as teaching/learning materials, qualified personnel, funding among others.

Motivation of adult education instructors: Giving incentives to instructors as an encouragement and appreciation of the work that they do.

Motivation of neo-literates: Giving incentives to neo-literates as an encouragement for efforts put in learning.

Supervision: Checking work done by adult education instructors to control quality.

Learning Environment: The suitability of classrooms where teaching/learning takes place and availability relevant reading materials at learners' homes.

Post Literacy Programme: An intergrating learning process to assist literates to retain, improve and apply their basic knowledge, skills and attitudes for the satisfaction of their needs and to permit them to continue education through self-directed of improvement of quality of life.

Adult education centre: A place where adult learning takes place.

1.12 Organization of the Study

This study contains five chapters. Chapter one is on introduction under which there is; the Background to the study, Statement to the problem, Objectives of the study, Research Questions, Research hypotheses, Significance of the study, Limitation of the study, Delimitation of the study, Assumptions of the study and Definition of Significant Terms. Chapter two comprises of Literature Review within which there is: the Introduction, Body and Conceptual/Theoretical framework, Chapter three which comprises of : Introduction, Research Design, Target Population, Sampling Procedure, Methods of Data

Collection, Validity and Operational definition of variables and Methods of Data Analysis, Chapter Four which comprises of Data analysis, Presentation and Interpretation and Chapter Five consisting of Summary of Findings, Discussion, Conclusion and Recommendations. References and appendices are also part of this project.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter comprises of reviewed related literature with the purpose of finding out what others have done on the same area. The reviewed literature helped in the identification of knowledge gaps that requires further research. It also comprises of a conceptual framework which shows the independent variables such as teaching/learning materials, facilitators and learners motivation, DAEO's and AEOs' supervision skills, funding, condition of classrooms and availability and relevance of reading materials at adult centres and at learners' homes and their influence on implementation of post literacy programme as dependent variable. Post literacy programme as a concept has also been dwelt on as well as the theoretical framework supporting this study.

2.2 World Perspective of Post literacy programmes

Post literacy programme is an adult education programme offered to neo-literates who have completed the basic literacy level to help them consolidate, apply or utilize and retain the literacy skills acquired at the basic literacy level. It is a programme which helps the neo-literates sustain basic literacy skills acquired at the basic literacy level so that they don't regress back into illiteracy. It is a process and activities developed for neo-literates, which are designed to help them become fully functionally literate and to be autonomous learners. The essential aims of post literacy programme are to prevent regression to semi-literacy or worse and to develop those higher-level literacy skills that

are essential for autonomy in learning. Such skills include context vocabulary building, increased general knowledge and its application, development of higher skills of critical reading and fostering skills in independent problem solving. According to UNESCO (2008), post literacy programmes aim to maintain and enhance basic literacy, numeracy and problem solving skills giving individuals sufficient general basic skills enabling them to function effectively in their societies.

As part of continuing education, post literacy programme attempt to give any interested learner an opportunity to harness and develop his or her learning potential after having successfully completed a course in basic literacy but who may have regressed or is in danger of regressing into illiteracy. It provides opportunities for adults and out-of-school youth to retain, improve and apply basic educational skills for personal, community and national development. The world over delivery strategies of post literacy programme are through providing opportunities for those adults who graduate from adult literacy classes and wish to continue with education at higher levels, creating a reading culture among adults by producing suitable reading materials which captivates their interests and help them in sustaining their literacy skills and providing opportunities for adults and out-of school youth who wish to learn new skills. It remedies the deficiency of primary education and adult literacy programme, it helps to consolidate fragile literacy skills and prevents individuals from relapsing into illiteracy. The programme encourages adults who had learnt to read in order to learn.

Various countries in the world have embraced the programme with an intention of enabling neo-literates stabilize the basic literacy skills acquired. Pakistan initiated the programme in an effort to address high levels of illiteracy in that country (UNESCO,

2008). South Asia and Cuba adopted the same trend. Bangladesh and India adopted the programme to address the problem of literates relapsing back into illiteracy in those countries.

2.3 Resource Provision and Implementation of Post Literacy Programme

This section dwells on the extent to which resource provision influences implementation of post literacy. The resources in focus are teaching/learning materials, facilitators and funding. Provision of teaching/learning materials such as exercise books and text books are key in programme implementation. The availability and quality of reading materials in terms of relevance both at adult education centres and at learners' homes is of cardinal importance in a teaching/learning process. Quality of facilitators in terms of their professional standing and their availabilty plays a key role in programme implementation. Financial allocation facilitates smooth implementation of post literacy implementation. The inadequacy of these resources will definitely curtail effective post literacy programme implementation but their availability definitely enhances its implementation.

2.3.1 Teaching/Learning Materials and Relationship with Post Literacy Programme

Facilitators generally contribute a lot to the success of adult educational programmes but the availability, quality and appropriateness of facilities are of importance in determining the learner's achievement. Coming (2005), in a study in Nepal, notes that instructional materials provide focus for learning as well as the knowledge and skill units of the curriculum. According to his study in Ethiopia on the role of books on post literacy

curriculum delivery, Komareck (2007), found out that books deliver the curriculum and are the single most instructional materials. Like other teaching aids, books are strategically of central importance. While launching the United Literacy Decade, the Director of Adult and continuing Education in Kenya (Daily Nation, 17th September, 2003) mentioned that the biggest challenge in actualizing the Literacy Decade was resources.

According to their study on factors affecting adult learners enrollment in Kakamega South district, Mualuko (2009), found out that learners had inadequate instructional materials. Reading books, exercise books and other materials were few. The Kenya National Adult Literacy Survey conducted in Kenya (Republic of Kenya, 2007), also reveals that learning centres lacked adequate and relevant teaching and learning materials. The report adds that inadequate learning materials act as the main barrier to literacy programs (Republic of Kenya, 2007).

2.3.1.1 Facilitators' Materials and Relationship with Post Literacy Programme

Effective facilitation of post literacy programme requires availability of support materials like facilitators' aids, reference materials among others. These materials provide facilitators with relevant and adequate subject matter for transmission to learners. The absence of these materials forces facilitators to refer to materials not meant for adult learners hence compromising the purpose of post literacy programme.

During their study on adult literacy programmes in Nepal, Coming (2005), argue that effective post literacy materials provide rightly focus on content. They however reiterate the fact that the focus on content sometimes produces materials that are dry and

uninteresting unless the content is of immediate and urgent need. According to a study on participation of learners in literacy programme in Kisumu district, Audi (2005), notes that the most important of all of the facilitators materials are the facilitator's guides, curriculum and reference materials. During the study he found out that there was no written curriculum or syllabus to guide the facilitators. In a situation where there are no literacy curriculum, the facilitators naturally found it difficult to determine the starting point for the learners. They were found to have been using self-designed literacy curriculum consisting of reading, writing and numeracy, which was irrelevant or did not adequately address the needs and interests of learners.

In adult education, facilitators should use a unique and locally oriented curriculum befitting the local needs, but without a curriculum, issues of detailed content and sequence and the information most needed by the facilitators are not available.

2.3.1.2 Learners' Materials and Relationship with Post Literacy Programme

Learning aids help learners to focus on points made. They increase clarity and eliminate possible ambiguity. They add stimulus to learners' programme and are useful in explaining topics. The learning aids have to be appealing, readable, familiar, audible and practically usable. According to Coming (2005), in his study on adult literacy programme in Nepal, instructional materials must be built around a coherent approach to teaching post literacy skills, contain sufficient material that cover content of interest to the participant, employ a large type size and have appropriate number of words. They add that sometimes it is not whether the content of the material is appropriate, but how they are used. Carr-Hill, (2007), notes that serious complaints was about the content of the

primers and about the pedagogical methods employed. He observed that the primers in Tanzania had been centrally written, designed and produced, with little local involvement.

Like (1989) & Karani (1996) cited by Mualuko (2009), observes that there is a decline in adult literacy learners enrollment in Kenya due to non-availability of appropriate reading materials in some ethnic languages. Primers should not be used mechanically, but should be a basis for the teaching/learning experience in class. Audi (2005), says that, the majority of the centres had few, if any textbooks relative to what was required. Learners' primers and other textbooks available had been used for too long and could be described as obsolete and not relevant for literacy programme. In some centres textbooks were completely lacking. Learning was therefore teacher-centred process and facilitators were almost the only sources of instruction in the classroom as learners complained about lack of basic learning materials and the situation was almost uniformly grim in all centres. Mulira (1978) cited by Mualuko (2009) argues that adult literacy centres should be provided with instructional materials. This is because they make teaching easier and learning more interesting and consequently attract more learners.

According to USAID (2006), shortages of textbooks are consistent with problems in adult literacy programmes everywhere. It had also been noted by Caillods (2009), that achievement is often lower where shortage of books and other materials exist as shortage of books as well as the availability and the condition of seats work against achievement and retention rates. For successful implementation of post literacy programme, sufficient

and relevant teaching/ learning materials should be provided as books are important variables in quality programme attainment.

2.3.1.3 Facilitators and Relationship with Post Literacy Programme

Manpower constraint has an impact on adult education as it limits the quality and quantity of individuals available to serve as facilitators which also determine the overall management efficiency. The quality of the output is determined by the input and process measures adult education quality.

During a study on adult education programmes in Nepal, Coming (2005), asserts that adult instructors' training should include both an introduction to concepts of adult learning and an orientation to the specific materials and instruction approach they'll be using. Limited training and capacity building programmes of facilitators has led to staff shortages and limited opportunities for post literacy skills training. As a result most graduates relapse into illiteracy (UNESCO, 2007). In his study Carr-Hill (2007), found out that 28% of teachers had not even completed primary education, 62% had just completed primary school and the rest had just received some form of secondary education.

Audi (2005), argues that there were not enough adult teachers to run the literacy programme and for those in-post, half were not yet trained and therefore not qualified. According to the Kenya National Adult Literacy Survey Report (Republic of Kenya, 2007), part time and self help teachers lacked adequate skills for delivery in adult classes. Many also lacked proper formal education and could not provide quality adult education. Wanjohi Assistant Director of Adult Education (Daily Nation, 28th September, 2010),

notes that most of the adult literacy centres depend on volunteer teachers. The government does not employ teachers. They only rely on volunteer teachers who are mostly form four leavers. The adult and continuing education programme is challenged by inadequate personell (Daily Nation, 8th September, 2009). The shortage of teachers has been the major impediment for the adult literacy programme (Daily Nation, 5th April, 2007). When giving an overview of the literacy programme during a workshop on the role of Faith Based organizations in adult education in Kenya, the Director of adult education in Kenya mentioned inadequate personnel, poor image and stigmatization, lack of continuation programmes, unreliable data, weak monitoring and evaluation system, lack of relevance of the curricula and lack of clear policy guidelines as impediments to adult literacy programmes (Republic of Kenya, 2004).

Effective adult learning would only take place if there is use of proper pedagogy where a variety of possible innovative alternatives are used. The choice of methods used depends on the learning goals and the capacity of the facilitator in adopting and applying these methods (World Bank, 2001). A good teacher who uses innovative, learner-centred strategies is more important than a good textbook. Such teachers are to convince learners that post literacy skills are indispensable to their work, productivity and effectiveness. A competent teacher is therefore more valuable than a textbook. The pedagogical process used by the facilitator is critical for attracting learners in class and the facilitator has to be effective in guiding the learning process and encouraging learners to make useful decisions. The use of incompetent and non-motivating facilitators could be another reason why adults would not want to enroll with the post literacy programme.

