FACTORS AFFECTING ENROLLMENT AND DROPOUT RATE IN ADULT EDUCATION PROGRAMS IN KENYA: A CASE STUDY OF KAJIADO NORTH SUB-COUNTY, KAJIADO COUNTY, KENYA

BY GLADYS WAMBUI KINYUA

A RESEARCH PROJECT SUBMITTED FOR THE PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR AWARD OF DEGREE OF MASTER OF ARTS IN DEVELOPMENT STUDIES

THE UNIVERSITY OF NAIROBI

November 2022

DECLARATION

I the undersigned do declare that this project paper is my original work and has never been submitted nor presented to any academic institution other than the University of Nairobi for examination.

Signed: _____ **Date:24th November 2022**

Name: Gladys Wambui Kinyua

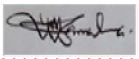
Reg No: T51/35109/2019

This research project paper has been submitted with our approval as the University supervisors.

Signature……

Date…24th November 2022……

Dr. George Michuki



Signature…….

Date…24th November 2022

Dr. Herbert Wamalwa

TABLE OF CONTENTS

DECLARATION ii
TABLE OF CONTENTS iii
ABSTRACT vii
CHAPTER 1 1
INTRODUCTION 1
1.1 Introduction 1
1.2 Background to the Study 1
1.3 Statement of the problem 9
1.4 Justification of the Study 11
1.4 The objective of the Study 11
1.4.1 General Objectives 11
1.4.2 Specific Objectives 11
1.5 Research Questions 12
CHAPTER 2 13
LITERATURE REVIEW 13
2.1 Introduction 13
2.2 Theoretical approach 13
2.3 Trends of adult education 16
2.4 Availability of Adult Education Resources 18
2.5 Effects of Adult Education Learners Attitude and Social Status 22
2.6 Teaching Language and Methodology 26
2.7 Role of Age in Adult Education 27
2.8 Summary and Knowledge Gaps 29
2.9 Conceptual Framework 30
CHAPTER 3 32
RESEARCH DESIGN AND METHODOLOGY 32
3.1 Introduction 32
3.2 Research Design 32
3.3 Target Population and Sampling Design 32
3.4 Data Sources and Collection instruments 34
3.5 Data Collection Procedure 34
3.6 Data Analysis Methods and Techniques 35
3.7 Ethical Issues 35
CHAPTER 4: FINDINGS AND DISCUSSION 36
4.1 Introduction 36
4.2 General Information 36
4.3 Enrolment and Dropout Rate of Learners in Adult Education Programs 38
4.3.1 Enrolment Rate 38
4.3.2 Dropout Rate 41
4.4 Completion Rate of Learners in Adult Education Program 45
4.5 Factors Explaining Enrolment and Dropout Rates of Adult Education Learners .. 47
CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 51
5.1 Introduction 51
5.2 Summary 51

5.3 Conclusion 56
5.4 Recommendations 60
5.5 Suggestion for further Research 60
REFERENCES 61
APPENDICES 73
APPENDIX I 73
LETTER OF INTRODUCTION 73
APPENDIX II 74
QUESTIONNAIRE 74
PART A: QUESTIONNAIRE FOR ADULT EDUCATION TEACHERS 74
PART C: QUESTIONNAIRE FOR ADULT EDUCATION LEARNERS 79
PART D: INTERVIEW GUIDE FOR DROP OUTS & GRADUATES OF ADULT EDUCATION PROGRAM 82

List of Tables

Table 4.1: Gender of Adult Education Learners 37

Table 4.2: Age Distribution of the Adult Education Learners 38

Table 4.3: Enrollment of Adult Education Candidates 39

Table 4.4: Dropout Rates 41

Table 4.5: Frequency of Adult Leaners Drop Out 43

Table 4.6: Awareness of Learner Dropout 43

Table 4.7: Dropouts in Former Institutions 44

Table 4.8: Frequency of Dropouts from Former Institutions 45

List of Figures

Figure 2.1: Conceptual Framework 31

Figure 4.1: How long were you in the Program..... 40

Figure 4.2: Failure to Attend Classes..... 42

ABSTRACT

The goal of the study was to identify the factors that contribute to enrolment and dropout rate in adult education programme in Kenya's Kajiado North Sub-county. The specific research questions were: What is the dropout rate in adult education programs in Kajiado North Sub County? What is the completion rate in adult education programs in Kajiado North Sub County? What factors explain the enrollment and the dropout rate of adult education learners in Kajiado North Sub County?

Descriptive research design was employed in the study. The target population for the study consisted of adult education students. A random sample of 60 respondents was selected. Data from the survey of adult learners was supplemented with qualitative information from adult education teachers. Descriptive analysis and thematic analysis were used to analyse the data. According to the survey, adult education student enrolment levels have been on the decline, particularly between 2018 and 2020. Due to Covid-19 pandemic, the enrolment rate in 2020 was significantly lower than in previous years. The majority of adults engage in adult education courses in order to improve their life by learning new things and pursuing their aspirations to become better persons in the future. Others signed up for the adult education program because they missed out on the opportunity while they were younger and wanted to empower themselves through education. Financial difficulties, loss of jobs, lack of family support, and juggling family obligations with academic requirements were the main causes of dropouts. The study recommends that all the stakeholders in adult education should encourage adults to enroll by creating a conducive and enabling learning environment in all learning centers.

CHAPTER 1

INTRODUCTION

1.1 Introduction

This study examined factors that account for enrollment and dropout rate adult education programs in Kajiado North sub-county. The following sections make up this section: study background, problem statement, rationale, study objectives, and research questions.

1.2 Background to the Study

The main factor in human progress is still education. It is regarded as the engine behind significant advancements in every human civilization. Any educational system should aim to produce or develop a well-rounded person who can live in his surroundings and make a significant contribution to the survival of the society to which he belongs. One of the main professions that may effectively address the adult population's socio-economic, cultural, political, and environmental issues is adult education (Oyenemezu, 2012). Adult education is a learning process that adults engage in for better information, their own development, and the development of their country. It is an internal component of education. Adult education prioritizes all useful after-school and adult education activities outside of the formal school system. Some of these educational initiatives include basic literacy and post literacy programs continuing education programs, and programs for vocational education (Ekpenyong & Aniekwu, 2022).

Because of the functions and significance of education in human society, various types of education have been embraced by nations, particularly developing nations, to serve as a means of capacity building through the Human Development Index (HDI). Among the many different

types of education are formal education, informal education, and non-formal education (Olaye & Onajite, 2015). Formal learning is understood to be learning that occurs as a component of a curriculum at a business, adult learning center, or school and is often accredited for a certification or certificate. Bakare (2011) claims that formal education is structured, directed by a formal curriculum, and results in an officially recognized credential or certificate. Informal learning is defined as learning that comes from regular work, family, and leisure activities. According to Ekpenyong and Aniekwu (2022), informal learning is done independently, either individually or in a group, without the use of externally imposed standards or the presence of an institutionally approved instructor.

Adult education is an example of non-formal education. Non-formal education is defined as learning that takes place outside of the conventional school system. It is information that has been acquired outside of or in place of formal schooling. Non-formal education needs to be given special consideration in order to achieve a country's goal(s), build a world of true democracy, raise the standard of living for all citizens, and develop all citizens in various capacities. It greatly enhances one's life and develops one's abilities. Obiozor and Obidiegwu (2013) define adult education as any planned and deliberate educational activities designed for adults for their personal fulfillment in or out of the classroom that support their adaptation to local, national, and worldwide norms. Adult education is crucial because formal education, which is founded on the ideas of formal schooling, cannot achieve these objectives on its own.

A program called adult education aims to instruct and establish knowledge in adults based on their age, social obligations, or self-perception. In order to accomplish specific educational objectives for adults, diverse institutions may engage in a number of clearly defined activities

known as adult education. Adult education is a process in which individuals who do not regularly attend school take part in planned activities to enhance their knowledge, understanding of information, skills, appreciation, and attitudes towards various life situations. Improving learning and living skills for children and adults through equitable access to suitable learning and life skills programs and lowering adult illiteracy are two objectives of Education for All (EFA) in the area of education.

The adult education conundrum was resolved when schooling became required in developed nations. In these nations, local governments, businesses, industries, and private institutions are primarily responsible for providing adult education. For instance, ensuring all people have access to high-quality education has been cited as a key strategy for ending poverty and establishing sustainable prosperity in China. As a result, China gives education, industrial growth, and urban and rural modernization more attention. The Chinese government is firmly committed to achieving universal education (OECD, 2016).

The greatest philosopher and adult education practitioner of the 20th century, Paulo Freire, emphasized the importance of adult education for the general public in eradicating poverty and empowering people.

Australia, Canada, Chile, Brazil, and Malaysia have created financial frameworks to support lifelong learning through mortgage institutions, governments, and people World Bank (2003). Adult education and non-formal education fall under this category. The majority of adult education programs were developed in Nigeria and were not immediately connected to adults' working lives or basic needs; instead, they were meant to empower people and promote economic and community development (Nnazor, 2005). The programs were scaled back to

elementary adult education, failing to equip participants with the adult education competencies that would have improved their living standards and opened up favorable future prospects (UNESCO, 2009). According to 2019 survey by the Learning and Work Institute, adult learning has decreased from 43% in 2010 to 33%.

The absence of adult education in Kenya was cited as a barrier to the growth of the nation after independence, along with poverty, ignorance, and sickness. People were thus helped in their quest for knowledge through adult education. The purpose of imparting skills to adults was to enable them to participate in socio-economic activities that promoted development.

Through education, human actions and abilities are gradually acquired. This is done through giving students the knowledge, abilities, and attitudes they need to comprehend, value, and preserve their cultural legacy as well as to be creative in modifying and even reshaping it for their own and society's benefit. The establishment of adult education in Kenya was essential to fostering human potential and enabling citizens to contribute to national construction in a useful way in order to achieve Kenya's development objectives.

The Kenyan government has made a commitment to developing national policies that recognize the need for and right to primary education for all Kenyan citizens. This is in line with international agreements and conventions pertaining to education, particularly Sustainable Development Goal (SDG) number 4, which aims to provide children and young people with access to high-quality education and other learning opportunities. One of its main objectives is to attain universal literacy in reading and math.

The Adult Literacy Program in Kenya is managed by the Directorate of Adult and Continuing Education (DACE) of the Ministry of Education. DACE is responsible for managing, coordinating, and running the adult education and literacy program. The Director and other professionals manage field services around the country, supply professional and administrative support, and develop policy directives at the national level (Acheng', 2019).

According to Bunyi (2006), Adult Education Advisory Committees (AEACs) were responsible for managing literacy initiatives under the previous Kenyan administration before devolution. However, due to ambiguous duties between the central government and the districts, a lack of financing for program implementation at the district level, and a lack of implementing officers with the requisite abilities, the decentralization management method did not prove to be successful. Additional research indicates that AEACs are not in use. As a result, there is limited community involvement in adult literacy (Bunyi, 2006). The Board has also come under fire for being "weak and ineffective," especially when it comes to coordinating the provision of literacy programs by diverse providers, which has led to effort duplication. Additionally, broad expressions like "working closely" does not seem to yield any form of integration to characterize interactions between DACE and other government departments, non-governmental organizations (NGOs), and other civic organizations. Therefore, it follows that each literacy provider acts independently (Bunyi, 2006).

Adult Continuing Education (ACE) gives persons who are not enrolled in a formal school system the opportunity to gain educational benefits. In addition to providing learners with academic credentials, ACE also teaches them civilized cultural, moral, and civic practices as well as crucial life skills.

According to Ndiku, Muthamia, Ipara, and Obaki (2009) and Titmus (2018), lifelong learning is essential, particularly when adjusting to global technological, political, and economic advancements. They believe that by doing this, the environment will be better maintained and used in a sustainable way, and individuals will be more fully integrated into society. Since its independence, Kenya has made an effort to lower the adult illiteracy rate in order to further its socio-economic development (UNESCO, 2007). Shortly after gaining independence in 1963, adult education programs were established with the purpose of eradicating illiteracy, teaching necessary survival knowledge, skills, and attitudes, and fostering self-esteem and socially desirable behavior. Literacy, health and nutrition, family life, agriculture, environmental studies, and civics were the first subjects covered in the adult education curriculum with these objectives (Ndiku et al., 2009; Kibera, 1997).

Low enrollment in adult literacy classes in Kenya is due to a lack of qualified teachers being hired. A higher staff and volunteer teacher turnover rate makes the problem worse. Some people have reportedly been discouraged from attending classes due to a number of societal difficulties. Adult learners arrive late or skip class as a result of attending social occasions including weddings, funerals, and circumcisions (Okemwa, 2012). There were also times when young and old pupils, as well as husbands and wives, were mixed up in the same educational settings, which made it difficult for students to attend classes (Ndiku, 2009). Muslims, on the other hand, were emphatic about not learning from women, and many of their students left school (Ndiku, 2009) because of a language barrier brought on by ethnicity or dialects, as well as the fact that they were being taught by what they perceived as inexperienced young teachers.

If properly carried out, the ACE program was intended to change the lives of several otherwise illiterate persons. In order to lead a national adult education program, among other things, the then-Ministry of Culture and Social Services established the Department of Adult Education in 1979 (UNESCO, 2007). This action led to the establishment of adult learning centers across the nation. In 2002, responsibility for adult learning coordination was given to the minister of education. As a result of adult education falling under the Ministry of Education, enrollment in adult education gradually increased (MOEST, 2012). These students numbered approximately 250,000 in 2007 and 291,000 in 2012. (Nyatuka & Nyakan, 2015).

Offering the target populations, the required education, including ACE, is crucial while the government enhances its numerous social institutions. Advanced management and leadership techniques, attitude adjustment, and the creation of a knowledgeable and cohesive community with a history of national beliefs and fundamental human rights should all be part of such an effort (ROK, 2012). Additionally, society should be enabled to embrace science, technology, and innovation through education and training while also preserving and improving the environment for long-term progress. In other words, education and training ought to enable society to accept responsibility and take calculated risks.

For literate parents who value their children's education, adult education is a bonus (ROK, 2007). Adult elementary education plays a significant role in the adult and continuing education sector. It offers fundamental instruction and training to adults and out-of-school youth aged 15 years and older who either did not receive formal education as children or left school before finishing a full education. All Kenyans have a constitutional right to get a primary education (ROK, 2005). The educational philosophy in Kenya emphasizes the

importance of developing human resources in order to meet the nation's development objectives (ROK, 2012). Vision 2030's principal objective was to decrease adult education by expanding educational access, accelerating the transition from primary to secondary education, and elevating educational quality and relevance. Other objectives included raising the net enrollment rate to 95% and reaching an adult education rate of 80%, which can only be reached by removing all obstacles to adult students' full participation. The educational to all framework for action was agreed at the World Education Forum in Dakar, Senegal, and Kenya is a signatory to it.

Mualuko et al. (2009) found a drop in adult education enrollment in Kenya. They ascribed the decline to a number of problems, such as a shortage of qualified instructors, societal factors that discourage some individuals from attending classes, lack of adult-oriented classes, and lack of sufficient reading materials in particular ethnic languages.

Additionally, it is important to keep in mind that adult literacy programs do not have their own facilities. Adult literacy classes are typically held on the campuses of churches, primary and pre-school schools, and occasionally beneath trees. These facilities are only made available to adult learners when churchgoers and students are not utilizing them, otherwise they should not use them (Muiru, 2003). Poverty has been identified as the single most important underlying cause of illiteracy and a lack of participation in literacy programs at the individual level (Nyong'o, 2002). He goes on to say that a famished, destitute person cannot be educated to read, write, or plan a family. The method ignores concerns about basic needs including clothing, housing, and food. The rights of adults and children to education must take into

account aspects of policy, governance, funding, participation, inclusion, equity, and standard of instruction (Belbin & Belbin, 2017).

1.3 Statement of the problem

Following low rates of school enrollment and high dropout rates during the colonial era and the administration of the late president Kenyatta, the country's illiteracy rate has been high. The introduction of free primary education (FPE) in 2004 during the late president Mwai Kibaki's administration and earlier the start of free primary education (FPE) from classes 1-4 in 1974 under the late president Kenyatta's administration changed this pattern (Lelei & Weidman, 2012; Kaberia & Ndiku, 2012). The FPE participants are now between the ages of 16 - 20 years; some are in their last years of high school, while others are in college. According to a government poll by the Kenya National Bureau of Statistics (2019), the country's overall adult literacy rate is 61.5%. In Kenya, more than one third of adults lack literacy.

However, the adult learning program is having trouble in most parts of the country. This is consistent with the Kenya National Adult Education Survey, which shows that even while adult education programs have been there for a long, there are still gaps in the system that must be filled if they are to be successful. The majority of adult education facilities in Kenya have low enrollment and poor participation rates, which result in dropouts (Akuma, 2020).

Adult learning has been on Kenya's development agenda since independence (Nyatuka & Ndiku, 2015). As a result, the Kenyan government has implemented laws that deal with a variety of issues in order to create a workforce that is empowered to advance the nation's development goals.

But according to the Kenya National Adult Education Survey from March 2007, 38.5% of Kenya's adult population lacks literacy (ROK, 2007) with noticeable differences in gender and between different geographic regions. There is also evidence of people who have previously completed the primary level of education relapsing into adult education. The current condition of affairs shows a concerning tendency, particularly in regards to government policy regarding the implementation of adult education programs. Young people and adults are sometimes choosing to enroll in formal education systems rather than adult education programs.

One of the five constituencies of Kajiado County is Kajiado North sub-county. A 2019 Kenya Population and Housing Census study states that 30% of Kajiado people lack a high school diploma (Kenya National Bureau of Statistics, 2019). Kajiado County had an adult education level of 50.2%, according to the Kenya National Adult Education Survey from 2007. The county has 89 adult education centers, with a 48% adult education level among men and a 52% adult education level among women.

Although the Kajiado North Sub-County registers low enrollment numbers compared to all other sub-counties, the adult education office in the sub-county claims that the number of adult learners enrolled has steadily continued to rise in Kajiado County. As a result, it is necessary to look into the trends of adult education in the sub-county. With a focus on Kajiado North Sub County, Kajiado County, this study looked investigates factors that account for enrollment and dropout rate in adult education programs in Kajiado North sub-county, Kenya.

1.4 Justification of the Study

There is a need to address adult education enrollment and measures to increase learners' participation as a result of the introduction of technology into our daily lives. To close the gaps, a thorough empirical research is necessary. This is why the current study was thought to be important.

The educational planning committees in Kajiado North Sub County gain from this study, and all educational organizations, as well as quality assurance and standard officers at the Sub County and national levels, would profit from the findings. The findings inform interventions aimed at enhancing adult education programs in similar settings within the country. The findings contribute in-depth information, which provide the Ministry of Education with better ways of planning and implementing adult education curriculum in the future.

1.4 The objective of the Study

1.4.1 General Objectives

The objective of this study was to establish the factors affecting enrollment and dropout rate in adult education programs in Kajiado North Sub-county, Kenya.

1.4.2 Specific Objectives

i. To establish the dropout rate of learners in adult education programs in Kajiado North Sub County.

ii. To find out the completion rate of learners in adult education programs in Kajiado North Sub County.

iii. To investigate the factors that explain the enrollment and the dropout rate of adult education learners in Kajiado North Sub County.

1.5 Research Questions

The research questions that guided the study are:

i. What is the dropout rate in adult education programs in Kajiado North Sub County?

ii. What is the completion rate in adult education programs in Kajiado North Sub County?

iii. What factors explain the enrollment and the dropout rate of adult education learners in Kajiado North Sub County?

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature. The section focuses on the theoretical approach and a synthesis of existing evidence in view of the study research questions.

2.2 Theoretical approach

The World Bank report (2020) states that Kenya has an 81.5% literacy rate. It is evident from this data that Kenya still has a high illiteracy rate. As a result, there is need to change the situation and create a welcoming environment for adults who lost the chance to attend school. Otherwise, enrollment would be higher and the stigma associated with adults attending school would be lower. Due to inheritance (male dominance), men find it threatening when their wives go to school and therefore lack moral support especially for women from their spouses when seeking knowledge through education. Cultural beliefs, female genital mutilation, early marriages, and poverty have contributed to low education enrollment in Kajiado County. Women are perceived as menial job workers and as home keepers, and boys as herders at the expense of pursuing education and other opportunities for their personal development prompting concerns among county education officials and others in the field.

This study is guided by the transformative learning approach. Mezirow's transformative learning approach is founded on the idea that students' interpretations of their experiences are essential for eliciting meaning and, ultimately, for learning. This type of learning, known as transformative learning, involves students reflecting on and examining their prior knowledge, understanding, and worldview while they acquire new material (Mezirow, 1978).

Transformational learning goes beyond mere knowledge acquisition to investigate how learners draw meaning in their daily lives and comprehend their surroundings. As a result, learners get experiences that alter their views, empowering them to question everything they previously knew or imagined and reason from fresh viewpoints in order to make way for new information. True freedom of thought and understanding comes from transformational learning. According to Mezirow, transformational learning causes a person's beliefs, feelings, perspectives, convictions, and behaviors to change; it is a reasonable process that requires people to reflect on and examine their worldviews.

The progressive development of a critical viewpoint in adult learning has been shaped by Freire's transformation theory. Adult education, according to Freire, focuses on raising consciousness among individuals and communities while conveying information. Educational processes, according to Freire (1970), are never neutral; they can either be an instrument of oppression or a tool of freedom. As a result, the management style of managers of adult education programs determines the quality of instruction that students get.

Learners will gain understanding about systems inside their community that may lead to injustice and oppression through debate and problem-solving, according to the theory. By understanding how social institutions shape and influence the way people think about themselves, others, and the world in general, adults can gain from this type of education. As a result, students should be able to be independent, reflect on their environment, and create constructive changes upon undertaking this type of education. Transformative learning is defined as learning that changes people's perspectives on themselves and their surroundings.

A shift of consciousness is required for this. According to Freire, transformative learning is liberating.

The main objective of adult education is to provide adult learners with the knowledge and abilities they need to increase their level of productivity through various types of education that promote growth. Human development is expanding people's freedoms and potentials that people can live a meaningful life and enjoy. Development is also a way of removing obstacles to freedom and enhancing factors that contribute to the expansion of people's freedom and capabilities to determine their freedom (Sen, 1999).

According to Dirkx (1998), having complete and exact information about the topic at hand is crucial for participants in reflective discourse, as this will ensure that their contributions are free of bias. It's also critical that they meet in an environment of mutual respect, empathy, and trust. As a result, given the current state of African civilizations, particularly in rural regions, Freire's theories, which include conscientization, conversation, and liberating education, appear to be more relevant than ever to Africa's education and prosperity.

There are various advantages to transformation theory. According to Jovita and Joellen (2017), transformative learning is a lifetime journey of individuation in which one can comprehend oneself through mental structure reflection. The ultimate results of transformational learning are claimed to be the discovery of new skills, a sense of empowerment, and confidence, as well as a deeper awareness of one's inner self and a larger sense of personal accountability (Taylor, 2008). Second, in the stages of psycho-development, epistemological transformation is a critical view of transformational learning. That is, rather than a shift in action or knowledge, it is a shift in how meaning is created. More importantly, it encourages people to emphasize

connections, personal and environmental factors, and holistic approaches to learning, all of which are often disregarded (Kegan, 1994 as cited in Taylor, 2008).