Many people take to facilitating adult education because they do not have anything else to do (Fasokum, 2005). Carr-Hill, (2007), says that those adult teachers who were primary school teachers while claiming to be happy with their adult literacy teaching, preferred teaching children. Understaffing is a serious hindrance to effective implementation of post literacy programme. Provision of enough and highly qualified adult education instructors is a prerogative to successful implementation of post literacy programme. Like (1980) and Karani (1996) quoted by Mualuko (2009), notes that there is a decline in adult literacy enrollment in Kenya due to inability to recruit adequate and qualified teachers.

2.3.1.4 Funding and Relationship with Post Literacy Programme

Funding is the core of any project undertaking. It lays a base upon which any successful programme implementation rests. Availability of adequate finances translates into properly constituted and implemented projects and programmes. Effectiveness of post literacy programme requires enough financial backing. However post literacy programme like any other programme faces acute financial resources. This leaves a lot of challenges in relation to its successful implementation.

In many parts of the world there is inadequate resources to make youth and adults literacy an area of action (Daily Nation, 8th September, 2009). Financial constraint is the most challenge facing post literacy programme. Coming (2005), argues that adult literacy efforts in Nepal are usually under-funded in relation to the size of the population in need of literacy programmes. Komareck (2007), notes lack of adequate funding as a hindrance to effective implementation of a literacy programme. UNESCO (Daily Nation, 8th June,

2006), notes that governments and funding agencies give insufficient funding to adult literacy thus undermining speedy and aggressive expansion of the programmes. Adequate funding is a precursor to effective programme implementation in terms of acquisition of all materials required, programme monitoring, stimulating activities at the centres and jumpstarting income generating activities. Sufficient provision of funds is paramount for effective implementation of the post literacy programme.

The financial crisis facing adult literacy has been due to lack of funds for capital and non-salary expenditures especially outlays for teaching materials. Poor funding has continued to dog adult education programmes in the country locking out millions of illiterate Kenyans (Daily Nation, 9th September, 2010). Adult and continuing education programme suffers from low funding (Daily Nation, 9th September, 2010). The related casuality has been the hiring freezes and non-replacement of dead or retiring staff. Carr-Hill (2007), argues that, a fully successful programme will require extensive resources that will not be easily available.

2.4 Motivation of Adult Education Instructors and Learners and Implementation of Post Literacy Programme

Teacher and learner's motivational levels impact on post literacy programme implementation. Teachers perform a cardinal role in implementation of post literacy programme. They can be motivated by timely and handsome payment of salaries, recognition, trainings, mentorship from their seniors and being provided with adequate teaching/learning materials among others. Learners can be motivated by offering relevant programmes, using conducive learning venues and provision of adequate and relevant

learning materials. Motivational levels of these groups definitely influences post literacy programme implementation.

2.4.1 Instructors' Motivation and Relationship with Post Literacy Programme

Motivation of facilitators is paramount to post literacy programme implementation. Highly motivated facilitators enhances their commitment to programme implementation. Motivated labour force is an asset to any organization if its set goals are to be realized.

Carr-Hill (2007), asserts that, one of the most disturbing effects of the incentive structure in adult education is the convergence of conditions that lead to discouragement of able and motivated facilitators from the adult education programme or rendering their services. Material motivation/incentive to the adult literacy in Tanzania was found non-existent. There was general lack of motivation both among learners and teachers. Some of the motivational issues include poor renumeration, lack of facilities and instructional materials and community attitudes that impose a harsh burden on the facilitators (USAID, 2008). Meanwhile Midel-Anonuero (2007), has mentioned that lack of renumeration for community-based mobilisers and facilitators has led to a shortage of personnel. The Kenya National Adult Literacy Survey Report (Republic of Kenya, 2007), argues that although there are teachers fully paid by the government, the majority are self help and part time who are paid a token for volunteering to teach adults. According to Mrs. Wanjohi, the Assistant Director of Adult Education (Daily Nation, 28th April, 2010), teachers receive a stipend of Ksh 2,000 every month. The money is very little. Most of them stay for a short period and leave to pursue other things. Most centres in rural areas

lack teachers. This scenario helps to explain the low caliber of facilitators being attracted to the adult literacy profession and the low morale exposed by the survey.

Those who facilitate adult learning are vital to the success of post literacy programme and the quality and effectiveness of any adult education programme obviously depend on facilitators (UNESCO, 2005). Unfortunately, these are some of the least supported groups worldwide as they receive little renumeration, they lack job security and receive few training opportunities and little on-going professional support. According to Wanjohi, the Assistant Director of Adult Education (Daily Nation, 28th April, 2010), teachers receive a stipend of Ksh 2,000 every month. The money is very little which also takes several months before they are paid. For instance adult education teachers in Teso district had gone for nine months without pay (East African Standard, 1st March, 2012). The teachers were demanding an increament from Ksh 2,000 to Ksh 5,000 per month. In view of this scenario most of them stay for a short period and leave to pursue other things. The adult and continuing education teachers receive poor renumeration (Daily Nation, 8th September, 2009). Inability to provide salary incentive and attractive scheme for the facilitators who possess skills marketable outside the teaching profession will mean that the system will face a continuing shortage, or rapid turnover of such personnel. Also the nature of assigning new teachers who are the most in need of on-the-job support and guidance to teach on their own find themselves in single-teacher multi-grade centres resulting in poor motivation, absenteeism and outright abandonment of the centres. Given the key role played by adult teachers, it is important that a lot of support is given to them in terms of motivation as these will translate into successful implementation of the post literacy programme.

2.4.2 Learners' Motivation and Relationship with Post Literacy Programme

Success of educational programme depends entirely on learner motivation. Learners needs to be motivated for them to fully gain from educational programmes designed for them. Adult education learners are motivated by offering programmes relevant to their needs and using facilitation strategies relevant to adult learning. Coming (2005), in a study on design, implementation and evaluation of adult literacy programmes in Nepal affirms that connecting adult literacy programmes to development activities motivates adult participants and the literacy skills acquired in the class have positive impact on the development activity. They add that linking education to the real life problems and solutions helps the additional motivation needed to perservere to the end of the course.

According to Ekundayo (2002), strategies that promote access for learners to the post literacy programme act as incentives as they encourage learners to enroll and acquire necessary skills. As the majority of learners are women, more knowledge about the women's motivation can help to encourage them to pursue adult education. Stressing the benefits they can expect from it and helping them through relevant educational programme to make suitable career options and improve their income-generating capacities can do this.

UNESCO (2008), has mentioned that the application of knowledge is a major factor in the motivation of adults and without it, education will be regarded as childrens' game. When the knowledge acquired by adults can be applied, their cognitive motivation will be enhanced. The new knowledge acquired as a result of this motivation will demand new fields of application. They can also be satisfied and stimulated if the programme offers

flexibility in the curriculum delivery mechanism to allow them to study the topics they find interesting and relevant to their needs.

Adult education learners get demoralized when asked to purchase their own reading and writing materials. Learners are expected to supplement government efforts by purchasing their own reading and writing materials (Daily Nation, 17th February, 2011).

Learner motivation will also depend significantly on the quality of the teacher (Irungu, 2008). Carr-Hill (2007), mentions that, quality of teachers were considered to be a motivation of learners. The knowledge of the teacher on the subject, the relationship with the learners, ability to communicate using appropriate local idiomatic expressions, understanding of individual learner problems, readiness to appreciate the learners' contribution with appropriate feedback all have a motivating effect. By sensing the learners' reaction to a subject, a knowledgeable teacher will endeavour to organize something new to sustain their interest because adult learners will always be expecting something new in what they are learning. Learners may also have their own constraints to learning. When learners assemble late in the evening some of them will have had a long and tiring day's work hence not ready for learning. This may be aggravated by long sittings which create boredom. Some learners may just lack confidence to actively participate in the presence of others. Fear of making mistakes results in passivity. Lack of spectacles may also discourage learners from adult literacy classes (Carr-Hill, 2007). Mualuko (2009), notes that poor eye sight due to old age interferes with adult learning.

2.5 DAEO's and Divisional AEOs' Supervision and Implementation of Post Literacy Programme

Supervision aims to monitor day to day programme implementation and ensures that planned activities are implemented as required. This part highlights the role of DAEO's and divisional AEOs' supervision on effective post literacy programme implementation. It accords programme supervisors an opportunity to mentor their grassroots programme implementers. Competencies of DAEOs and divisional AEOs determine the effectiveness of facilitators who are frontline programme implementers and by extension effectiveness of post literacy programme.

Supervision is person-oriented and involves supporting the teachers to grow professionally and functionally and should be done by specialists who know and understand the objectives and goals of adult literacy. It involves monitoring that assesses the extent to which activities or actions are implemented and learning effects achieved (Prasertsi, 2005). Coming (2005), during a study on adult literacy programmes in Nepal notes that, the purpose of supervision is to ensure that classes are being conducted according to plan and that teachers receive the support they need to be effective. Teachers benefit from support and advice during the course of a literacy programme. It also assesses the learning needs and scope of the programme, approaches, resources spent and the delivery systems being utilized. It also assesses the level of participation of the communities and learners in monitoring the programme at the grassroots level.

During his study Audi (2005), found out that the district adult education officer and divisional adult education officers visited the centres to check on the facilitators'

performance, listen and solve problems. However, such visits fell far below what was expected of them as they were generally supposed to help in the development and execution of plans towards increased instructional effectiveness and to stimulate staff growth and development and thus positively influence the performance of teachers. Such scenario may be attributed to the shortage of individuals with proper education and professional training, administrative and supervisory skills. This means that individual facilitators receive little effective professional support from their superiors. These officers should visit as resource persons to give direction on instructional activities & curriculum delivery and also to help improve the centres' operation for quality adult education. According to UNESCO (2007), lack of effective co-ordination of programme implementation compromises quality. The Kenya National Adult Literacy Survey Report (Republic of Kenya, 2007), notes that monitoring and evaluation of adult and continuing education programme was inadequate because supervisors were ill-equiped to reach all the learning centres. Programme monitoring is the core of quality control which the post literacy programme aims to impart in the learners. The programme success depends on the sound preparation of officers charged with the responsibility of programme monitoring. This calls for capacity building of the officers on supervisory roles for smooth implementation of the post literacy programme.

2.6 Learning Environment and Implementation of Post Literacy Programme

This part delves on the effect of the learning environment on implementation of post literacy programme. Conducive learning environment for adults motivates them to want to learn. Adult friendly learning environment comprises of homes rich of relevant and stimulating reading materials, adult friendly seats and adult specific learning venues.

The nature of the learning environment also determines the attitudes of the adult learners. Social and cultural environments in which people live and work can be more or less supportive of the acquisition and practice of literacy. There may be prevalent and valued printed and visual materials in the households, workplaces, occupational groups and communities. These environments should enable the free exchange of information and provide an array of opportunities of life-long learning. According to Carr-Hill (2007), on a study on the Tanzania literacy programme, most illiterates possessed no books. Those with, most were mostly religious books which could have been given by missionaries.

Learners lack literacy support materials at home, except for the religious and primary books for their children, which were none-the-less irrelevant to the needs of adults. They therefore only learn at the centres, which are also not purpose-built for adults. DFID (2005), argues that a shortage of reading materials for home-based study exposes many learners to relapse into illiteracy since they do not have access to adequate reading materials.

According to the literacy survey report (Republic of Kenya, 2007), it was found that most learning venues were community-owned such as schools, churches, community halls among others which were not suitable for adult learning. The inadequate infrastructure had a bearing on the poor performance of the adult literacy programme. The adults find about 7,000 adult learning centres scattered across the country unappealing (Daily Nation, 28th April, 2010). The survey report (Republic of Kenya, 2007), notes that long distance to the adult literacy centres had a bearing on the performance of the literacy programme. In some cases, the environment may not be

conducive because of external interference particularly where multifunctional public utilities such as social halls are used as adult education venues.

The seats in these centres could also not be used to ensure concentration in an adult class. In their study, Mualuko (2009), found out that chairs and tables used by adult learners in primary schools were small sized meant for children. The literacy survey report (Republic of Kenya, 2007) also notes that furniture in most of these venues was inappropriate for adult learners and learning. If physical facilities are not comfortable, for example where adults are made to use kindergarten school furniture, they feel constrained and do not participate effectively (Irungu, 2008).

Other activities in the surrounding environment will tend to interfere with the learners' concentration, thus rendering learning less effective. Adult learners need a supportive environment. They learn in a social-political context which should give them the inspiration to achieve their goals. The local administration and other social groupings play an important role by providing an enabling environment, creating a sense of purpose in the context of wider national needs and assisting to mobilize the people to participate in their own learning. In many parts of the world there is lack of political will to make youth and adult literacy an area of priority action.

The centres lack basic facilities like toilets and this poses health risk to the learners. Teacher's guides, curriculum or reference materials were equally lacking and this pose serious challenges in determining the starting point for the learners. This may lead to lack of detailed content, sequence, uniformity and standardized teaching. The primers used by the learners are obsolete and learners generally lack relevant reading materials in all adult

education centres. For effective implementation of the post literacy programme a conducive learning environment is necessary.

2.7 Theoretical Framework

A theoretical framework is a collection of interrelated concepts guiding a research, determining what things you will measure and what statistical relationships you will look for.

This research project will be guided by Knowles' adult learning theory and principles of adult learning and Freire's theory of adult literacy education.

2.7.1 Adult Learning Theory and Principles of Adult Learning

This theory is based on andragogy. Andrgogy emphasizes the value of the process of learning. According to Knowles (2001), andragogy uses approaches to learning that are problem-based and collaborative rather than didactic. He adds that there are six principles of adult learning. These are; adults are internally motivated and self directed, adults bring life experiences and knowledge to learning experiences, adults are goal oriented, adults are relevancy oriented, adults are practical and adult learners like to be respected.

Adult learners learn better when what they learn is in agreement with their learning needs, they like being given opportunity to use their existing knowledge and experience gained from experience and apply it to their new learning experiences, they become ready to learn when they experience a need to learn it in order to cope with more satisfyingly with real-life tasks or problems, they want to know the relevance of what they are learning to what they want to achieve, want practical fieldwork experiences to interact

with real clients & their real life situations and want to be respected through taking interest on them and acknowledging the wealth of experiences that they bring to class.

This theory is relevant to this study since post literacy programme requires facilitators to facilitate learners' movement toward more self-directed and responsible learning as well as to foster the learners' internal motivation to learn. Adult learners resist learning when they feel others are imposing information, ideas or actions on them. The programme emphasizes relevance to learners' needs, linking learning to practical activities of learners and upholding respect to learners.

2.7.2 Paul Freire's Theory of Adult Literacy Education

Freire's theory emphasizes on educational systems that values critical thinking and liberation. In his theory of learning he critiques the educational system where the teacher is seen as the source of all knowledge and the students considered empty vessels that receive information that is essential to their life. According to Gleason (2010), literacy is the main factor allowing the oppressed to take a stand against the oppressors who have been denying them their right to grow as human beings as much as a lifetime. He adds that the oppressed who become literate enter into a new reality about society that he had not been aware of before. Literacy create critical consciousness that empowers literates to acquire a full understanding of how the world works in terms of social and political spectrum. Once they have been enlightened the rudiments that are keeping the oppressed is the reflection and action upon the world in order to transform it.

Paul Freire's theory of adult education place a large emphasis on dialogue as part of the overall effort to transform the world. His philosophy is communication and giving

voice and hope to the oppressed so as to make the world a more just and human place for all.

This theory is applicable to this study since post literacy programme recognizes dialogue between facilitators and adult learners and appreciation of the fact that learners have valuable knowledge and experience that needs to be reorganized and built upon for successful programme implementation.

2.8 Conceptual Framework

The framework below shows how provision of resources such as teaching/learning materials, facilitators and funding; quality of adult education, quality of teaching/learning materials, programme relevance and learning achievement; motivation of adult education instructors and learners; DAEO's and AEOs' supervision and learning environment influence post literacy programme implementation. See a conceptual framework of the proposed study in the next page.

Fig.1 below shows the interrelationships between the independent, intervening and dependent variables as contained in the statement of the problem, objectives, research questions, hypotheses and literature review.

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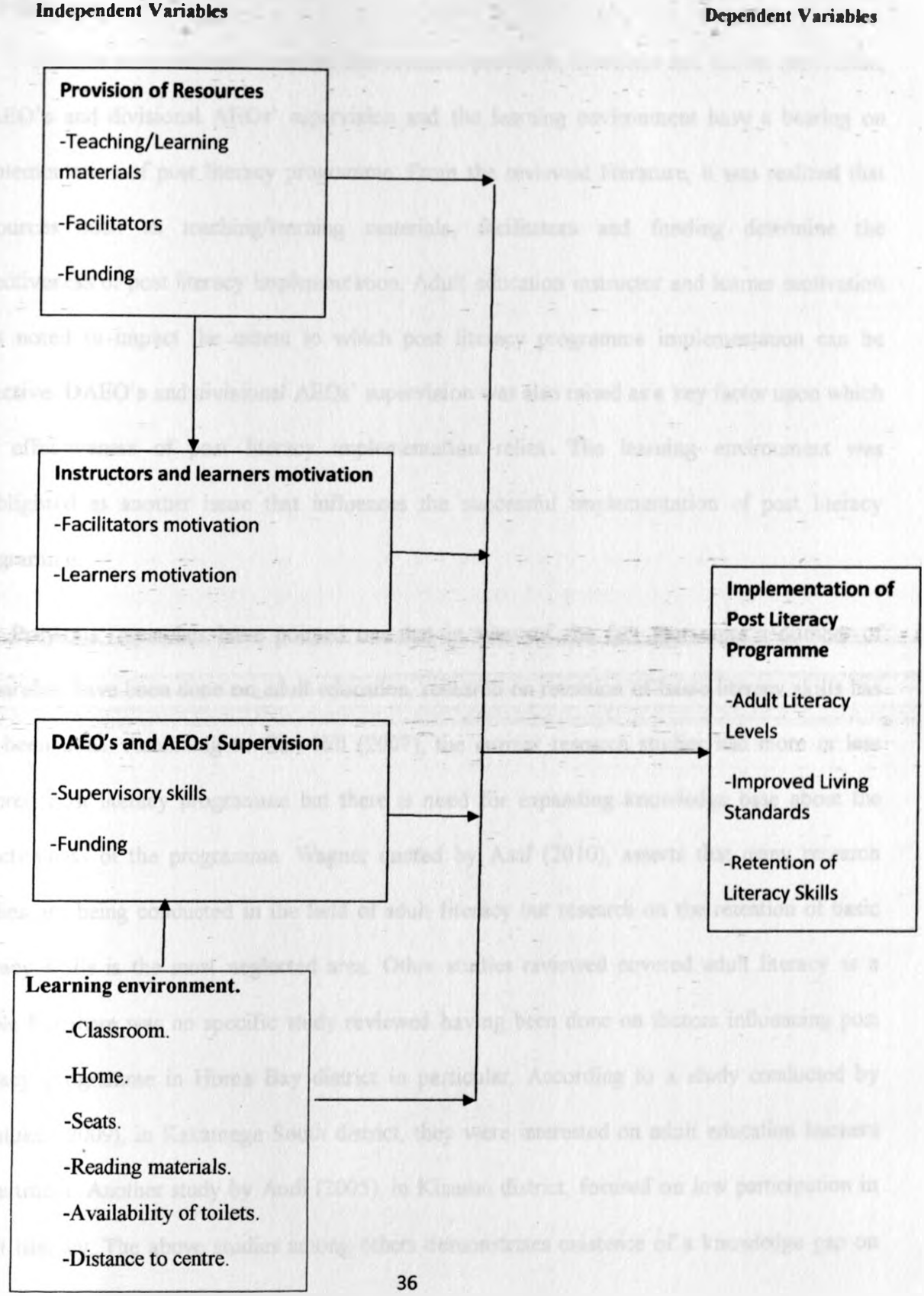
Fig. 1: A conceptual framework



2.9 Summary

The literature reviewed revealed that resource provision, instructor and learner motivation, DAEO's and divisional AEOs' supervision and the learning environment have a bearing on implementation of post literacy programme. From the reviewed literature, it was realized that resources such as teaching/learning materials, facilitators and funding determine the effectiveness of post literacy implementation. Adult education instructor and learner motivation was noted to impact the extent to which post literacy programme implementation can be effective. DAEO's and divisional AEOs' supervision was also raised as a key factor upon which the effectiveness of post literacy implementation relies. The learning environment was highlighted as another issue that influences the successful implementation of post literacy programme.

Previous researches have pointed out that in view of the fact that quite a number of researches have been done on adult education, research on retention of basic literacy skills has not been done. According to Carr-Hill (2007), the current research studies had more or less ignored post literacy programme but there is need for expanding knowledge base about the effectiveness of the programme. Wagner quoted by Asaf (2010), asserts that many research studies are being conducted in the field of adult literacy but research on the retention of basic literacy skills is the most neglected area. Other studies reviewed covered adult literacy as a whole but there was no specific study reviewed having been done on factors influencing post literacy programme in Homa Bay district in particular. According to a study conducted by Mualuko (2009), in Kakamega South district, they were interested on adult education learners recruitment. Another study by Audi (2005), in Kisumu district, focused on low participation in adult literacy. The above studies among others demonstrates existence of a knowledge gap on

post literacy programme in Homa Bay district. Related literature reviewed did not come across a study seeking to establish factors influencing the implementation of post literacy programme in Homa Bay district.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter contains the methodology that was followed in carrying out the actual research. It restricts itself to research design, target population, sample size (sampling procedure/techniques), research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques.

3.2 Research Design

A research design refers to all the procedures selected by a researcher for studying a particular set of questions or hypotheses (Orodho, 2004). This study used descriptive survey design of collection and analyzing data. This design was employed because data was collected by interviewing and administering questionnaires to a sample of individuals (Orodho, 2004).

The method was the most convenient in collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues (Orodho, 2002). The method was ideal because the study entailed collecting information about people's opinion and attitude about the implementation of post literacy programme through questionnaires and interview schedules.

3.3 Target Population and Sample Size

The study focused on the district adult education officer, divisional adult education officers, adult education instructors and neo-literates in Homa bay district. The study population was 666 out of which a sample of 241 respondents were selected for the study. The centres were classified into full time and part time centres. The district adult education officer assisted us in reaching the

AEOs and instructors. The adult education instructors helped in the identification of neo-literates.

Table 3.1 shows the distribution of adult centres per category.