Individuals are conceitized to become better social beings through transformational learning with the goal of societal transformation. This is a condition in which people are seen as subjects rather than objects, continually reflecting and acting on modifying their reality to make it an equal place to live. It then provides the foundation for management to supply the necessary materials and procedures for facilitators and learners to improve learning. Cross-cultural partnerships are encouraged, and the development of spiritual awareness in transformational theory, which encourages learners to build mutual relationships. The manager's role here is that of a collaborator, with a relational emphasis on narrative reasoning and group inquiry, allowing the learner to take charge of the situation by speaking freely.

Students are urged to actively participate in the discussion between the group members and the facilitator. The information to be studied is relevant to the group members' interests and reality, and the students have chosen the topic(s) to be addressed. Adults learning how to read, according to theorists, study content and learning/teaching materials should be relevant to their daily life.

2.3 Trends of adult education

According to the UNESCO Institute of Statistics, there are currently 771 million adult illiterates in the world. And many more lack the necessary knowledge and abilities to meet the increasingly digital demands of the twenty-first century. Even while adult education participation is increasing in some locations, there are still millions of people who lack access

to educational possibilities. We are aware that it is more important than ever to guarantee that everyone, everywhere has access to high-quality education and learning opportunities throughout their lives. This is true in light of the pandemic, the climate crisis, the digital revolution, and the mass movements of populations around the world (UNESCO, 2022).

Since the country's independence, one of Kenya's primary objectives for achieving quick and sustainable socio-economic improvement has been adult education (UNESCO, 2007). When UNESCO and the Economic Commission for Africa prepared and hosted an African summit in Addis-Ababa in 1961, Kenya served as a turning point in the growth and administration of adult education. In response to the suggestions of the Ominde panel on adult education in 1966, the then-minister for labor and social services enacted a legislation in 1964 to organize adult education operations. After the legislation was approved, an adult education board was set up by the Ministry of Labor and Social Services to manage its operations. At the time of independence in Kenya, adult education was a problem. In 1967, a national adult education effort was initiated but largely unsuccessful (GoK, 2005).

Up until 1976, when it was entrusted to the Ministry of Housing and Social Services, adult education was shifted between ministries. Part-time school teachers with extensive experience in adult education were the norm for those who taught adult education. In 1979, the Ministry of Culture and Social Services received it. Additionally, it was given the standing of a full-fledged department with a director.

A new national adult education campaign was begun in 1979. This was initially successful, but the number of students and teachers enrolled began to decline (GoK, 2005). The Department of Adult Education points out that several factors contributed to the drop, including a shortage

of instructional resources, insufficient training for part-time teachers, and low learner motivation.

Adult education was encouraged in Kenya (ROK, 2005). Various non-governmental organizations (NGOs) were also implementing adult education programs across the country. The National Council of Churches of Kenya (NCCK) greatly participated in training adult education instructors and developing adult education materials. According to Kenya's 1979-1993 development plan, adult education was given top priority, with a substantial number of people learning to read and write by the end of the decade. The plan outlined the government's vision for adult education. The Ministry of Education provided school resources and staff for the program, and the Institute of Adult Studies at the University of Nairobi (UoN) delivered the crucial training.

Adults are currently assuming new roles, responsibilities, and learning goals in their roles as employees, citizens, community workers, parents, and family members (Ayacko, 2004). It is crucial to provide adults with educational opportunities so they can adapt to those shifting requirements. According to the World Declaration on Education for All (EFA), functional literacy is a crucial tool for putting people at the center of their development and enabling them to participate in development concerns at all levels.

2.4 Availability of Adult Education Resources

Different organizations, including governmental bodies, nonprofits, and community-based groups, offer adult education services. Primary adult education, non-formal post-adolescent education, and community training development education projects are all provided by them.

(ROK, 2005). These organizations produce a wide variety of instructional and educational materials. While some instructional materials are written, others are created specifically for the requirements of the group (Jarvis, 1992). The study materials for the groups are created based on the group's educational level and demands. (Knowles 1980).

Adult education learning materials, should be offered to adult education programs (Jarvis, 1992). The lack of suitable adult education reading and writing tools, according to Mulina, discourages learners and this makes adult education programs difficult as a result. Policy execution necessitates enough resources being availed at the right moment. In addition, lack of resources stalls the program's effective execution. When teachers have access to suitable and pertinent resources and facilities, they become more motivated and productive. The decrease in learner enrollment was caused in part by the absence of quality reading resources in a number of ethnic languages. Jovita and Joellen (2017) confirm this viewpoint by stating that language may be one of the most significant barriers to learning. Instructing children in their native language makes them understand better, easily and establishes reading competency and ultimately makes studying more complex subjects easier. Using home language to instruct students leads to better results when they are eventually introduced to a second language (World Bank, 2020). Mother tongue educational resources are not effectively developed and reviewed. This may cause learners to lose interest, resulting in high dropout rates.

In order to ensure a wide range of advantages for people, families, communities, and countries, Audi and Othuon (2008) and Changeiywo (2004) affirmed that, literacy and development are two interrelated components. In terms of social, cultural, and financial gains, education is very critical and propels development goals when it is ~~is~~ realized. It also encourages greater

involvement in international development (UNESCO, 1997). According to Audi and Othuon (2008) and Muiru (2003), illiteracy is regarded as having a significant effect on underdevelopment and as one of the links feeding the vicious cycle of ignorance, poverty, and illness. The idea of human equality is now seriously under jeopardy because of this.

Teachers must be conscious of instructional materials and methodologies they utilize for instruction since this arouses learners' motivation to learn. Because many adult learners report feeling humiliated to use the same learning facilities as children, students are discouraged from attending adult learning centers in elementary schools.

According to Mupa and Chinooneka (2015), teachers, equipment, and other physical amenities must be mobilized for a favorable learning environment. Schools should strive to keep actual records for every learner. Parents and guardians of pupils who are frequently absent from school should be contacted by tutors. Schools should use effective leadership techniques to improve teaching and learning. The government should provide learning materials for underprivileged pupils, and teamwork should be encouraged so that all parties may cooperate to complete tasks and provide better results.

The success of adult literacy programs depends on the adult education instructor who is really carrying out the program at the ground level, in addition to effective design, material assistance, and funding. The effectiveness of any educational program is mostly reliant on the teachers. Adult teachers are those people who are actively involved in adult education. The qualifications and characteristics of adult education instructors have an impact on their efficacy (Reddy & Devi, 2012). Teachers of adult education provide instruction to adult learners in a range of educational venues and subject areas. These educators work with adults who are

looking for self-enrichment, leisure, intellectual, or vocational training to advance their careers. To effectively transfer their knowledge, adult education instructors need to be passionate about what they teach and have strong communication abilities. To guarantee that instruction is offered successfully serving learners and promoting future enrollment, teachers must be outstanding program managers (American Association for Adult and Continuing Education (AAACE), 2020).

When educating adult students, the dynamic between the teacher and students changes, as does how the students evaluate the efficacy of various teaching strategies (Karge, Phillips, Jessee, & McCabe, 2011). According to Hill, there are three categories of distinctive teaching traits that adult learners have identified as being beneficial to their learning (2014). The attitudes of the instructors, the interactions with the students, and the instructional skills are among these three categories. There are times when the skills of experienced adult education teachers need to be improved upon or retrained. Supporting the institutional frameworks and technical expertise of education and training providers is therefore essential (IIZ/DVV, 2005). Gupta (2017) observes that professional expertise in formal education, which is usually sought in adult literacy, is frequently not transferable to learning because of various motivations and difficult linguistic obstacles to be overcome as compared to formal education. He also expresses concern over the lack of professional experience in non-formal education and literacy.

Audi and Othuon (2008) note that in addition to all the obstacles that adult literacy programs face globally, Kenya also faces concerns with undertrained staff, limited funding, and outdated infrastructure. Others include poor learning settings, weak supervision and monitoring

systems, and high waste rates. Additionally, there are limited methods for networking and communication between the parties involved, which frequently leads to a lack of community support for literacy initiatives (Adieri, 2004).

2.5 Effects of Adult Education Learners Attitude and Social Status

The growth of adult education in society is greatly influenced by socio-economic status considerations. According to Thompson (1987), removing adults from their typical farming and domestic activities is challenging. This makes it difficult for them to join the program. According to Nafukho, Amutabi, and Otunga (2005), African households are huge and have multiple children, hence higher needs. The adult learner is put under a lot of stress as a result of this. They further believe that due to competing priorities, marital and family problems might impair learner enrolment. They also claim that female learners must obtain permission from their spouses to attend literacy sessions in African culture. Taking people away from their typical domestic responsibilities is tough and such societal constraints limit many people's access to education, resulting in lower enrollment in educational institutions. Family responsibilities are one of the elements that influence enrollment (Orodho, 2009).

A more theoretical and empirical study has recently concentrated on the role of emotions in learning (Rowe & Fitness, 2018). However, the emphasis has primarily been on test anxiety and (more recently) achievement emotions, that is, feelings that are visibly associated to achievement activities and outcomes (Zeidner, 2014). The fact that students experience a range of other emotions in academic settings, such as topical (i.e., subject area), epistemic, and social ones, is nevertheless being acknowledged by more and more academics (Rowe, Fitness, & Wood, 2014). Epistemic emotions are felt in response to the knowledge-generating properties

of cognitive activity, whereas social emotions are developed in response to social concerns, such as status, power, and attachment. Specific negative emotions that have been shown to be prominent in academic settings include anxiety, fear, irritation, wrath, boredom, melancholy, shame, hopelessness, guilt, and embarrassment (Rowe, Fitness, & Wood, 2014). These emotions have been linked to assessment and testing, obtaining grades and feedback on performance, instructor behavior, independent study, and satisfaction with the educational process. Understanding how these and other unpleasant emotions affect learning is essential for directing practice adjustments and promoting strategies for preventing such reactions, which can enhance learning outcomes (White, 2013).

Evidence about the effects of negative emotions in academic settings generally indicates to their detrimental effects on motivation, performance, and learning, although outcomes can vary. For instance, exam anxiety, the emotion in education that has been studied the most, has been demonstrated to have a negative impact on academic achievement and to motivate effort to avoid failure (Pekrun, Cusack, Murayama, Elliot, & Thomas, 2014). However, there is little information on how other negative emotions, particularly boredom, affect learning and performance (Bench, 2014). Also of importance are the roles that fear plays in avoidance behavior and in prioritizing information processing in particular contexts, as well as the roles that anger plays in reducing motivation and task-relevant thinking (Rechard, 2014). Negative emotions are frequently thought to be detrimental to pursuing goals, exerting effort, developing one's cognitive skills (including attention and memory), motivating oneself, exercising self-control, and feeling self-sufficient (Rowe & Fitness, 2018).

However, there are also circumstances in which negative emotions effect may be advantageous for adaptation, such as motivating students to meet goals, minimizing errors, or recovering from a subpar performance rating (Lyubomirsky, Boehm, Kasri, & Zehm, 2011). It is considered that the precise impacts of emotions on academic achievement depend on the interactions between many systems (such as attainment targets, cognitive resources, and learning approaches), as well as the requirements of the work being performed. Due to the majority of empirical research being conducted on school children, it has limits and has to be tested on college students (Zeidner, 2014).

The learning abilities of students are influenced by their attitudes toward education. According to MacLachlan and Cloonan (2003), learners' attitudes influence enrolling because they quickly adopt an excellent or negative attitude towards learning when they attend a learning session. Wlodkowski (2008) points out that one or more factors influence a learner's attitude: the instructor, the topic, the learner's abilities, and the learning objective. To be effective, a student must have a good attitude toward adult learning. If they assume a negative attitude toward any aspect of adult learning, their ability to learn will suffer. Adult students often have baggage from their past experiences necessitating fighting to remove these learning impediments.