Table 3.1: Distribution of Homa bay District Centres by Category.

Centre Category	Number of Centres	Percentage (%)
Full time	10	43.5
Part time	13	56.5
Total	23	100

Source: District adult education officer, Homa Bay.

Table 3.2 shows target population and sample size per stratum.

Table 3.2: Target Population and Sample SizePer Stratum

Respondents	Population	Sample size	Percentage (%)
District adult education officer	1	1	100
Divisional adult education officers	2	2	100
Adult education instructors	23	8	35
Neo-literates	640	230	36
Total	666	241	271

Source: District adult education officer, Homa Bay.

The sample size constitutes 36.2% of the target population. According to Gay (1976) & Kerlinger (2004) cited by Mualuko (2009), for a descriptive survey a minimum sample of 10% is adequate.

3.4 Sample Size and Sampling Procedure

A sample is a select of a small group of people to be targeted as respondents during data collection with characteristics similar with the entire population under study. According to Orodho (2004:136), a sample is a small part of large population, which is thought to be a representative of the larger population. Any statement made about the sample should be true of the population. Sample selected must possess characteristics representative of the entire population.

Respondents were the district adult education officer, Homa bay district and divisional adult education officers all selected through purposive sampling while adult education instructors and neo-literates were selected through simple random sampling. The entire sampling entailed stratified random sampling technique.

All categories of respondents in the strata were taken care of. These were the DAEO, AEOs, full time instructors, part time instructors and male/female neo-literates. The DAEO and AEOs were key informants. Adult education instructors were used as respondents due to the critical role they play in post literacy programme implementation at adult education centres in Homa bay district. Teachers/instructors have the strongest influence on learning in adult education centres in the country (Republic of Kenya, 2007). The study population comprised of 666 people out of which a sample of 241 respondents were

selected for the study. Sample size was determined using the Morgan table of determining sample size for research activities as shown in table 3.3 below.

Table 3.3: Table for Determining Sample Size from a given Population

N	S
420	201
440	205
460	210
480	214
500	217
550	226
600	234
650	**242**
700	248

Source: Morgan D. W, Table of Determining Sample Size for Research activities.

Key: N----Population Size

S----Sample Size

3.5 Research Instruments

Data was collection through interview schedules and questionnaires. Information from adult learners collected through interviews. This is because of the low literacy levels among adult education learners some whom were illiterate or semi-literate.

Questionnaires were suitable for adult education instructors, divisional adult education officers and the district adult education officer. Given their high literacy levels

these respondents were able to provide the required information using questionnaires. Questionnaires are able to collect a large amount of information in a reasonably quick space of time (Orodho, 2004).

3.5.1 Piloting of Research Instruments for Validity

Validity is the degree to which a test measures what it purports to measure. It is the accuracy and meaningfulness of inference, which is based on the research results (Orodho, 2004). It is the degree to which results obtained from the analysis of data actually represent the phenomenon under investigation.

Instrument validity was measured using content validity to ascertain whether or not the instrument was representative of the full content of the variables that were measured in the post literacy programme. Validation of the instruments was done with the help of supervisor who checked them after which they were piloted on a few subjects who were identical but not part of the target population. Piloting was done using the DAEO, Ndhiwa district, 2 AEOs, 5 adult education instructors and 5 neo-literates from the same district. The piloting ensured that questions measured what they required to measure, clarity of the wording, question interpretation by the respondents and that they provoked responses and that there wasn't researcher bias. Questions found to be invalid were removed and others revised accordingly to make them more relevant to the study.

3.5.2 Instrument Reliability

Reliability is the ability of an instrument in its consistence in producing a reliable result. According to Orodho (2004), reliability is the degree to which empirical indicators are consistent across two or more attempts. To test the reliability of instruments, a test-

retest method was applied. This involved administering the same instrument twice to the same and identical subjects that were not included in the study within a two-week time lapse between the first test and the second one. The questionnaires were pretested to a selected sample of 12 respondents from the neighbouring Ndhiwa district.

The coefficient of stability method was used to estimate the degree to which the same results were obtained with a repeated measure of the same concept in order to determine the reliability of the instruments. Through a test retest method, a correlation coefficient of 0.85 was obtained. According to Orodho (2004), a correlation coefficient of 0.75 should be considered high enough to judge the reliability of the instrument. The Cronbach Co-efficient Alpha was computed to determine correlation between the instruments. According to Mugenda and Mugenda (1999) cited by Herman, J. W et al (2009), Cronbach's Alpha is the general formula of the Kunder-Richardson (K-R) $_{20}$

The K-R_{20} formula is as follows:

$KR_{20} = (K)\ (S^2 - \text{Summation } s^2)/S^2\ (K-1)$

Where;

KR_{20} = Reliability Coefficient of internal consistency

K = No. of items used to measure the concept

S^2 = Variance of individual items.

3.6 Data Collection Procedures

Data was collected by the researcher himself who met some of the respondents in a central place in one day explained the purpose of the study, distributed the questionnaires and picked them immediately. He then visited and interviewed randomly selected neo-literates for 10 days.

Data collection was preceded by the acquisition of a research permit from the Chief Executive Officer, National Council of Science and Technology.

3.7 Data Analysis Techniques

Descriptive statistics, percentages and inferential statistics was used to analyze data. Descriptive statistics was used since it allowed the description of large amounts of data in terms of general trends in tabular form. It was used to describe collected data on a sample research (Orodho, 2004). Inferential statistics was used to reach conclusions that extended beyond the collected data.

Table 3.4: Operationalization table

Objective	Type of Variable	Indicators	Measure	Level of scale	Data collection method	Analysis Techniques
1)To determine the extent to which provision of resources influence implementation of post literacy programme at adult education centres in Homa bay district.	Provision of resources (IV).	.Teaching/learning materials .Teachers .Funds	.Availability of teaching/learning materials. .Qualified teachers. .Quality of textbooks.	Nominal scale. Nominal scale. Nominal scale.	Descriptive survey design. Descriptive survey design. Descriptive survey design.	Qualitative method. Qualitative method. Qualitative method.
	Successful implementation of post literacy programme (DV).	.Improved adult literacy rate .Improved learners enrollment .Sustainability, retention and application of literacy skills.	.Ability in reading and writing simple texts. .Increased post-literacy learners .Improved livelihoods.	Nominal scale. Ordinal scale. Nominal scale.	Descriptive survey design. Descriptive survey design Descriptive survey design.	Qualitative method. Quantitative method. Qualitative method.
2)To establish how the quality of	.Quality of adult teachers	.Trained adult teachers.	.Sufficient availability of	Ordinal scale.	Descriptive survey	Quantitative method.

adult education offered influence implementation of post literacy programme.	.Quality of teaching/learning materials .Programme relevance to learners' socio-economic activities (IV).	.Relevant materials .IGAs	trained teachers .Availability of relevant materials	Nominal scale.	design. Descriptive survey design.	Qualitative method.
	Successful implementation of post literacy programme (DV).	.Improved post literacy learners participation in post literacy programme. .Improved post literacy graduates participation in community development activities .Improved adult literacy rate.	.Ability in reading, writing and simple computations improved. .Enhanced socio-economic activities. .Improved learners' living standards .	Nominal scale. Nominal scale. Nominal scale.	Descriptive survey design. Descriptive survey design. Descriptive survey design.	Qualitative method. Qualitative method. Qualitative.
3)To examine how motivation of adult teachers and learners influnce implementation of post literacy progrmme.	Adult education teacher and learners motivation (IV).	.Adult learners' devotion. .Teachers' devotion. .Boasted enrollment. .Incentives.	.Seed money to jumpstart income generating activities at the centres. .Teachers' promotion. .Increased salary for full time teachers and honoraria for part time teachers. .Prompt payment of part time teachers dues.	Ordinal scale. Nominal scale. Ordinal scale. Ordinal scale.	Descriptive survey design. Descriptive survey design. Descriptive survey design. Descriptive survey design.	Quantitative method. Qualitative method. Quantitative method. Quantitative method.
	Successful implementation of post literacy programme (DV).	.Quality programme. .Enhanced enrollment. .Improved socio-economic activities.	.Post literacy learners participation in community development activities. .Retention, application and utilization of literacy skills.	Nominal scale. Nominal.	Descriptive survey design. Descriptive survey design.	Qualitative method. Qualitative method.

4)To explore the extent to which supervision by the DAEO and divisional AEOs influence implementation of post literacy programme .	Capacity in monitoring and administration (IV).	.Work schedules .Human relations skills .Commitment .Close contact with teachers .Professional guidance.	.Regular monitoring of staff performance with follow-ups .Availability of the code of regulations .Availability of the strategic plan.	Nominal scale. Nominal scale. Nominal scale.	Descripti ve survey design. Descripti ve survey design. Descripti ve survey design.	Qualitative method. Qualitative method. Qualitative method.
	Successful implementation of post literacy programme (DV)	.Improved quality programme delivery. .Improved learners enrollment. .Liberation of learners from poor socio-economic conditions.	.Knowledge on simple record keeping enhanced. .Self positive attitude among learner. .Self confidence instilled in the learners.	Nominal scale. Nominal scale. Nominal scale.	Descripti ve survey design. Descripti ve survey design. Descripti ve survey design.	Qualitative method. Qualitative method. Qualitative method.
5)To examine how the learning environment influence implementation of post literacy programme at adult education centres in Homa bay district.	Learning environment:- home, classroom, seats, distance to centres, toilets and teaching/learnin g materials (IV).	.Materials at home and at the centres. .Accessbility of centres. .Suitability of seats. .Sanitation facilities.	.Availability of quality materials. .Suitability of seats. .Proximity to the learning centres. .Availability of toilets.	Nominal scale. Nominal scale. Ordinal scale. Nominal scale.	Descripti ve survey design. Descripti ve survey design. Descripti ve survey design. Descripti ve survey design.	Qualitative method. Qualitative method. Qualitative method. Qualitative method.
	Successful implementation of post literacy programme at adult education centres in Homa bay district (DV).	.Increased learners enrollment. .Enhanced and diversified literacy activities at the centres.	.Replication of knowledge acquired at individual levels. .Sustainability of literacy skills into permanency.	Nominal scale. Nominal scale.	Descripti ve survey design. Descripti ve survey design.	Qualitative method. Qualitative method.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter dwells on data analysis, presentation and interpretation on factors influencing implementation of post literacy programme in Kenya, the case of adult education centres in Homa Bay district. Descriptive, percentages and inferential statistics were used to analyze data to various items contained in the questionnaires.

4.2 Questionnaire Return Rate

A total of 241 questionnaires were issued comprising of 1 district adult education officer, 2 divisional adult education officers, 8 adult education instructors and 230 neo-literates. Of the 241 questionnaires issued, a total of 241 were returned representing 100 percentage return rate. The excellent questionnaire rate was due to devotion by the principal researcher and research assistants in distributing and collecting questionnaires from target respondents.

4.3 Biodata of Respondents

Stratified sample of respondents were selected from the district adult education office, divisional adult education offices, adult education instructors and neo-literates. Of particular interest with respect to adult education personnel were; work experience, highest level of education and professional qualification. Work experience was of concern as quality of programme implementation could be influenced by length of experience. Level of education and professional qualifications determined mode of programme implementation. The length of stay at an adult centre and age of neo-literates could be of interest since acquisition of knowledge and

skills by learners who complete the prescribed course was more effective as compared to those who drop-out mid way. Older learners find it more difficult to cope up with learning demands as compared to young ones hence impacting on post literacy programme implementation.

4.3.1 Analysis of Work Experience of Adult Education Personnel Respondents

Work experience of the sampled adult education personnel respondents as shown in table 4.1 below.

Table 4.1: Work Experience of Adult Education Personnel

Work experience	Number of personnel	Percentage (%)
0-5 years	3	27
6-10 years	4	37
11-15 years	3	27
Over 16 years	1	9
Total	11	100

As pertains to work experience, 27 percent had 0-5 and 11-15 years of experience respectively. 37 percent had 6-10 years of experience while 9 percent had over 16 years of work experience. This could be due to persistent retirements of personnel without replacements for a long time until the year 2010 when a few adult education instructors were recruited. Limited work experience could impact negatively on implementation of post literacy programme in the district.

4.3.2 Age Cohorts of Neo-Literate Respondents

Neo-literates had varied ages as shown in table 4.2 below.

Table 4.2: Age Cohorts of Neo-Literates

Age cohort	Number of neo-literates	Percentage (%)
16-20 years	3	2
21-25 years	10	10
26-30 years	8	4
31-35 years	30	13
36-40 years	28	12
41-45 years	24	10
46-50 years	73	32
Total	230	100

As concerns age, 2% of the learners were between 16-20 years old, 8% were between 21-30 years while the 25% aged 31-35 years old. 22% of learners aged between 36-45 years. The majority 55% were aged over 46 years. This shows that most of the learners were old not capable of quickly grasping content covered in class as fast as young ones.

4.3.3 Period taken by Adult Learner Respondents at the centres

Neo-literates had taken various years at adult education centres as contained in table 4.3 below.

Table 4.3: Number of Years Taken by Neo-Literates at the centres

Period taken at centre	Number of learners	Percentage (%)
0-9 months	126	55
1 year	54	24
2 years	28	12
3 years	12	5
4 years	10	4
Total	230	100

The neo-literates had taken different years at adult education centres. The majority of learners, 55% had taken less than one year at the centres while 24%, 12%, 5% and 4% had taken 1 year, 2 years, 3 years and 4 years respectively.

4.3.4: Professional Standing of Adult Educators

Competence levels of adult educators is as shown in table 4.4 below.

Table 4.4: Professional Qualifications of Adult Educators

Professional standing	Number of adult educators	Percentage (%)
Certificate in ECDE	1	9
TCAE	3	27
Diploma in Adult Education	1	9
Diploma in Education	Nil	Nil
PGDE	Nil	Nil
PGDAE	Nil	Nil
M. Education	Nil	Nil
No training at all	6	55
Total	11	100

In terms of professional qualifications, 9% of educators possessed a certificate in early childhood development although not relevant to adult education, 27% had Teachers' Certificate in Adult Education, 9% a Diploma in adult education while the majority, 55% had no any professional training at all. This kind of scenario puts at stake the quality of post literacy offered

4.3.5: Academic Qualifications of Adult Educators

Table 4.5 below shows the academic qualifications of adult educators.

Table 4.5: Academic Qualifications of Adult Educators

Academic qualification	Number of adult educators	Percentage (%)
'O' level certificate	10	91
Diploma	1	9
Total	11	100

Almost all adult educators, 91% were of 'O' level certificate while a paltry 9% possessed a diploma not in adult education.

4.4: Analysis of Provision of Resources by the DAEO

Analysis of provision of resources to post literacy centres by the DAEO was pegged on the variables identified on the conceptual framework and the operationalization table.

4.4.1: Analysis of the Adequacy of Teaching/Learning Materials at Post Literacy centres in the District

From the results obtained, the DAEO disagreed that centres had adequate and relevant teaching/learning materials. It can be inferred that post literacy centres in the district virtually lacked all the requisite materials key to effective implementation of post literacy programme. He disagreed with the view that post literacy centres had adequate and relevant teaching/learning materials. He strongly disagreed that he received sufficient funding for procurement of the materials. Results indicated that instructors were also not fully qualified to handle post literacy programme. Lack of teaching/learning materials and funding for their procurement could due to

budgetary constraints within government while poor professional qualifications could be attributed to the fact that most of the instructors had not taken adult teachers' examinations, the Teachers Certificate in Adult Education. It is prudent that for the programme to succeed, all the necessary resources should be provided. Lack of these very basic elements of learning leaves the learners hanging in the balance.

4.4.2: Chi-square Analysis of Data on Stated Hypotheses

Objective one on the study of the influence of provision of resources on implementation of post literacy programme was tested using Chi-square test.

H_{O1}: There is no significant relationship between provision of resources and implementation of post literacy programme in adult education centres in Homa Bay district.

Table 4.6: Chi-square Analysis of the Relationship between Provision of Resources and Implementation of Post Literacy Programme

	SD	D	UD	A	SA
Adequate funding for procurement of T/L materials	1	0	0	0	0
Adequate T/L materials	0	1	0	0	0

	O	E	O-E	$(O-E)^2$	$(O-E)^2/E$
SD	1	0	1	1	1
D	0	1	-1	1	1
UD	0	0	0	0	0
A	0	0	0	0	0

SA	0	0	0	0	0
Chi-square (X^2)					2

Key: SD- Strongly Disagree, D-Disagree, UD-Undecided, A-Agree, SA-Strongly Agree

Chi-square (X^2)=2

Degrees of freedom=0

Critical Value=0

K=0.05 (5% significance level)

From the above calculations, Chi-square of 2 is greater than the critical value of 0 at 5% significance level. In this case the null hypothesis is rejected and the alternative hypothesis accepted. This implied that there was a significant relationship between provision of resources and post literacy programme implementation. The judgement made was that resource provision influenced implementation of post literacy programme.

4.5: Analysis of DAEO's responses on Motivation of Instructors and Learners

Analysis on responses on motivation of adult education instructors and neo-literates was based on variables identified on the conceptual framework and the operationalization table. The district adult education officer's response on instructors' and learners' motivation revealed that instructors and learners were not motivated since the DAEO strongly disagreed and disagreed that instructors were promptly promoted from one grade to the other when due nor were part time teachers paid their monthly dues called honoraria at every month end. This was due to the fact that most government workers stagnated in one job group for a long time. This particular cadre of staff stagnated due to lack of a clear scheme of service guiding their upward mobility. It

was also learnt that post literacy instructors were neither regularly in-serviced nor were they rewarded during exemplary performance. This killed their morale of working. This was according to the results obtained from the DAEO's response in which he strongly disagreed on whether instructors were regularly in-serviced and rewarded during outstanding performance. The DAEO also strongly disagreed with the view that centres were given grants as a motivation to jumpstart economic activities at the centres. To realize maximum output from human resource, the element of motivation is taken care.

4.5.1: Chi-square Analysis of how Motivation of Adult Education Instructors and Learners influence the Implementation of Post Literacy Programme

Objective two on the study on how motivation of adult education instructors and learners influences the implementation of post literacy programme in adult education centres in Homa Bay district.

H_{O2}: There is no significant relationship between motivation of adult education instructors and learners and implementation of post literacy programme in Homa Bay district.

Table 4.7: Chi-square Analysis of the Relationship between Motivation of Adult Education Instructors and Implementation of Post Literacy Programme

	SD	D	UD	A	SA
Full time instructors promptly promoted when due	1	0	0	0	0
Committed instructors recognized through commendation letters	0	0	1	0	0

	O	E	O-E	$(O-E)^2$	$(O-E)^2/E$

SD	0	1	-1	1	1
D	0	0	0	0	0
UD	1	0	1	1	1
A	0	0	0	0	0
SA	0	0	0	0	0
Chi-square (X^2)					2

Key: SD—Strongly Disagree, D-Disagree, UD-Undecided, A-Agree, SA-Strongly Agree

Chi-square (X^2) = 2

Degrees of freedom = 0

Critical value=0

K=0.05 (5% significance level)

From the above computations, Chi-square is greater than the critical value of 0 at 5% level of significance and 0 degrees of freedom. In this case the null hypothesis was rejected and the alternative hypothesis accepted. This implied that motivation levels of instructors and learners influenced implementation of post literacy programme. This further implied that there was significant relationship between motivation of instructors and learners and implementation of post literacy programme.

4.6: Analysis of DAEO's and Divisional AEOs' Responses on their Supervision

Analysis of results obtained on DAEO's and Divisional AEOs' supervision was based on the variables contained in the conceptual framework and the operationalization table.

4.6.1: DAEO's Responses on Supervision

From the result obtained, it was evident that the DAEO lacked vital equipments to facilitate his supervision efforts such as funding and a vehicle as was reflected in his responses. According to him he strongly disagreed with the view that he received adequate funding nor did he have a vehicle to facilitate his effective monitoring of the post literacy programme implementation. He strongly disagreed that he frequently visited adult centres to give professional assistance to instructors on programme implementation. This could be attributed to handcaps reported by the DAEO in terms of mobility and funding. He also disagreed that a supervision tool to guide supervision was available. This compromised quality programme implementation. The DAEO concurred that in spite of the other impediments, he had required management skills for post literacy programme and he professionally and appropriately advised adult education instructors on work performance.

4.6.2: Analysis on Divisional Adult Education Officers' Responses on Receipt of Fuel for Supervision

AEOs' responses on receipt of fuel for supervision is provided in table 4.8 below.

Table 4.8: Divisional AEOs' Responses on Receipt of Fuel from the District Adult Education Office for Supervision

Receipt of fuel for supervision	No. of respondents	Percentage (%)
Strongly Disagree	2	100
Disagree	Nil	Nil
Undecided	Nil	Nil

Agree	Nil	Nil
Strongly Agree	Nil	Nil
Total	2	100

According to the table, 100% of the respondents strongly disagreed that they receive fuel from the district adult education office for supervision. Lack of fuel at the district adult education office for issue to divisions automatically impaired efforts of divisional officers from undertaking supervision work effectively. It is prudent that enough fuel is provided at all levels to facilitate supervision as this forms a key ingredient of quality post literacy implementation.

4.6.2.1: Analysis of AEOs' Responses on Possession of Adequate Skills for Monitoring and Evaluating Post Literacy Programme

An analysis of results on possession of adequate is shown in table 4.9 below.

Table 4.9: AEOs' Level of Agreement on Possession of Requisite Supervisory Skills on Monitoring and Evaluation

Supervisory skills on monitoring and evaluation	No. of respondents	Percentage (%)
Strongly Disagree	Nil	Nil
Disagree	2	100
Undecided	Nil	Nil
Agree	Nil	Nil
Strongly Agree	Nil	Nil
Total	2	100

Results indicate that all (100%) divisional adult education officers disagree that they have adequate supervisory skills required to monitor and evaluate post literacy programme. It is

important to note that quality programme assurance depends on competent supervisors capable of giving adequate guidance to instructors working under them. There's need therefore that all divisional officers are capacity built on key supervision skills for them to be of more use to programme quality control and implementation.

4.6.2.2: Analysis of AEOs' Responses on Regular Supervision of Centres

The table shown below shows respondents opinion on how frequent they visit adult centres for supervision mission.

Table 4.10: AEOs' Agreement on Frequency of Visits to Centres for Purposes of Supervision.