According to Aggarwal (2001) ignorant adults believe it is too late to enroll in literacy programs, preventing them from doing so. Some adult learners are hesitant to learn at their old age. According to the Kenya national literacy survey findings, some adults cited being too elderly to go as a reason for not attending. This viewpoint discourages learners from engaging.

The majority of adult students enroll in adult learning in order to improve their financial status. Students drop out of adult education classes when their financial needs are not met, reducing their participation. Some students may fail to attend lectures due to the fact that they are too preoccupied with other income-generating ventures. According to Mwangi (2001) poverty is another critical factor that reduces adult participation in adult education classes. Many prospective learners lack the financial resources to purchase the materials needed to enroll in adult education sessions. The government provides teachers and classrooms as part of a cost-sharing arrangement, while students provide their resources. Because of their low socio-economic status, some people are unable to engage in adult education programs. They cannot afford to buy the necessary study materials; therefore, they would instead take care of other family obligations than enroll in adult education classes.

According to research on adult literacy, participants in the program choose to do so for a variety of reasons. Aims include things like improving employability, becoming eligible for promotions, and being able to read for a certain reason. Adults also learn to acquire the core communication skills necessary for societal integration (Jarvis, 2016). According to Dench and Regan (2000), the influence of others on an individual has a significant impact on that person's interest in learning and subsequent motivation to participate in learning programs. A flexible educational system that all learners, including adults and children with special needs, can benefit from is necessary, according to Johnsen (2001). Flexible learning, especially during the learning time, is an essential strategy to increase their engagement.

As a result, it is evident that people study for a number of reasons, including the fun of learning about another culture when friends or family encourage them to do so. Another reason could

be boredom or a simple desire to connect with others who share similar interests (Muiru, 2003). Change is the norm nowadays, and education is necessary to help individuals accept, comprehend, and even welcome change (Fal, 2004).

Adult centers have no proper buildings assigned for adult learning and therefore literacy programs are performed in primary school facilities after the typical formal sessions are over or under trees. Adults are defined in two ways: a person who undertakes duties related with adults in our culture (worker, spouse, parent, responsible citizen) and a person who believes they are accountable for their own life (Wlodkowski, 2008). Adult learners usually bring their own "baggage," or prior educational learning experiences, to the learning setting, as opposed to youngsters. Because of family obligations, facilitators cannot always create and organize lessons to suit each particular student and sadly these students do not show up regularly. As a result, facilitators should devise objectives and activities that allow students who are not regular to complete their classwork at home. In contrast to Kenya, where the government has not increased funding for adult education programs but has done so in primary and secondary education, governments in China and Cuba have increased funding for adult education, and adult education has progressed in these countries as a result of this good political will.

2.6 Teaching Language and Methodology

According to Borg (2016), education is transmitting a person's culture, and culture is conveyed through language. Adults are educated through the use of language, radio, television, and interpersonal speech. Because self-awareness is engendered through language, adult learners should be able to understand the language of education. The roles of the instructor and the student are also shifting. According to Freire, the diagnostic function of adult education enables

the tutor to understand the learner's language and relate to them. In Kenya, adult education is delivered in mother tongues. It facilitates community participation in development. The author argues that education should be seen as a lifelong activity. It will be essential to take on new information, concepts, and procedures.

Mukuria (1995) claims that although teachers are required to teach learners how to read and write in their native language, other languages like English and mother tongue are not taught as part of the adult education teacher training curriculum. This demonstrates that teachers are unprepared to teach such languages since they are not taught how to do it (Bunyi, 2006).

Mose (2017) also states that adult education in Kenya is majorly taught in English and Swahili and examinations administered in mother tongues. As a result, many learners, especially in the rural areas, are learning literacy in different native languages other than their own. Adults are discouraged from attending because they hardly want to learn the native languages of other cultures while speaking their own.

2.7 Role of Age in Adult Education

When it comes to learning preferences, the age of the adult learner is crucial. Adult education is distinct from regular schooling. Students in traditional education are supposed to adapt to a predetermined curriculum; in adult education, the curriculum is tailored to the students' needs and interests (Swanson, 2008).

Every adult is challenged with unique circumstances in their profession, recreation, family life, and communal life, all of which demand adaptations. This is the starting point for adult education (Walkiln, 2017). The subject matter is introduced into the situation and used when

necessary. In this style of education, texts and teachers play a new and secondary function; they must give way to the learner's primary priority. It is in this context that the age of the adult learner becomes critical. This indicates that the adult learner's demands and interests must be identified. At this stage, the part of adult developmental activities that influences what adults should learn and how they should learn is also included. There are three age groups with separate developmental tasks: young adulthood, middle adulthood, and later adulthood. Because of the developmental activities connected with the time, an adult learner's age group, whether young, middle, or later, will undoubtedly influence his learning preferences. Older folks like tried-and-true educational methods, but younger adults find them uninteresting.

Age is a factor that influences learning preferences (World Bank,2019). As a result of adults' many societal responsibilities, including personal accountability, it is natural to expect them to be more self-directed. The older students may bring their practice in exercising personal responsibility to transfer their self-directed activities and attitudes from the real world to the formal learning context. Young adulthood, which brings with it a considerable shift in responsibilities, could signal the start of a big shift in self-direction and self-directed learning (Jovita & Joellen, 2017). Uneducated adults believe it is too late to enroll in adult education classes, according to Aggarwal (2001), which discourages them from doing so. Some adult learners are hesitant to learn at their old age. Some adults cited being too old to attend as a reason for not taking part in adult learning, according to the findings of the Kenya national adult education survey (Kenya National Bureau of Statistics, 2006). This point of thinking deters students from participating.

Covid19 pandemic that struck the world in late 2019 has had a negative impact on adult education due to the impacts it has had on the human financial and social aspect. But in spite of the Covid-19 global challenge, the adult learning sector has demonstrated its resilience by going above and beyond to provide flexible, learner-centered solutions to keep adults in education and reach the most vulnerable groups, despite facing particularly difficult financial conditions, according to the study by Reimers and Schleicher (2020).

Mayende and Obura (2013) argue that some teachers are too young compared to their students. As a result, some students may be compelled to drop out, while others may refuse to enroll in literacy programs due to the teacher's age.

2.8 Summary and Knowledge Gaps

The information presented in this chapter shows that adult education programs in Kenya have been facing various challenges since independence. It also looked at how adult education learners' access to and engagement in adult education programs is influenced by learning and teaching resources, socio-economic position, age, and language of instruction. The majority of the studies focused on adult learner enrollment, adult education teacher training, and the effectiveness of adult education programs.

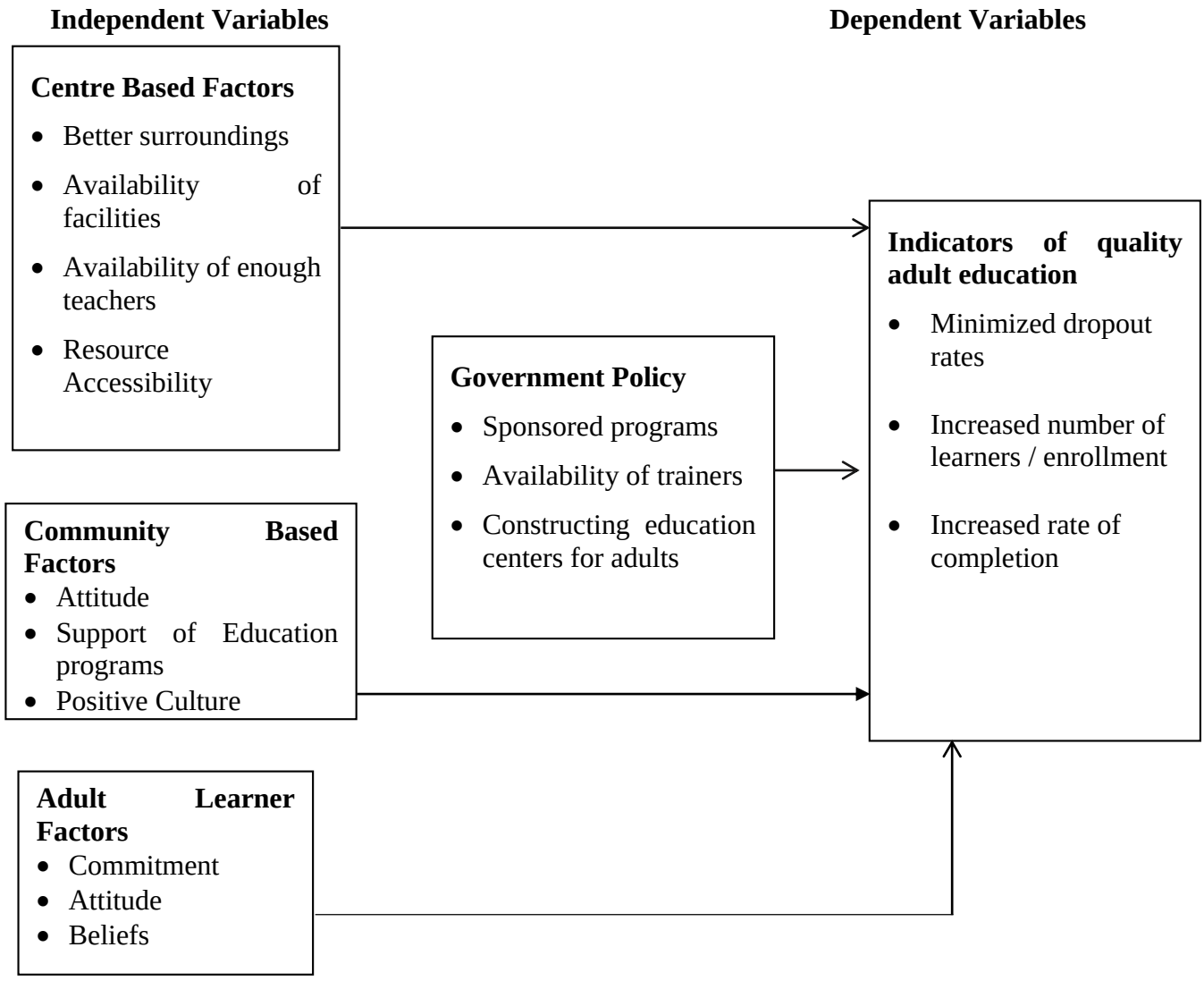
The studies did not focus on adult education learners' access to and engagement in adult education programs. The current study will contribute to adult education programs by recommending strategies to improve adult education program access and success in Kajiado North Sub County, Kajiado County, Kenya.

2.9 Conceptual Framework

This research is founded on the idea that to achieve the aims of adult education programs, many elements affecting their implementation and achievement must be identified and addressed.

Higher attendance rates come as a result of factors like instructional materials, physical space, instructor credentials, and learner commitment. Adult education learners can also benefit from a favorable community attitude and complete support of adult education programs. This assumption is founded on the idea that providing enough resources, qualified adult teachers, and a learner-friendly environment would promote adult education learners' involvement.

Figure 2.1: Conceptual Framework



CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covers the study's research design, target population, sample size, sampling method, research tools, data collection procedures, validity and reliability of research tools, sampling and data collection methods, and data analysis methodologies.

3.2 Research Design

This study uses a descriptive research design. This design stimulates direct information generation, allowing for more in-depth responses and excellent knowledge of the phenomena under investigation. As a result, it can be used as a model for data collection, measurement, and analysis (Kothari, 2008). Descriptive research design is widely utilized when studying social issues that affect communities, such as education, gender, and culture. Therefore, the emphasis of this study was on factors that have impeded access to adult education programs, including social and cultural influences, economic difficulties, and technological problems.