Regularly supervise centres	No. of respondents	Percentage (%)
Strongly Disagree	Nil	Nil
Disagree	1	50
Undecided	Nil	Nil
Agree	1	50
Strongly Agree	Nil	Nil
Total	2	100

The above table indicates that 50% of respondents disagreed that they visit adult centres regularly for supervision. This could be attributed to the fact that their efforts are limited by inadequate availability of fuel. Another 50% agreed that they frequently supervise centres within their jurisdiction. The efforts could be attributed to networking initiatives with other partners in terms of transport provision. Adult centres should be regularly visited as a sure way of implementing the programme as expected.

4.6.2.3: Analysis of AEOs' Responses on Availability of Supervision Tools to guide Supervision

Table 4.11 below shows results on availability of inspection tools at the divisions to guide supervision

Table 4.11: Analysis on Availability of Supervision Tools

Availability of supervision tools	No. of respondents	Percentage (%)
Strongly Disagree	Nil	Nil
Disagree	1	50
Undecided	Nil	Nil
Agree	1	50
Strongly Agree	Nil	Nil
Total	2	100

According to the table, 50% disagreed that supervision tools are available at the divisional offices to guide supervision while 50% agreed to the availability of the supervision instruments. The scenario could be attributed to the fact that a few supervision instruments initially provided sometimes back could have run out of stock among some respondents while others still had some. Frequent availability of the instruments is apparently of great value if standards post literacy programme are to be maintained.

4.6.3: Chi-square Analysis of Results of DAEO's and AEOs' Responses on Supervision

4.6.3.1: Chi-square Analysis of the DAEO Receiving Sufficient Funding and Frequency of Visits to Adult Centres

Objective three on the study on the magnitude to which supervision by the DAEO and divisional AEOs influence implementation of post literacy programme in adult education centres in Homa Bay district.

H_{03}: There is no significant relationship between the supervision of the DAEO and divisional AEOs and implementation of post literacy programme in adult education centres in Homa Bay district.

Table 4.12: Chi-square Analysis of the Relationship between DAEO Receiving Sufficient Funding and Frequency of Visits to Adult Centres to give Professional Assistance

	SD	D	UD	A	SA
DAEO receives sufficient funding for monitoring implementation of post literacy programme	0	1	0	0	0
Frequently visits adult centres to give professional assistance on programme implementation	1	0	0	0	0

	O	E	O-E	$(O-E)^2$	$(O-E)^2/E$
SD	1	0	1	1	1
D	0	1	-1	1	1
UD	0	0	0	0	0
A	0	0	0	0	0
SA	0	0	0	0	0
Chi-square (X^2)					2

Key: SD-Strongly Disagree, D-Disagree, UD-Undecided, A-Agree, SA-Strongly Agree

Chi-square (X^2) = 2

Degrees of freedom=0

K=0.05 (5% significance level)

Critical Value=0

From the above Chi-square analysis, the calculated value of 2 is greater than the critical value of 0 at 5% level of significance. The alternative hypothesis was therefore accepted and the null hypothesis rejected. This implies that there was a significant relationship between provision of sufficient funding and frequency of visits to adult centres and consequently implementation of post literacy programme.

4.6.3.2: Chi-square Analysis of the Relationship between AEOs Receiving Adequate Fuel and Frequency of Visits to Adult Centres for Supervision

Table 4.13: Chi-square Analysis of AEOs Receiving Adequate Fuel and Frequency of Visits to Adult Centres for Supervision

	SD	D	UD	A	SA
AEOs receive fuel for supervision	2	0	0	0	0
Frequently visits adult centres for supervision	0	1	0	1	0

	O	E	O-E	$(O-E)^2$	$(O-E)^2/E$
SD	0	2	-2	4	2
D	1	0	1	1	1
UD	0	0	0	0	0
A	1	0	1	1	1

	0	0	0	0	0
square (X^2)					2

quare (X^2) =2

5 (significance level)

es of freedom=1

l Value=3.84

e above computation shows that the calculated value of 4 is greater than the critical value 4 with 1 degree of freedom at 5% significance level. The judgment made was to reject the ypothesis and accept the alternative hypothesis. This indicates that there is a significant nship between fuel provision and frequency of AEOs' visits and consequently nentation of post literacy programme.

4.6.4: Chi-square Analysis of the Relationship between AEOs' Possession of Monitoring and Evaluation Supervisory Skills and Frequency of visits to Adult Education Centres for Purposes of Supervision

Table 4.14: Analysis of the Relationship between AEOs' Possession of Monitoring and Evaluation Supervision Skills and Frequency of visits to Centres for Supervision

	SD	D	UD	A	SA
AEOs receive fuel for supervision	2	0	0	0	0
Frequently visits adult centres for supervision	0	1	0	1	0

	O	E	O-E	$(O-E)^2$	$(O-E)^2/E$
SD	0	0	0	0	0
D	1	2	-1	1	0.5
UD	0	0	0	0	0
A	1	0	1	1	1
SA	0	0	0	0	0
Chi-square (X^2)					1.5

Chi-square (X^2)=1.5

Degrees of freedom=1

Critical Value=3.84

K=0.05 (5% significance level)

From the above chi-square calculation, Chi-square value of 1.5 is smaller than the Critical value of 3.84 at 5% level of significance and at 1 degree of freedom. In this case the null hypothesis was accepted and the alternative hypothesis rejected. This implies that there is no significant relationship between possession of supervisory skills and frequency of visiting adult centres by AEOs for purposes of supervision.

4.7: Analysis of Responses on Learning Environment at Post Literacy Adult Centres

The learning environment analyzed was based on indicators identified on the conceptual framework and the operationalization table.

4.7.1: Analysis of Responses of Adult Instructors and Neo-Literates on Adult Centres Having Own Learning Venues

Table 4.15 Shows Results on Adult Centres Having Own Learning Venues

Availability of learning venues	No. of respondents	Percentage (%)
Strongly Disagree	83	35
Disagree	134	56
Undecided	Nil	Nil
Agree	21	9
Strongly Agree	Nil	Nil
Total	235	100

The results indicate that 35% of the respondents strongly disagreed that adult centres had their own learning venues while 56% disagreed that centres had their own learning venues. This was an indication that adult centres lacked own learning venues and implied that learners at these centres either use community facilities such as churches, community multi purpose halls or

primary schools whose initial intentions were not for adult learning. Only 9% of the respondents agreed as having own learning venues. It's crucial that adult centres have their own venues specifically constructed and furnished with equipments befitting adults.

4.7.2: Analysis of Responses of Instructors and Neo-Literates on Centres Having Seats meant for Adult Learners

Table 4.16 shows an analysis of results obtained on availability of seats suitable to adult learners at adult centres.

Table 4.16: Results on Availability of Seats for Adult Learners at Adult Centres

Availability of learning venues	No. of respondents	Percentage (%)
Strongly Disagree	126	53
Disagree	107	45
Undecided	5	2
Agree	Nil	Nil
Strongly Agree	Nil	Nil
Total	238	100

From the table, it is clear that 53% of respondents strongly disagreed on the availability of seats for adult learners at adult centres while 45% of respondents disagreed on the availability of seats specifically meant for adult learners at adult centres. 2% of the respondents were undecided. This means that almost all centres lacked their seats suited for adult learners. We can infer that adult learners who learn in primary schools use seats meant for young children while those who learn in churches or other community halls sit on benches meant for other purposes

but not for adult learning. For effective learning, adult learners should be provided with comfortable chairs to sit on and tables to write on.

4.7.3: Analysis of Opinion of Instructors and Neo-Literates on Availability of Relevant Post Literacy Teaching/Learning Materials at Adult Centres

Table 4.17 shows an analysis of opinion of instructors and neo-literates on availability of relevant post literacy teaching/learning materials at centres.

Table 4.17: Adult Instructors' and Neo-Literates' Responses on Availability of Relevant Post Literacy Teaching/Learning Materials at Adult Centres

Relevant T/L materials available	No. of respondents	Percentage (%)
Strongly Disagree	15	6
Disagree	166	70
Undecided	15	6
Agree	42	18
Strongly Agree	Nil	Nil
Total	238	100

The results indicate that 6% of respondents strongly disagreed that centres had relevant post literacy materials while 70% were of the opinion that relevant teaching/learning materials were lacking at the centres. 6% of respondents were undecided while 18% agreed that there were materials available. We can infer from the results that adult instructors either relied on teaching/learning materials meant for primary school children or used a collection of materials they thought would be useful to adult learners with little or no consideration of their relevancy.

Provision of relevant post literacy materials is of cardinal importance on the success of the programme.

4.7.4: Analysis of Results on Learners having Post Literacy Reading Materials at Home

Table 4.18 analyses respondents' opinion on learners having reading materials at home for private study.

Table 4.18: Learners Having Reading Materials at Home for Private Study

Relevant T/L materials available	No. of respondents	Percentage (%)
Strongly Disagree	47	20
Disagree	144	60
Undecided	11	5
Agree	36	15
Strongly Agree	Nil	Nil
Total	238	100

From the table, the results indicate that 20% of the respondents strongly disagreed that learners had reading materials at home while 60% disagreed. 5% of the respondents were undecided while 15% agreed with the opinion that neo-literates had reading materials at home for private study. The majority of respondents, 80%, were of the opinion that neo-literates lacked reading materials at their homes. Lack of relevant materials at centres extended to learners' homes since it is these centres which ought to have provided the materials to the learners. The 15% who claimed to have had reading materials, could be those of their children or religious books provided by local churches such as bibles.

4.7.5: Analysis of Neo-Literates' Responses on Having Latrines

Table 4.19 below shows results obtained on the availability of latrines at the centres.

Table 4.19: Respondents' Opinion on the Availability of Latrines at Adult Education Centres

Availability of Latrines	No. of respondents	Percentage (%)
Strongly Disagree	92	39
Disagree	104	44
Undecided	Nil	Nil
Agree	42	17
Strongly Agree	Nil	Nil
Total	238	100

From the table, 39% of respondents strongly disagreed that latrines were available at the adult centres while 44% disagreed. It can be inferred that most of the centres lacked the vital sanitation facilities and this factor could keep learners away from learning. A paltry 17% of respondents concurred that the facilities were in place at the centres. Adults are sensitive people who wish to maintain utmost confidentiality when it comes to sanitation issues and therefore a serious need of all centres to have the required sanitation facilities.

4.7.6: Analysis of Results on the Proximity of Adult Centres to Learners' Homes

Table 4.20 below shows analysis of respondents' feedback on centres' proximity to adult learner' homes.

Table 4.20: Results of Instructors' and Learners' Responses on Distance of Adult Education Centres from Learners' Homes

Centres near to learners' homes	No. of respondents	Percentage (%)
Strongly Disagree	37	16
Disagree	67	28
Undecided	Nil	Nil
Agree	108	45
Strongly Agree	26	11
Total	238	100

According to table 4.20, 16% of the respondents strongly disagreed that adult centres were near learners' homes while 28% disagreed. Another 45% agreed that centres were within reach of learners with 11% agreeing to the same. The close proximity of centres to learners' homes could be attributed to the fact that most learners come from the surrounding. This could also be due to the governments' effort to expand access and increase participation to adult learning by opening more centres close proximity to learners.

4.7.7: Analysis of Results on Existence of Viable Income Generating Activities at the Post Literacy Centres

Table 4.21 shows analysis of responses on the existence of income generating activities at the centres.