3.3 Target Population and Sampling Design

A target population is a group of individuals, things, or phenomena that have similar qualities or traits that may or may not live in the same region as the intervention and conclusion. Kajiado North Sub County is 110.6 square kilometers in size and home to 306,596 people (KNBS, 2019). Several primary adult education centers have been created in the sub-county. The Adult and Continuing Education Advisory Committee (ACEAC) of Kajiado North Sub County

supervise these centers. Adult learners in these education centers were the target audience, with adult student population of approximately 600 within the entire sub-county.

The study used Nicole Radziwell's (2016) 10% sample size rule, which states that when the target population is known, the sample size should not be greater than 10% of that group. In this regard, the sample size for the study was sixty adult learners drawn from a total population of around 600 adult learners in the entire sub-county.

The researcher engaged ten key informants drawn from the experts in adult education program within the sub-county. Subsequently the researcher carried out ten in-depth interviews with both adult learners who have successfully completed their studies and those who have dropped from the program along the way.

Firstly, Kajiado North constituency was divided into clusters in forms of wards (Oloolua ward, Ngong ward, Olkeri ward, Nkaimurunya ward and Rongai ward) and thereafter probability sampling using cluster sampling method was used to determine the learning centers within the wards would participate in this study since it gives the entire population an equal probability of participating. Secondly**,** to determine the adult learners in these learning centers to participate in the study, simple random sampling was employed. This was accomplished by placing learners' names in a container and randomly selecting the needed number.

Key informants were identified using snow balling sampling method where the first contact was referring the researcher to the next prospective contact. Indepth interviews were also carried out where paticipants were identified using purposive sampling method.

3.4 Data Sources and Collection instruments

The instruments selected for the study were questionnaires for the adult learners and interviews for key informants and the selection of the tools was influenced by the goals of the investigation, the type of data to be collected, and the length of time available (Mugenda, 2013). The main objective of the study was to understand the perspectives, opinions, perceptions, sentiments, and attitudes of the respondents regarding adult education. A pilot study involving five adult education learners was conducted prior to actual data collection.

The aim of the pilot study was to assess the validity and reliability of the research instruments prior to the investigation.

3.5 Data Collection Procedure

After the proposal was accepted, the researcher was given a letter of introduction from the University of Nairobi, which was then taken to the office of the Kajiado Sub County Director of Adult Education for authorization for research. The researcher gathered data in the field using data collection devices, such as questionnaires and interview guides for key informants. Interviews and open ended questionnaires were used to gather data from the key informants who are adult education experts from adult education office in Kajiado North and other stake holders.

The study was researcher-administered and sixty questionnaires were given out in total, and 58 of them were responded to. This represented a response rate of 96.7%.

3.6 Data Analysis Methods and Techniques

The acquired data on dropout and completion rate from closed ended questionnaires were statistically analyzed using SPSS software of data processing and Microsoft Excel while the key informant interview and open ended questionnaires data were then thematically analyzed. The analysis included data analysis of the factors that explain dropout and completion rate in the sub-county.

3.7 Ethical Issues

In research, ethics refers to a researcher's ability to collect data and report it without bias or distortion. This entails doing and reporting scientific research with honesty and high levels of integrity and taking credit for ideas and efforts. Participants' privacy was protected by issuing them unique identifier codes that secured both their identities and the responses they provide. No information was linked to a specific respondent.

For this study, participants were informed, and their consent was sought. The projected duration of the research was included in the informed consent and the right of participants to decline or withdraw at any time during the procedure.

CHAPTER 4: FINDINGS AND DISCUSSION

4.1 Introduction

The results are presented in this chapter. There are four sections in this chapter. In the first section, respondents' demographic data are covered, in the second, the enrollment rate of students in adult education programs is covered, in the third, the dropout rate of students in adult education programs is covered, and in the fourth, the completion rate is covered and finally, factors that explain both the enrolment and drop-off rate of adult education students are covered.

4.2 General Information

The general information was essential to the study since it sheds light on the demographic context of the respondents. Gender and age range of the responders were among the details requested.

This study requires respondents to state their gender in order to reveal the gender distribution of stakeholders in the adult education program in Kenya's Kajiado North Sub-County. According to the research, there were 70.2% women and 29.8% men among those who were taking adult education. This indicates that women had enrolled in adult education programs at a higher rate than did men. This study's gender parameter is crucial because it aids decision-makers responsible for adult education and other pertinent organizations in developing policies and raising awareness of the need for adult learners, particularly male people, to enroll in adult learning programs. This finding is illustrated in Table 4.1.

Table 4.1: Gender of Adult Education Learners

Gender		Frequency	Percentage
Adult Education Leaners	Male	18	29.8%
	Female	40	70.2%
Total		58	100%

Source: (Research Data, 2022)

When it comes to adult education, age of learners was crucial to the study. It shows how different age categories of adult learners are interested in adult education programs. The age category in this study revealed that education has no age limits hence anyone of any age can enhance their education and develop new skills. The Kenya's literacy level, as shown by the 2020 report of the World Bank is high at 81.5% implying that education uptake has continually picked up over time. Regarding the adult education students, 6.9% were between the ages of 18 and 20; 32.8% were between the ages of 21 and 30; 32.8% were between the ages of 31 and 40; 15.5% were between the ages of 41 and 50; and 12.1% of the respondents were over the age of 50. In terms of dropouts and graduates of adult education programs, 10% were between the ages of 18 and 20; 30% were between 21 and 30; 50% were between the ages of 31 and 40; and 10% were between the ages of 41 and 50 years.

Table 4.2: Age Distribution of the Adult Education Learners

Age Group for Adult Education Learners	Frequency	Percentage
18 – 20 years	4	6.9%
21 – 30 years	19	32.8%
31 – 40 years	19	32.8%
41 – 50 years	9	15.5%
Over 50 years	7	12.1%

Source: (Research Data, 2022)

4.3 Enrolment and Dropout Rate of Learners in Adult Education Programs

4.3.1 Enrolment Rate

This study aimed to determine the rates of enrolment and abandonment of adult education learners in various Kajiado North Sub-county centers. The project monitored enrollment from 2017 to 2020 to learn more about the statistics of adult education students enrolled in the program.

The study shows that the enrollment levels of adult education learners has been decreasing from 2017 to 2020. In 2017, 2018, 2019 and 2020 the enrollment levels of adult education learners were at 23%, 35%, 28% and 14% respectively. The drastic drop in the number of students of adult education program in 2020 was attributable to the effects of Covid-19 pandemic that affected many families making it difficult for adult students to engage in learning due to lack of finances to enroll, fear of infection, and government rules and regulations against social gatherings.

The declining enrollment trend in adult education in Kajiado North can also be mirrored in the findings of Obura (2013) who revealed that some teachers are too young compared to their students who are much older and that some are women hence some adult students would drop from the program citing their cultural beliefs that they cannot be taught by young and women teachers.

The findings of the current study agree with the findings of the report by the World Bank (2020) that cultural beliefs, female genital mutilation, early marriages, and poverty have contributed to low education enrollment in Kajiado North Sub-county.

Some of the adult students, according to Aggarwal (2001) believe it was too late to enroll in literacy programs, hence reducing the enrollment levels every year.

Table 4.3: Enrollment of Adult Education Candidates

Year	Male	Female	Total	Percentage
2017	60	190	250	23%
2018	80	296	376	35%
2019	57	248	305	28%
2020	22	131	153	14%
Total	219	865	1,084	100%

Source: (Research Data, 2022)

Table 4.3 shows that in 2017, 60 male adults against 190 female adults were enrolled for adult education in Kajiado North Sub-county. In 2018, 80 male adults against 296 female adults

enrolled for adult education. In 2019, 57 male adults against 248 female adults enrolled for adult education in Kajiado North Sub-county, while in 2020, 22 male adults against 131 female adults enrolled for adult education in Kajiado North Sub-county. Overall, the trend shows a decline in the enrollment of adult education learners.

The adult education officials pointed out that adult education program in Kajiado North Sub-county is not yet where it is expected to be and this is due to lack of awareness on that program and ignorance by the people who create a misconception.

Figure 1 illustrates how long the students who have dropped out were in the education program. From the figure, 40% of the drop-outs from the adult education program were in the program for one year, 20% of the drop-outs were in the program for two years and 40% of the adult education drop-outs were in the program for three years.

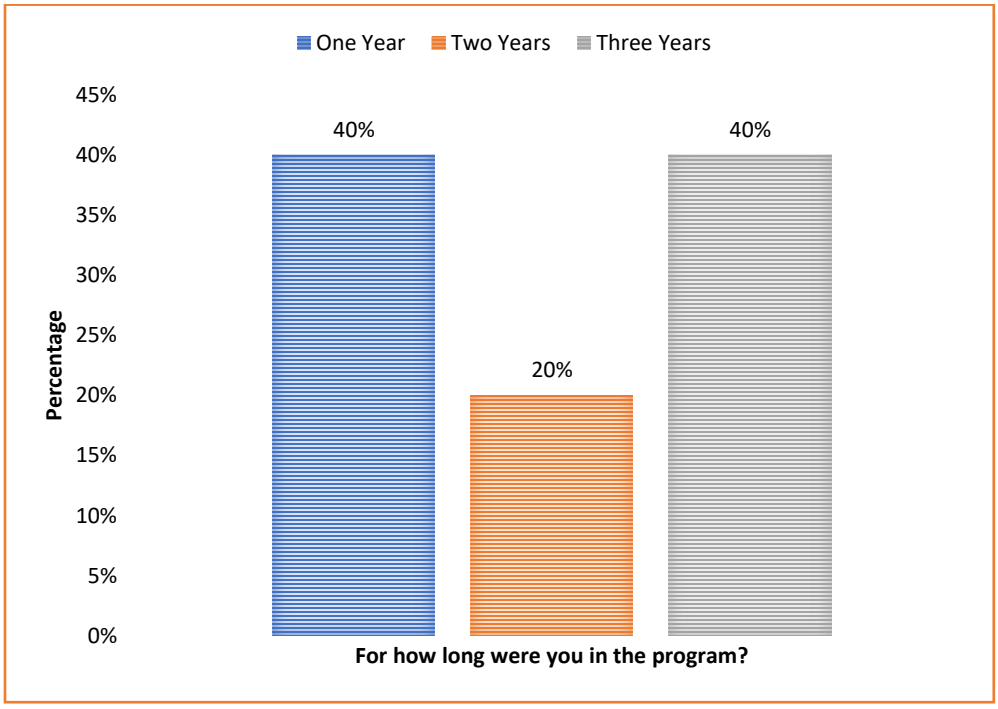


Figure 4.1: How long were you in the Program

The study, from an adult education official reveals that the enrollment into this education program is very important as it gives opportunities to people and adds value to their lives. This is done by upgrading lives by giving learners an opportunity to learn and chase their dream careers, enhancing better ways of doing business and building self-esteem to learners who did not know the official way to communicate and enhance transformation by enlightening learners who pass through the system.

4.3.2 Dropout Rate

On assessing the drop-out rate of students in adult education program in Kajiado North Sub-county, the study found that the dropout rate for adult learners were 9% in 2017, 15% in 2018, 9% in 2019, and 67% in 2020. This shows that there have been fluctuations in the rate of dropouts of adult learners in Kajiado North Sub-county and the most dropout being experienced in 2020. Table 4.4 displays the results.

Table 4.3: Dropout Rates

Year	Male	Female	Total	Percentage
2017	3	9	12	9%
2018	9	12	21	15%
2019	3	10	13	9%
2020	30	62	92	67%
Total	**45**	**93**	**138**	**100%**

The findings in table 4.4 show an increase in dropout of 3 males and 9 females adult learners in 2017 to 9 males and 12 females adult learners in 2018. In 2019, the dropout decreased to 3 males and 10 female adult learners. Thereafter, there was a spike in dropout in 2020 to 30

males and 62 female adult learners. The results of the current study corroborate those of Mualuko et al. (2009), who found that adult education enrollment in Kenya was declining due to a number of factors, including a shortage of qualified teachers, social factors that discourage some students from attending classes, a lack of appealing classes for adults, and a dearth of appropriate reading materials in some ethnic languages. The results concur with those of the World Bank (2020), which noted that a high dropout rate in adult education programs is due, among other things, to the negative connotations associated with adults attending school.