Table 4.21: Results on the Existence of Viable Income Generating Activities at the Centres

Existence of IGAs at the centres	No. of respondents	Percentage (%)
Strongly Disagree	28	12
Disagree	37	16
Undecided	5	2
Agree	128	54
Strongly Agree	40	16
Total	238	100

According to the table above, 12% of respondents strongly disagreed of the existence of viable income generating activities at the centres while 16% disagreed. 2% were undecided as to the availability if the activities with 54% and 16% agreeing and strongly agreeing respectively. This implies that most centres had active income generating projects which are considered key in translating what is learnt in class into practical practice and replication at individual levels. These projects help centres and learners as individuals earn some income through the application of functional knowledge and skills acquired.

4.7.8: Chi-square Analysis of Responses on Learning Environment at Post Literacy Centres

Objective four on the study to examine how the learning environment influence implementation of post literacy programme.

H_{O4}: There is no significant relationship between the learning environment in adult education centres and implementation of post literacy programme in adult education centres in Homa Bay district.

Table 4.22: Chi-square Analysis of the Relationship between Centres Having Own Learning Venues and Availability of Seats

	SD	D	UD	A	SA
Centre having their own venues	83	134	0	21	0
Availability of seats at the centres	126	107	5	0	0

	O	E	O-E	$(O-E)^2$	$(O-E)^2/E$
SD	129	83	43	1849	22.28
D	107	134	-27	729	5.44
UD	5	0	5	25	5
A	0	21	-21	441	21
SA	0	0	0	0	0
Chi-square (X^2)					53.72

Chi-square (X^2)=53.72

K=0.05

Degrees of freedom=3

Critical Value=7.814

According to the above computations, Chi-square value of 53.72 is greater than the critical value of 7.814 at 5% level of significance and 3 degrees of freedom. In this case the null hypothesis is rejected and alternative hypothesis accepted. The implication is that there is a significant relationship between centres having own learning venues and availability of seats and consequently post literacy programme implementation. This indicates that the few centres with own venues were most likely having some seats.

Table 4.23: Chi-square Analysis of the Relationship between Learners Having Reading Materials at Home and Availability of Relevant Post Literacy Teaching/Learning Materials

	SD	D	UD	A	SA
Learners having reading materials at home	47	144	-32	1024	21.79
Availability of relevant post literacy teaching/learning materials	15	166	15	42	0

	O	E	O-E	$(O-E)^2$	$(O-E)^2/E$
SD	15	47	-32	1024	21.79
D	166	144	22	484	3.36
UD	15	11	4	16	1.45
A	42	36	6	36	1
Chi-square (X^2)					27.6

Chi-square (X^2) =27.6

K=0.05

Degrees of freedom=3

Critical Value=7.814

The Chi-square (X^2) analysis shows that calculated Chi-square of 27.6 is greater than the critical value of 7.814 at 5% significance level and 3 degrees of freedom. The decision made is that the null hypothesis is rejected and alternative hypothesis accepted. This implies that there is a significant relationship between learners having reading materials at home and availability of relevant post literacy materials.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1: Introduction

This chapter deals with findings, discussion of how the findings relate with the work of others and final recommendations. The purpose of this study was to establish factors influencing implementation of post literacy programme in Kenya, the case of Homa Bay district.

5.2: Summary of Findings

The first objective was to determine the extent to which provision of resources influence the implementation of post literacy programme in adult education centres in Homa Bay district. Objective one was to determine the extent to which provision of resources influence the implementation of post literacy programme in adult education centres in Homa Bay district.

Data collected and analyzed revealed that centres had inadequate teaching/learning materials. The DAEO disagreed with the view that centres had adequate and relevant teaching/learning materials. The findings implied that post literacy centres in the district virtually lacked all the requisite materials necessary to effective learning and consequently effective implementation of post literacy programme. He also disagreed with the view that post literacy centres had adequate and relevant teaching/learning materials. He strongly disagreed that he received sufficient funding for procurement of the materials neither were instructors well qualified to handle post literacy programme.

Objective two was to examine how motivation of adult education teachers and learners influence the implementation of post literacy programme in adult education centres in Homa Bay district.

Analysis on data collected on motivation of adult education instructors and neo-literates revealed that instructors and adult learners were not motivated. The DAEO strongly disagreed and disagreed that full time instructors were promptly promoted from one grade to another when due nor were part time teachers paid their monthly dues called honoraria at every month end. Part time instructors stayed as long as five months before they were paid. Stagnation in one job group for a long time was due to lack of a clear scheme of service guiding their upward mobility. It was also learnt that post literacy instructors were neither regularly in-serviced nor were they rewarded during exemplary performance. This killed their morale of working. This was according to the results obtained from the DAEO's response in which he strongly disagreed on whether instructors were regularly in-serviced and rewarded during outstanding performance. The DAEO also strongly disagreed with the view that centres were given grants as a motivation to jumpstart economic activities at the centres.

Objective three on the study on the magnitude to which supervision by the DAEO and divisional AEOs influence implementation of post literacy programme in adult education centres in Homa Bay district.

From the result obtained, it was evident that the DAEO lacked vital equipments to support his supervision efforts such as funding and a vehicle as was reflected in his responses. According to him he strongly disagreed with the view that he received adequate funding nor did he have a vehicle to facilitate his effective monitoring of the post literacy programme implementation. He

strongly disagreed that he frequently visited adult centres to give professional assistance to instructors on programme implementation. This could be attributed to handcaps reported by the DAEO in terms of mobility and funding. He also disagreed that a supervision tool to guide supervision was available. This compromised quality programme implementation. The DAEO concurred that in spite of the other impediments, he had required management skills for post literacy programme and he professionally and appropriately advised adult education instructors on work performance.

According to data analyzed, the respondents strongly disagreed that they received fuel from the district adult education office for supervision. Lack of fuel at the district adult education office for issue to divisions automatically impaired efforts of divisional officers from undertaking supervision work effectively.

Results obtained from the study indicated that all divisional adult education officers disagreed that they had adequate supervisory skills required to monitor and evaluate post literacy programme. It is important to note that quality programme assurance depends on competent supervisors capable of giving adequate guidance to instructors working under them.

The study also found out that some supervision tools were available at the divisional offices. 50% of the respondents disagreed with the view that supervision tools were available to guide supervision while 50% agreed to the availability of the supervision instruments. The scenario could be attributed to the fact that a few supervision instruments initially provided sometimes back could have run out of stock among some respondents while others still had some.

Objective four sought to examine how the learning environment influence implementation of post literacy programme in adult education centres in Homa Bay district.

materials must be built around a coherent approach to teaching post literacy skills, contain sufficient material that cover content of interest to the participant.

The study also found out that adult instructors and learners in Homa Bay district were poorly motivated as a result poor renumeration and lack of appropriate teaching/learning materials. According to Carr-Hill (2007), one of the most disturbing effects of the incentive structure in adult education is the convergency of conditions that lead to discouragement of able and motivated facilitators.

In a study in Tanzanian literacy programme, USIAD found out that there was general lack of motivation both among learners and teachers in terms of poor renumeration, lack of facilities and instructional materials and community attitudes that impose a harsh burden to facilitators. Midel-Anonuero (2007), mentioned that lack of renumeration for community based mobilisers and facilitators had led to a shortage of personnel. Coming (2005), in a study on design, implementation and evaluation of adult literacy programmes in Nepal affirmed that connecting adult literacy programmes to development activities motivates adult participants and literacy skills acquired in the class have positive impact on the development activity.

The study on factors influencing implementation of post literacy programme in Homa Bay district also revealed that DAEOs and AEOs lacked adequate facilities for effective supervision and therefore made limited visits to adult centres for purposes professional advise to instructors. During their study, Audi (2005), on participation of learners in literacy programmes in Kisumu district, found out that the DAEO and AEOs visited the centres to check on the facilitators' performance, listen and solve problems. However such visits fell far below what was expected of them as they were generally supposed to help in the development and execution of plans towards

increased instructional effectiveness and to stimulate staff growth and development. Coming (2005), during a study on adult literacy programme in Nepal noted that, the purpose of supervision is to ensure that classes are being conducted according to plan and that teachers receive support they need to be effective.

Data collected and analyzed indicated that the learning environment at adult education centres in Homa Bay district were appaling. It was generally realized that most adult centres lacked their own venue and relied on community facilities such as schools and other community based halls. A study by Carr-Hill (2007), in Tanzanian literacy programme noted that most illiterates possessed no books. Those with, most were mostly religious books which could have been given by missionaries. Learners lacked literacy support materials at home, except for the religious and primary books for their children, which were never-the-less irrelevant to the needs of adults. They could only learn at the centres. DFID (2005), argued that a shortage of reading materials for home based study exposed many learners to relapse into illiteracy since they did not have access to adequate reading materials. According to the Kenya National Adult Literacy (2007), it was found that most learning venues were community-owned such as schools, churches, community halls among others which were not suitable for adult learning.

5.4: Conclusion

The study investigated factors influencing implementation of post literacy programme in adult education centres in Homa Bay district. It was felt that there was need to establish factors influencing implementation of the programme in the district after it was realized that its intended goal of improving the living standards of learners was not being achieved.

The study established that most adult centres lacked the required resources for effective implementation of post literacy programme, adult instructors and learners lacked motivation to engage in their activities with vigour, DAEO's and AEOs' supervision efforts were curtailed by lack of adequate facilities and learning environment wasn't conducive for adult learning

Specifically, resources such as qualified adult education instructors, teaching/learning materials like exercise books, text books, and curricular in terms of availability and relevance were lacking, adult education instructors and neo-literates were poorly motivated due to lack of clear guidelines on promotions of instructors and poor and irregular payment of part time instructors and a shortage of sufficient and relevant teaching/learning materials for learners. At some point it was discovered that full time instructors stagnated in one job group for a long time without promotion due to lack of a clear scheme of service guiding how the promotions should be done. Part time instructors were poorly paid at Ksh 2,000 per month and they could sometimes stay for 5 months before they were paid. The DAEO and AEOs were handicapped in terms of funding and means of transport to facilitate their supervision. The study revealed that the DAEO lacked sufficient funding and a vehicle for supervision while AEOs reported to have suffered due to lack of fuel from the district adult education office. Lack of sufficient supervisory skills by AEOs was also realized to have negatively impacted in smooth implementation of the programme. The DAEO and AEOs reported to have had a shortage of supervision tools considered key in guiding supervision work. The DAEO had basic management skills and was in a position to provide adequate professional guidance to the adult education instructors. The study found out that adult centres specifically lacked their own learning venues, seats suitable for adult learners and absence of sanitation facilities such as

toilets. It was however noted that distance wasn't a big issue to the learners since most of them hailed from the surrounding.

Based on the findings of the study, it was generally realized that the post literacy programme in Homa Bay district experienced an acute shortage of key ingredients necessary for its effective implementation. Sufficient provision of the required resources such as teaching and learning materials is mandatory for the successful implementation of the programme. It was also felt that the teaching staff and learners are not motivated at all due to poor pay and non-availability of relevant and sufficient teaching/learning materials. Lack of these materials definitely hampers implementation of any educational programme. Supervision from the district and division was found to be wanting since the supervising personnel were quite handcapped in terms of facilitation for the work. Programme implementation can't succeed without supervision. A conducive learning environment is itself a motivating factor. The learning environment in all centres was found to be discouraging to learners to learners due to the inappropriate conditions in which the centres were. The study therefore concludes that general conditions at the adult education post literacy centres were quite unconducive to facilitate effective implementation of the post literacy programme in adult education centres.