On doing a follow-up question, the study asked if some learners at times fail to attend classes. From the response as indicated in figure 4.2, 94.8% of respondents agree that some learners fail to attend classes while 5.2% of the respondents disagreed.

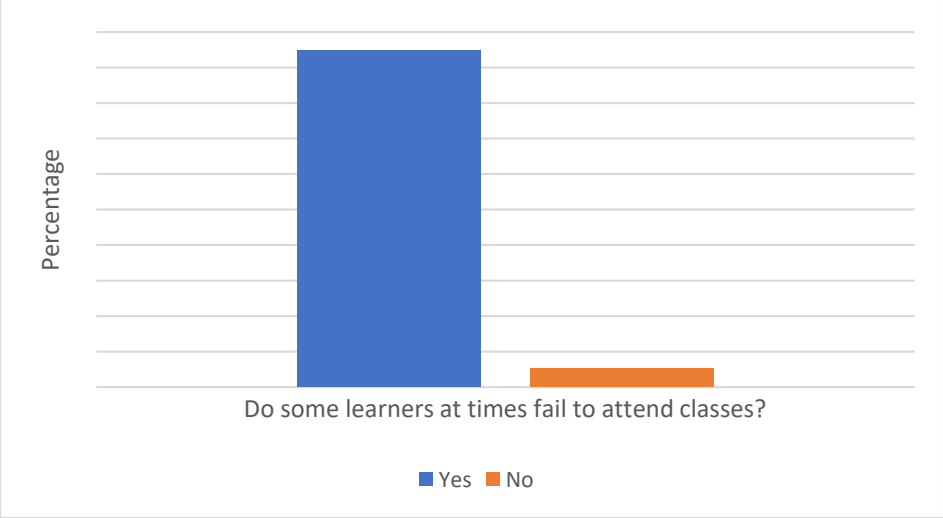


Figure 4.2: Failure to Attend Classes

Table 4.5 illustrates how often adult education learners in adult education institutions drop off from the program. From the table, 18.2% of the adult learners very rarely drop off from the program, 38.2% rarely drop off from the program, 12.7% often drop of from the program, and

30.9% very often drop off from the adult education program in Kajiado North Sub-county.

Table 4.3: Frequency of Adult Leaners Drop Out

How often do adult education learners in your institution dropout from the program?

	Frequency	Percent
Very Rare	10	18.2%
Rare	21	38.2%
Often	7	12.7%
Very Often	17	30.9%
Total	55	100.0%

In Table 4.6, the respondents were asked to state whether they are aware of a learner who has dropped from the program. From the table, 75.9% of the respondents agreed that they are aware of a learner who has dropped from the program while 24.1% of the respondents disagreed to be aware of a learner who has dropped from the program.

Table 4.3: Awareness of Learner Dropout

Are you aware of a learner who has dropped from the program?

	Frequency	Percent
Yes	44	75.9%
No	14	24.1%
Total	58	100%

To assess why the 75.9% of the learners in the adult education program dropped out, the study found that due to the financial challenges, the adult learners lacked enough for school fees and their personal needs. The study also finds that due to family responsibilities, it was a challenge for some students to continue with the education hence dropped off from education program.

Table 4.3: Dropouts in Former Institutions

Do the adult learners in your former institution drop off from the program?

	Frequency	Percent
No	3	30%
Yes	7	70%
Total	10	100%

On requesting to know from the adult education graduates concerning whether adult learners in their former institutions have dropped off from the program, the study shows that 70% of the respondents agree that adult learners in their former institutions have ever dropped from the program while 30% of the respondents did not agree to that.

To follow up on adult learners' drop out in former institutions, the study sought to determine the frequency of the dropouts. From the table 4.8 10% of the respondents feel that the dropout of adult education learners was very rare, 20% feel that it was rare, 30% feel that it was often, and 40% of the respondents feel that the dropouts of adult education learners were very often.

Table 4.3: Frequency of Dropouts from Former Institutions

How often do adult education learners in your former institution drop off from the program?

	Frequency	Percent
Very Rare	1	10%
Rare	2	20%
Often	3	30%
Very Often	4	40%
Total	**10**	**100%**

As Table 4.8 shows, the dropouts rate is very high. 10% of the respondents said dropout rate is very rare, 20% said that it is rare, 30% said it is often while 40% said the rate of dropout is very often. This confirms the report by GoK, (2005) through the Department of Adult Education that points out that several factors contributed to the drop, including a shortage of instructional resources, insufficient training for part-time teachers, and low learner motivation.

4.4 Completion Rate of Learners in Adult Education Program

To determine the completion rate of adult education program in Kajiado North Sub-county, the study sought to find out the factors that made it possible for the adult candidates to successfully complete their studies. From the findings of the study, hard work, support from

teachers and family, and keeping goals alive were some of the factors that made it possible for adult students to successfully complete their studies. For other students, consistency, resilience and determination were the imperative factors that made it possible for them to successfully complete their adult education.

The Covid-19 pandemic started spreading in Kenya in the first quarter of year 2020'and caused many negative effects including financial crisis and restricted gathering hence reducing the adult education completion rate due to compromised attendance. A respondent stated: "*I really wanted to proceed and finish my studies and probably join college and study law but when Covid 19 came, my business which was helping me financially was so much affected and eventually closed down. Later, I secured a job in Kikuyu town which is very demanding in terms of time and so far from any adult learning center. I had to quit"*

The precise number of individuals in Kajiado North sub-county who have completed the adult education system and received a certificate is unknown but it is estimated to stand at around 50% (Acheng', 2019). This is also confirmed by the Kajiado North sub county adult education director who confirms that the rate of completion is unknown but suggests that it stands at around 50%. Despite the high rate of illiteracy in the sub-county, enrollment levels are typically at 65%, however they tend to decline as students advance in their study. When the number approaches the graduation level, it drops by up to 40-50%. This is as a result of inadequate infrastructure, lack of adequate time and poverty-related circles.

4.5 Factors Explaining Enrolment and Dropout Rates of Adult Education Learners

The study reveals that there are several factors and reasons behind some learners' enrollment and dropout. First, we focus on factors that account for enrollment. For adult enrollment, the motivating factors the study found out were to upgrade in career and promotion, to fit in the society, fulfil life personal desires, to learn how to read and write, improve on daily life general operations as well as improve on communication skills. A respondent stated, *"I was challenged by my children to enhance my education to advance in my career*" *I could see they were embarrassed with my level of education*". Another respondent stated, "*I enrolled for adult education for self-actualization, pressure from family and friends, and to get job/employment. Most of my friends are educated and sometimes when we are together they like speaking in English from time to time, so mostly I would feel uncomfortable talking while with them because I couldn't speak good English, I didn't want to embarrass myself so I could only talk when necessary. After going back to school, now I can interact freely with my friends and even speak a little of English. My confidence has been boosted by the mere fact that I can express myself in English. I can even attend my daughter's school meetings and say something in English without fear".*

On a follow-up question to determine the motivation behind the enrollment levels for the continuing candidates, the study sought to know from adult education learners what made then to enroll in adult education program. From the study, adults in Kajiado North Sub-county enroll for adult education program to better their lives by gaining knowledge and pursuing their dreams to be better people in future. For instance, a respondent indicated that "*I enrolled for*

adult education because I want to achieve my dream of being a psychologist so that I can motivate other people not to give up on their dreams".

Another one stated that. "*I had always desired to get proper education up-to university level, I had studied up-to class eight. Initially I was a hairdresser here in Ngong. I joined adult learning in 2010 and sat for KCSE in 2012 passed well and joined University of Nairobi and even before I finished my bachelors, l got a job. Today l am a senior officer in the government of Kenya and can comfortably educate my children, which is my major goal. I am super happy for myself."* The adults who enroll for this education program, some would like to know how to read and write and speak English so that they can easily read their bibles during church sessions, others would like to pursue their education dreams to university level, while some enrolled for adult education to get knowledge on how to manage their finances and be able to operate different electronic gadgets like mobile phones and access M-pesa services. "*I was not given an opportunity to go to school by my parents at my younger age hence am enrolled for this education program to recover the opportunity I missed*", a respondent observed. Another respondent pointed out that "*My parents denied me a chance to go to school, I wanted to learn how to read and write, to get meaningful education and a better life, eventually I want to become a politician*".

To determine why people enroll for adult education program, the study revealed that they were motivated to learn how to speak good English, secure a job, get promotion at their place of work and eventually improve their living standards. Others enrolled so as to be able to join university education later, be a better person and increase chances of opportunities in life. The study also determines that others joined the adult education program to just finish form four

and obtain an education certificate. The findings of the current study reflect the findings by Mwangi (2001) which found out that the majority of adult students enroll in adult learning in order to improve their financial status.

Secondly, we focus on factors that account for drop-out rates. Financial constraints, lack of enough time due to other family responsibilities, work related constraints, long distances to the centers and competing needs are some of the compelling factors that lead to adult learners dropping out. A respondent posed, "*I was forced to drop off from adult education due to financial constraints, discouragement, lack of support from family/spouse, time management longer completion time among others things*". Some adult learners drop off from learning because they feel ashamed, embarrassed, and fatigue as a result of family responsibilities. Other adult learners drop off as a result of lack of income generating activities, lack of support from spouse, poor comprehension, influence from friends, pregnancy, and time constraints as a result of balancing between employment duties and studies.

A respondent stated *"…. because of having many responsibilities at home and the same time there are no enough teachers in our class*". Peer group influence, involvement in drugs especially for youths in these programs, pregnancy in women in the programs, house hold responsibilities and lack of spousal support were among the issues that led to drop off from adult education program. A respondent said*, "I was very determined to study and finish and transform my life to the better, but when l was joining I was already pregnant something I did not know until after sometime. When l realized that l was pregnant l continued nevertheless but at some point I had to stop and go deliver my baby, I have not been able to*

resume classes ever since, the baby came with a lot of work and responsibility. One day I will go back and finish."

Adult education officials believe that this education program faces many challenges. One of the challenges is misconception whereby people in the society demean such programs making it had for enrollment. Other problems are lack of ideal centers or proper institutions, lack of resources like books and limited number of staff. Learners dropout because of responsibilities on students who are already parents, frustrations in school or learning centers, and teaching styles. The study examined why adult learners in Kajiado North Sub-county fail to attend classes consistently. From the report, it was observed that the adults have responsibilities of providing for their families as well as attending to their herds (cows, goats, and sheep). A drop-out cited that "*I had to ensure my mother in law's cows, goats and sheep are fed, watered and taken to the fields before going for my classes. It was not easy, eventually I dropped off...and most of us adult learners come from poor families hence cannot afford to pay for the education program throughout since it comes with some costs. So sometimes you stay at home and hope to attend class the next day or just quit altogether."* Lack of time due to the adults' tight schedule hence balancing work and studies proves hard for them.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section contains summary of findings, conclusion and recommendations.

5.2 Summary

The aim of this study was to identify the variables influencing effective adult education programs in Kenya's Kajiado North Sub-county. The specific research questions were: What is the dropout rate in adult education programs in Kajiado North Sub County? What is the completion rate in adult education programs in Kajiado North Sub County? And What factors explain the enrollment and the dropout rate of adult education learners in Kajiado North Sub County?

A descriptive research design was employed in the study. A total of 60 adult learners were randomly selected for the study. Snow balling sampling method was used on adult education dropouts and graduates while purposive sampling was used on adult education teachers and government education officials. In order to analyse and present the data, the study used descriptive statistics as well as thematic method.