5.5: Recommendations

In view of the above scenario, it is apparent that resources, motivation, supervision and learning environment influence implementation of post literacy programme. These factors directly influence the implementation of the programme at the centres. Based on the general findings of the research, it is recommended that sufficient resources in terms of availability and relevance should be provided to the centres to make the programme effective. Motivation

stimulates the drive of programme implementers. Therefore the teaching personnel and learners should be motivated to teach and learn respectively. The required facilities should also be provided to the DAEO and AEOs to facilitate their movement to adult centres so that they can give them the required professional assistance. The learning environment at the centres should be improved in terms of availing venues specifically for adult learners with suitable furniture.

5.6: Suggestions for Further Research

The following suggestions are made for further research;

a) Establish the relationship between knowledge and skills acquired at post literacy level and number of learners who enroll and pass KCPE examinations,

b) Conduct a comparative research in other districts other than Homa Bay.

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Appendix I: Letter of transmittal

Joseph M. Okemwa,

Box 2819,

Kisii.

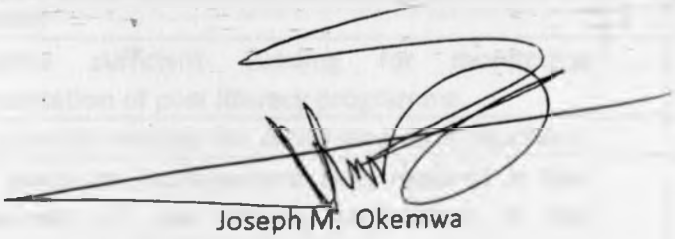
10th October, 2012.

Dear Sir/Madam,

I wish to inform you that that I'm a student pursuing a Master of Arts Degree in Project Planning and Management of the University of Nairobi. I'm currently conducting a study to establish factors influencing implementation of post literacy programme: a case of Homa Bay district, Kenya. To facilitate this vital exercise you've been selected as a respondent to provide information on factors influencing implementation of the above programme.

Thank you in advance for kindly accepting to participate as information gathered from you will be kept in utmost confidence and will be used for academic purposes only.

Your sincerely,



Joseph M. Okemwa

Kindly indicate the extent to which you agree or disagree with the following statements by ticking the appropriate option from the choices given on the Likert scale of 1-5.

Key

1—Strongly Disagree

2—Disagree

3—Undecided

4—Agree

5—Strongly agree

SECTION II: Provision of resources.

	Statement	1	2	3	4	5
1.	There are adequate teaching/learning materials at adult education centres in my district.					
2.	There are relevant teaching/learning materials at adult education centres in my district.					
3.	The centres have professionally qualified adult education teachers.					
4.	There's adequate funding in the district for procurement of requisite resources.					
	SECTION III: District Adult Education Officer's Supervision.					
	Statement	1	2	3	4	5
5.	I receive sufficient funding for monitoring implementation of post literacy programme.					
6.	There's a motor vehicle for supervising adult teachers.					
7.	I have adequate management skills required in the management of post literacy programme in the district.					
8.	I frequently visit adult education centres with to give professional assistance on programme implementation.					
9.	There's a supervision booklet to guide in supervising adult education instructors.					
10.	I give constant feedback to instructors on their performance on post literacy programme curriculum implementation					
11.	I hold regular meetings with instructors to discuss andragogical issues arising from supervision observations.					

	SECTION IV: Motivation of teachers and learners					
12.	Adult education instructors are promptly promoted as an incentive on work performance.					
13.	Full time adult instructors are promptly paid their salaries at every month end.					
14.	Part time instructors are timely paid their honoraria at every month end.					
15.	Adult instructors are well renumerated.					
16.	Regular capacity building courses are organized for adult teachers in the district.					
17.	Committed teachers are recognized through commendation letters.					
18.	Adult learners receive post literacy programme relevant to their needs.					
19.	Various incentives such as seed money is given as grants to adult centres to support the initiation of income generating activities.					
20.	Teachers and learners are provided with sufficient teaching/learning materials.					

Appendix 3: Divisional Adult Education Officers' questionnaire.

This questionnaire seeks to obtain data on supervision of divisional adult education officers and relationship with post literacy programme.

Instructions to respondents.

Kindly answer all questions in this questionnaire by ticking the right choice or filling the spaces provided as honestly as possible. The information provided will be treated with utmost confidentiality and used for the intended purpose only. Do not indicate your name anywhere in this questionnaire.

SECTION I: Biodata

1. Division.....
2. Age: 20—25 year ( ) 26—30 years ( ) 31—35 years ( ) 36—40 years( ) 41—45 years( ) 46—50 years( ) 51 years and over ( ). Tick one.
3. Highest level of education.
   Certificate ( ) Diploma ( ) Bachelors ( ) Masters ( ) Any other (Specify).....
4. Professional qualification.
   TCAE ( ) Diploma in adult education ( ) Diploma in education ( ) B. Ed ( ) PGDE ( ) PGDAE ( ) M. Ed ( ) Any other (Specify).....

Kindly indicate the extent to which you agree or disagree with the following statements by ticking the appropriate option from the choices given on the Likert scale of 1—5.

Key

1—Strongly Disagree

2—-Disagree

3—--Undecided

4—--Agree

5—--Strongly agree

SECTION II: Divisional adult education Officers' supervision

	Statement	1	2	3	4	5
1.	I receive sufficient fuel from the district adult education office for supervision.					
2.	I have adequate supervisory skills for monitoring and evaluating post literacy programme.					
3.	I regularly visit adult education centres in the division for supervision purposes.					
4.	I mentor adult education instructors in the division.					
5.	There's a supervision tool to guide us on supervision of adult education teachers.					
6.	I give constant feedback to instructors on their performance on post literacy curriculum implementation.					
7.	I hold regular meetings with teachers to discuss andragogical issues arising from supervision observations.					

Appendix 4: Adult education instructors' questionnaire.

This questionnaire aims at collecting data on learning environment at adult education centres and at learners' homes and relationship with post literacy programme.

Instructions to respondents.

Please answer all questions in this questionnaire by ticking the right choice or filling in the spaces provided as honestly as possible. The information provided will be treated with utmost confidentiality and used for the intended purpose only. Do not write your name anywhere in this questionnaire.

SECTION I: Biodata

1. Name of centre..... Division.....
2. For how long have you been an adult education teacher?
   0---5 years ( ) 6---10 years ( ) 11---15 years ( ) 16---20 years ( ) 21---25 years ( )
   26---30 years ( ) 31---35 years( ) 36 years and above
3. Category: Full time teacher ( ) Part time teacher ( )
4. Level of education.
   Certificate ( ) Diploma ( ) Bachelors ( )
5. What is your professional qualification?
   TCAE ( ) Diploma in adult education ( ) Diploma in Education ( ) B. Ed ( ) Any other (Specify).....

Please indicate the extent to which you agree or disagree with the following statements by ticking the appropriate option from the choices given on the Likert scale of 1—5.

Key

1---Strongly agree

2---Disagree

3---Undecided

4---Agree

5---Strongly agree

SECTION II: Learning environment

	Statement	1	2	3	4	5
1.	My centre has got own learning venue.					
2.	My centre has got seats suitable for adult learners.					
3.	Relevant teaching/learning materials are available at my centre.					
4.	I'm professionally qualified to handle adult education programme.					
5.	There is an income generating project at my centre.					
6.	We lend adult learners text books to read at home.					
7.	Learners have relevant reading materials at home.					
	SECTION IV: Teachers' motivation					
	Statement	1	2	3	4	5
8.	We're promoted from one job group to another as soon as it is due.					
9.	We're contented with our renumeration.					
10.	We're paid our salary at every month end.					
11.	Inservice refresher courses are organized for us to keep us relevant with changing trends in adult education.					
12.	We're rewarded whenever there's outstanding performance from us.					

Appendix 5: Interview schedule for post literacy learners.

The questions on this questionnaire to be used to interview adult learners and answers ticked from the choices given as appropriate. Names of interviewees should not be indicated anywhere on this questionnaire and information generated should be treated with utmost confidentiality and be used for the intended purpose only.

SECTION I: Biodata

1. Name of adult centre.....Division.....
2. For how long have you been adult an adult learner at this centre. 0---5 years ( ) 1 year ( ) 2 years ( ) Any other (Specify).....
3. How old are you?
4. 16---20 years ( ) 21---25 years ( ) 26---30 years ( ) 31-----35 years ( ) 36---40 years ( )
   41---45 years ( ) 46---50 years ( ) Over 51 years

Please use the following Likert scale to indicate the extent to which an interviewee agrees or disagrees with the options given. Tick whichever statement that is most appropriate.

Key

1----Strongly Disagree

2----Disagree

3-----Undecided

4----Agree

5-----Strongly Agree

SECTION II: Learning environment

	Statement	1	2	3	4	5
1.	Our centre has got own learning venue					
2.	We've got comfortable chairs to sit on and table to write on.					
3.	There are relevant reading materials at our centre.					
4.	I've reading books at home.					
5.	My home is next to the centre.					
6.	Our centre has got latrines for male and female learners respectively.					
7.	Our adult teacher handles us with respect.					
8.	There's a viable income generating activity at our centre.					
9.	We do tests and examinations at our centre whose certificates are officially recognized.					
	SECTION III: Learners' motivation					
	Statement	1	2	3	4	5
10.	Our centre receives seed money as grants to support our income generating projects.					
11.	Adult learners who show commitment to adult learning are rewarded.					
12.	We learn in a conducive environment.					
13.	What we learn is always linked to our day to day activities.					
14.	What we learn at the centre is relevant to our socio-economic needs.					
15.	We always learn new and relevant issues.					
16.	The knowledge and skills acquired from post literacy has improved my quality of life.					

Appendix 6: **RESEARCH WORKPLAN**

DATE	ACTIVITY
Mid August, 2012	Secure a research permit from Permanent Secretary, Ministry of higher education.
Mid August, 2012	Recruit research assistants.
Late August, 2012	Train research assistants.
Late August, 2012	Seek permission from D.C and DAEO, Homa Bay to undertake the research in the district.
Early-Mid September, 2012	Identify respondents and undertake the research.
Mid- Late September, 2012	Analyze data and write final report.

Appendix 7: **TENTATIVE BUDGET**

ITEM	AMOUNT
1) Transport for research assistants—5 No. @ 200/= for 5 days	= 5,000/=.
2) Lunches for „ „ „ „ --5 No. @ 200/= for 5 days	=5,000/=.
3) Transport for principal researcher—1 No. @ 1,000/= for 5 days	= 5,000/=
4) Allowances for research assistants---5 No. @ 1,000/= for 5 days	= 25,000/=
5) Typesetting and binding final document —2,000/=	
6) Securing research permit from Nairobi ---1,000/=	
7) Transport to and fro' Nairobi plus lunch —4,000/=	
Total	Ksh 47,000/=

I'll require a total of forty seven thousand shillings only for the exercise

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Joseph Moturi Okemwa
of (Address) University of Nairobi
P.O.Box 2461, Kisii.
has been permitted to conduct research in

	Location
Homa Bay	District
Nyanza	Province

on the topic: Factors influencing the implementation of post literacy programme in Kenya: The case of adult education centres in Homa Bay District

for a period ending: 31st December, 2012.

PAGE 3

Research Permit No. *NCST/RCD/14/012/144*
Date of issue *24th October, 2012*
Fee received *KSH. 1,000*

Applicant's Signature

Secretary
National Council for Science &Technolog