The study reveals that there has been a decreasing trend in enrollment levels of adult education learners especially from 2018 to 2020. The year 2020 has experienced highly reduced enrollment rate compared to other years and this has been due to insurgent of Covid-19 pandemic. Most adults enroll for adult education program to better their lives by gaining knowledge and pursuing their dreams to be better people in future. Others enroll for the adult

education program because they lacked such an opportunity when they were young hence would like to utilize the opportunity.

The study showed that the dropout rate of adult education learners has been increasing from 2017 to 2020. In 2020 the dropout was very high and this was due to the Covid-19 pandemic experienced. The dropout in 2017 was 12 adult education learners and in 2020 it was 92 adult education learners. The adult candidates dropped out of the program are well known to continuing students and their teachers. The reasons behind dropout were financial challenges, lack of support from the family and balancing family responsibilities with education requirements.

The study showed that hard work, support from teachers and family, and keeping goals alive were some of the factors that made it possible for adult students to successfully complete their studies. Also consistency and determination were other factors that made it possible for them to successfully complete their adult education.

From the study, it was observed that the authority and other relevant bodies concerning adult education program have not been vocal on enhancing awareness about the program. This has led to low enrollment and high number of drop-outs. The study again found that lack of enough teachers with skills to teach adult learners is critical in sustaining the adult education program in Kajiado North Sub-County and the entire country as a whole. Students build confidence in teachers who are well trained for the program hence enhancing the rate of enrolment and attendance of adult education programs.

Many learners who joined adult education program found it hard to get to their classes as the learning centers were very far from the homesteads of many adult learners. It is revealed from the study that not every ward had a learning center. There is no policy implemented to increase the number of adult education centers in the Kajiado North sub-county.

The adult education system is not yet synchronized with the new education system called Competency-Based Curriculum (CBC) for conformity. This means that adult education teachers are not trained on the CBC transition hence they are not teaching what other education programs in Kenya are teaching. The Ministry of Education is also not working in harmony with the private education centers to make sure that what is being implemented at the national education system is also being implemented in adult education centers. Hence there is lack of trust and confidence among the adult learners leading to the experienced low rate of enrolment and attendance of adult education programs in Kajiado North sub-county.

The rate of enrolment and attendance of adult education program in Kajiado North sub-county and other regions of Kenya which seems to be taking a downward trajectory as a result of no random visits by the concerned ministry to monitor the infrastructure and improve on their conditions. The study found that lack of learning infrastructure was among the reasons why there was low enrolment and attendance of adult education program in Kajiado North sub-county. The study found that the Ministry of Education has not set aside a budget that helps putting up classes and other relevant learning infrastructure to help adult learners go through the system smoothly without too much interruptions. By doing random inspections, the officials from the Ministry of Education can easily pin-point the adult education centers that are in bad conditions and need improvements.

The study revealed that financial challenges was among the reasons why there were low enrolments and attendances of adult education program in Kajiado North sub-county, the study found it good for the Government of Kenya to support the adult education centers and learners as well by offering financial support. The study showed that the lowest enrolment of adult learners was experienced in the year 2020. This was due to the effects of Covid-19 pandemic that caused many people to lose their jobs hence limiting their financial capabilities to undertake other things like improving on their education and taking care of their families. Similarly, cushioning people from such effects caused by unforeseen circumstances that deprive many Kenyans especially adult learners is not done in ~~Kadjiado~~Kajiado North sub-county hence experienced to many interruptions to their daily lives.

The study found out that adult education program has been experiencing high drop-out of learners. The study revealed that this is due to lack of conducive learning environment where teacher-student relationship is enhanced. Stakeholders in adult education system, especially teachers are not trying their level best to understand adult learners and encourage them to pursue their dreams in education and also convince their families to support them morally and financially in matters education.

As it was found earlier that distance between learning centers and learners led to low enrolment and attendance, it as well caused high rate of drop-out. The high rates of adult education drop-out is not regulated by the government authorities and NGOs concerned with education, by coming together to help in putting up learning centers at least in every ward the dropout rate and the distance the learners have to cover to reach the learning centers will reduce.

The government authorities and other relevant bodies concerned with adult education are not offering seminars on motivation and encouragement of adult education learners hence leading to high adult education drop-out. Most adult education learners are not hearing more of inspirational stories about adult education to continue pursuing their education. The government is in the best position to scout for the alumni of adult education learners who have succeeded in their endeavors to tell out their success stories to the continuing adult learners to motivate and keep them in the education program.

The study found that the community around does not fully support adult education as the respondents pointed out that they normally go through stigmatization ~~in the~~in the community who don't understand the value of this form of learning. This caused high drop out from the program. Awareness creation about adult learning to the community and the importance of adult learning to reduce stigma on adult learners is not being practiced in the communities.

From a general point of view, financing for education is expensive hence it calls for a steady source of income and good planning. Financial challenges, as cited in this study, caused high rate of drop out of adult education learners. This was exacerbated by the prevalence of Covid-19 pandemic and as the study shows, most adult education centers in 2020 experienced the highest rate of adult learners' drop-outs. The pandemic caused harsh economic conditions as most people lost jobs forcing many adult learners to drop out from the education program. To add to this, bursaries offered by the governments (national and county) are not enough to facilitate smooth learning process. As such adult learners are exposed to stigmatization from the society and this is not being countered by creating good learning environment and positive creation of awareness about adult education program.

Lack of teaching and learning resources for the adult literacy program and significantly hinders adult learning uptake. As a result, the report findings imply that the education and training sectors can offer the knowledge, skills, and attitudes necessary to compete worldwide in order to guide Kenyans toward achieving the economic and social goals of Vision 2030. The generation and management of the envisioned development aims include both adults and youngsters. Therefore, it is crucial to achieve a high literacy level and foster lifelong learning. (Titmus, 2018). The Medium-Term Plan II for Vision 2030 set a goal to increase adult literacy from 61.5% to 80% by 2017 as a commitment to supporting high literacy levels. This goal has already been met, and Kenya's literacy level stands at 81.5% (World Bank, 2020). A low enrollment and high drop-out rates in the adult literacy centers have been seen in Kenya, in addition to the estimated 7.8 million adults who are illiterate. Despite the fact that a populace that is functionally literate is beneficial to the nation's development efforts, this nevertheless occurs. Due to a mix of social, economic, and cultural issues, adult learners have historically participated in the literacy program at a low rate. The adult curriculum education (ACE) providers are rarely increasing their assistance for the provision of instructional resources. The study also found that the adult literacy curriculum is not revised to take into account the idea of functional literacy, which is intended to assist the beneficiaries in resolving their current difficulties, as well as pinpointing the precise drivers of learner engagement.

5.3 Conclusion

The study finds that there has been a significant decline in adult education student enrolment rates. Numerous circumstances, including financial difficulties and lack of family support, are to blame for this. The Covid-19 pandemic, which impacted the entire world, caused the

enrolment to decline to its lowest level in 2020. Due to lack of complete government backing and lack of knowledge of Kenya's adult education program, the enrolment rate has also been declining. The declining enrollment rate suggests that the Kenya's adult education system is taking a different trajectory. .

The study concludes that the key to expanding one's knowledge and learning for oneself through literature is literacy and therefore adult learners should be encouraged by creating a conducive environment for them to learn. It fulfills the fundamental educational needs of adults and serves as a form of renewal for individuals who were unable to attend school when they were younger. Literacy is crucial for developing skills, supporting employment prospects, and generating revenue hence a decrease in enrollment in adult education will harm the whole society socially, economically and politically.

On the dropout rate, the study concludes that the dropout rate of adult education learners has been increasing since 2017 to 2020 and the highest dropout rate of 67% experienced in 2020. This has been as a result of Covid-19 pandemic that affected the normal life of people. Other challenges that caused the increase in adult education dropout rate were family responsibilities, lack of support from family and lack of sufficient finance to pursue education and at the same time cater for other responsibilities since the learners are adults with competing needs. The increasing rate of drop out means that the adult education program is slowly dying and this is not a good signal to the entire education system and economy. When the drop-out rate is too high, the competent and skilled people in the job market to serve the economy will be limited hence hampering the economic growth due to less human resource.

The study concludes that adult enroll for adult education program to upgrade in career promotion so as to fit in the society, to learn how to read and write as well as improve on communication skills so as to easily deal with people when doing their daily activities and fulfil life desires. It was also concluded that financial constraints, lack of enough time due to other family responsibilities, work related constraints, and competing needs are some of the compelling factors that lead to adult dropout from the adult education program.

According to the study's findings, adult education in Kenya, particularly in Kajiado North sub-county, is still one of the most significant pillars on which progress may be built. For rapid growth in adult learning and national development, adult education programs must be implemented effectively. Effective adult education program implementation in Kenya will contribute to the achievement of national goals as outlined in functional literacy for adults who have never benefited from formal education and for those who have already left school too soon. The provision of further education, in-service on-the-job, vocational, and professional training is improved by adult education programs. The adult citizens of a nation also receive the essential civic, cultural, and aesthetic education through adult education programs. Numerous adult education initiatives are designed to raise Kenyans' intellectual, cultural, social, economic, and moral standards.

Distance traveled by the learner to the learning center, as well as self-motivation and peer pressure from peers in the same age group, are factors that affect access and participation of learners in adult literacy programs. Furthermore, it came to the conclusion that the information and abilities gained through adult education programs had an impact on the learners' daily life, which in turn affected their ability to access and engage with adult literacy programs.

The ability of teachers to administer adult literacy programs was influenced by the number of centers they were responsible for managing, the distance between their managed centers, their experience, and their academic and professional qualifications. The management of the adult literacy program was also influenced by the teachers' motivations since uncommitted teachers are less committed to providing high-quality services.

Numerous obstacles that influenced the operation of adult literacy programs were presented to the managers of adult education. The main issues were a lack of manpower, poor facilities, low teacher enthusiasm, and high dropout rates as a result of pastoralism. Low visibility and advocacy, close proximity to learning centers, poor transportation options, and inconsistent monitoring and evaluation in Kajiado County were among the other difficulties mentioned.

In accordance with the study's findings, adult education programs may not be accomplishing the goals for which they were created in the Kajiado North sub-county and throughout Kenya if there is a significant lack of physical learning resources available to support their implementation. As a result, funds should be made available to ensure the program's successful implementation. In a similar vein, the respondents' responses indicated that the level of human resource availability, namely in terms of teaching and support staff, was significantly adequate. This indicates that the programs are once again failing to achieve the goals for which they were created in the adult education literacy.

The study found that when faced with difficulties, people seek knowledge in order to comprehend what is happening, to adjust to it, and, more crucially, to create change. Hence the need of social support systems, as well as of community and solidarity. The study also demonstrates how adult education serves to preserve as well as transform communities and

individuals. The informal, non-formal, and formal adult education frameworks can all play a positive, dynamic role when they interact with outside societal factors especially during this information era in human life.

5.4 Recommendations

Based on the study's findings, the researcher suggests that Kajiado North sub-county and Kenya as a country should:

i. Create awareness on the importance and availability of adult education program to the society to enhance enrollment and minimize the stigma on adult education
ii. Increase funding of adult education programs and employ enough qualified teachers for the programs.
iii. Establish adult learning centers in at-least every ward to reduce the distance that learners have to endure in pursuit of knowledge.
iv. Adult education centers should develop a time-table which accommodates adult learners needs.

5.5 Suggestion for further Research

The purpose of this study was to establish the factors affecting successful adult education programs, with a focus on the Kajiado North Sub-county, Kenya. The study was limited in its scope as it examined responses from adult education program executed in Kajiado North Sub-county. The study recommends that a similar study should be carried out in adult education program to get a clearer perspective on the factors affecting successful adult education programs in the entire Kajiado county and the country at large.

REFERENCES

Acheng', E. O. (2019, August). *Influence of Management of Adult Literacy Programme On Access and Participation of Adult Learners in Kajiado County, Kenya.* Kenyatta University, School of Education.

Adieri, B. (2004). Main challenges facing literacy programmes in Kenya. The Role of Faith based Organizations in Adult Education in Kenya, Nairobi: Ministry of Culture and Social Services. pp 14 & 15.

Aggarwal, R. (2001). *Principles Methode and Technique of Teaching.* New Delhi: Vikas Publishing House pvt. Ld.s

Akuma, A. K. (2020). *School Factors Lowering Completion Rates Of Adult Basic Education Learners In Nyamira County, Kenya.* Nairobi: Unpublished Project.

American Association for Adult and Continuing Education (AAACE), (2020). Inaugural 2020 Conference Proceedings October 27-30, 2020, Virtual Conference. In Y. H. Johnson, A. C. Cherrstrom, J. McGinty, & C. Rhodes (Ed.). Atlanta, US. Retrieved from https://www.aaace.org

Audi & Othuon (2008). Low participation in Adult literacy classes: Reasons behind it. Adult Education and Development, Issue No. 65, pp7 – 19.

Ayacko, O. (2004). Opening Speech during the Seminar on the Role of Faith Based Organizations in Kenya. 6th -7th July 2004, Nairobi. Ministry of Gender Culture and Social Services.

Bakare A. S. (2011, April). A Theoretical Analysis of Capital Formation and Growth in Nigeria. *Far East Journal of Psychology and Business*, 3(2), 11-24.

Belbin C. and Belbin R.M. (2017). Problems in Adult Retraining: London. Heinemann

Bench, S. (2014). The Role of Boredom in The Pursuit of Negative Experience. Ph.D. Thesis, Texas A&M University, College Station, TX, USA.

Borg, S. (2016). Simon Borg's response to Richard Smith's review of "Teacher research in language teaching: A critical analysis.". *ELT Journal, 70*(1), 119-121.

Brockett, R. G., & Hiemstra, R. (1991). *Self-Direction in Adult Learning Perspective on Theory Research and Practice.* London: Routledge.

Bunyi, G. W. (2006). *Real options for literacy policy and practice in Kenya, in Paper commissioned for EFA Global Monitoring Report 2006.* Literacy for Life UNESCO.

Canon, G. K. Mwiria & G. Righa (2014). The Functioning and Effects of the Kenyan Literacy Programme: International Institute for Educational Planning, UNESCO Paris., 4th Edition. New York: Macmillan Publishers.

Changeiywo, J.M. (2004). Appropriate Technology as a major component of Adult Education for National Development in Kenya. Egerton Journal Humanities, Social Sciences and Education series volume V, No. 2 pp 211 – 219.

Chowdhury, M. (2016). Emphasizing Morals, Values, Ethics, And Character Education In Science Education And Science Teaching. *The Malaysian Online Journal of Educational Science, 4*(2), 1-16.

Connelly, L. (2009, January). Pilot studies. *Official Journal of the Academy of Medical-Surgical Nurses, 17*(6), 411-412.

Dench, S. & Regan, J. (2000). Learning in later life: Motivation and impact. Nottingham: DfEE Publications.

Dirkx, J. M. (1998). Transformative Learning Theory in the Practice of Adult Education: An Overview. *PAACE Journal of Lifelong Learning, 7*, 1-14.

Ekpenyong, D. O., & Aniekwu, R. O. (2022). The Availability of Physical and Human Resources on the Implementation of Adult Education Programmes in Cross River State, Nigeria. *British Journal of Education, 10*(4), 58-68.

Fal, A. (2004). A Literacy Strategy for Two Million People. Adult Education and Development. Issue No. 61. UNESCO: Hamburg.

Freire, P. (1970). *Pedagogy of the Oppressed, trans. Myra Bergman Ramos.* New York: Continuum.

GOK. (2005). *Report of the evaluation of the fictional adult literacy program in Kenya.* Nairobi: Ministry of Gender, labor and Social development.

Gupta, N.R. (2017). Manual for Adult Literacy Teachers. New Delhi Indian Adult Education Association.

Hill, L. H. (2014). Graduate Students & apos; Perspectives on Effective Teaching. Adult Learning, 25(2), 57-65.

IIZ/DVV (2005) The Training of Adult Educators: Experiences and Expectations: Issue No.64.

Jarvis, P. (1992). Education Perspectives on Adult Education and Training in Europe Wales and England. National institute of Adult Continuing Education.

Jarvis, P. (1992). Reflective practice and nursing. *Nurse Education Today, 12*(3), 174-181.

Jarvis. P (2016). Adult Education and Life Long Learning. London: Routledge.

Johnsen, H. B. (2001). Educational policies and debate concerning the school for all and special needs education. National perspective: The situation in Norway. In B. Johnsen & M.D. Skjørten. (Eds.). Education – Special Needs Education. An Introduction. Oslo: Unipub.

Jovita, M. R., & Joellen, E. C. (2017). New Directions for Adult and Continuing Education. *Wiley, 17*(4), 175-186.

Kaberia, E. L., & Ndiku, J. M. (2012, January). The free education policy in Kenya: A critique. *International Journal of Education Administration and Policy Studies, 4*(1), 1-5. Retrieved from http://www.academicjournals.org/IJEAPS

Karge, B. D., Phillips, K. M., Jessee, T., & McCabe, M. (2011). Effective Strategies for Engaging Adult Learners. Journal of College Teaching & Learning, 8(12), 53-56.

Kegan, R. (1994). *In over our heads: The mental demands of modern life.* Cambridge, MA: Harvard University Press.

Kenya National Bureau of Statistics . (2019). *2019 Kenya Population and Housing Census; Population by County and Sub-County.* Nairobi. Retrieved from http://housingfinanceafrica.org/app/uploads/VOLUME-II-KPHC-2019.pdf

Kenya National Bureau of Statistics. (2006). *National Adults Literacy Survey 2006.* Nairobi: Department of Adult Education.

Kibera, W. L. (1997). The State of the Art of Adult Education and Didactic Materials in Kenya: A Gender Perspective. *Journal of Kenya Adult Education Association, 3*(2), 891-897.

Knowles, M. S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy.* Englewood Cliffs, NJ: Prentice Hall/Cambridge.

Kothari, C. R. (2008). *Research Methodology, Methods and Techniques* (2 ed.). New Delhi: New Age Inter- national (P) Limited.

Lelei , M., & Weidman, J. C. (2012, January). Education Development in Kenya: Enhancing Access and Quality. *ResearchGate*, 143-162. doi:DOI:10.1007/978-94-6091-951-0_8

Lyubomirsky, S.; Boehm, J.K.; Kasri, F.; Zehm, K. (2011). The cognitive and hedonic costs of dwelling on achievement-related negative experiences: Implications for enduring happiness and unhappiness. Emotion, 11, 1152–1167.

MacLachlan, K. & Cloonan, M. (2003). Three-dimensional change? The relationship between theory, policy, and adults′ understanding of literacies. Researching Post Compulsory Education, 8, (1), 123-136.

Mayende, J. E., & Obura, C. O. (2013). Distance learning library services in Ugandan universities. *Journal of Library & Information Services in Distance Learning, 7*(4), 372-383.

Mezirow, J. (1978). Perspective Transformation. *Adult Education, 28*(2), 100-110. doi:10.1177/074171367802800202

Ministry of Education Science and Technology (MOEST). (2012). *Educational For All: assessment of progress.* Nairobi: Ministry of education and human resource development.

Mose, P. N. (2017). Language-in-Education Policy in Kenya: Intention, Interpretation, Implementation. *Nordic Journal of African Studies, 26*(3), 215–230.

Mualuko, N. J., Muthamia H., Ipara O. & Obaki S. (2009, July). Adult education learners' recruitment: Challenges and prospects for reengineered access to adult education in Kenya. *Educational Research and Review*. 4 (7), pp. 345-353.

Mugenda, O. M., (2013). *Research Methods: Quantitative and Qualitative Approaches.* Nairobi: Acts Press.

Muiru, J.K. (2003). The experience of being an Adult Literacy Education Student in Kenya. Unpublished PhD Thesis, University of Minnesota.

Mukuria, D. M. (1995). *Kenya's language policy with particular emphasis on Kiswahili. In Sentamu K. and Williams D. (eds.). Creative Use of Language in Kenya.* Jomo Kenyatta Foundation: Nairobi.

Mupa, P., & Chinooneka, T. I. (2015). Factors contributing to ineffective teaching and learning in primary schools: Why are schools in decadence? *Journal of Education and Practice, 6*(9), 125-132. Retrieved from https://files.eric.ed.gov/fulltext/EJ1079543.pdf

Mwangi, F. (2001). *Strengthening Livelihood with Literacy Case Studies from Kenya.* Nairobi: Kenya Adult Education Association.

Nafukho, F., Amutabi, M., & Otunga, R. (2005). *Foundations of Adult Education in Africa.* Cape Town, South Africa: UNESCO Institute of Education and Pearson Education.

Ndaloh, A. M., Misigo, B., Ongek, M., Kipsoi, E., & Simiyu, C. (2009). *Primary Teacher Education: Education.* Nairobi, Kenya: Jomo Kenyatta Foundation.

Ndiku, J. M., Muthamia, H., Ipara, O., & Obaki, S. (2009, July). Adult education learners' recruitment: Challenges and prospects for re-engineered access to adult education in Kenya. *Educational Research and Review, 4*(7), 345-353. Retrieved from http://www.academicjournals.org/ER

Nnazor, R. (2005). Adult education in Nigeria: The consequence of neglect and agenda for action. *International Education Journal, 6*(4), 530-536.

Nyatuka, B. O., & Nyakan, P. O. (2015). Home-School-Community Partnerships: An Imperative in Teacher Education Programmes in Kenya. *International Journal of Education and Research, 3*(11), 261-272. Retrieved from http://www.ijern.com/journal/2015/November-2015/23.pdf.

Nyong'o, A. (2002). Pitfall of a flawed education system. Available on-line at: http//www.nationaudio.com. 23rd Nov, 2006

Obiozor, W.E. & Obidiegwu, U.J. (2013). Globalization of adult education: Theories & strategies for instructors. Awka: Fab Anieh Nigeria Ltd. 2013.

OECD. (2016). *Education at a Glance 2016 - Indicators*. Retrieved July 7, 2022, from OECD: https://www.oecd.org/education/skills-beyond-school/education-at-a-glance-2016-indicators.htm

Okemwa, J. M. (2012). *The Functioning and Effects of the Kenyan Literacy Programme.* UNESCO Paris.: International Institute for Educational Planning.

Olaye, M. E., & Onajite, F. O. (2015). Adult and non-formal education: an imperative for human capacity development and attainment of sustainable livelihoods in Anambra State. *International Multidisciplinary Journal, 9*(3), 34-49.

Orodho, A. J. (2009). *Elements of Education and Social Sciences Research Methods.* Nairobi.: Kazezia Publishers.

Oyenemezu, E. U. (2012). Adult education and the challenges of 21st Century in Nigeria. *Journal of Education and Practice, 3*(5), 1-6.

Pekrun, R.; Cusack, A.; Murayama, K.; Elliot, A.J.; Thomas, K. (2014). The power of anticipated feedback: Effects on students' achievement goals and achievement emotions. *Learning and Instruction Journal*, 29, 115–124.

Radziwill, N. (2016). *Quality Management in Astronomical Software and Data Systems*. Retrieved July 8, 2022, from https://www.researchgate.net/profile/Nicole-Radziwill/publication/255572632_Quality_Management_in_Astronomical_Software_and_Data_Systems/links/0f31753bd5c0665576000000/Quality-Management-in-Astronomical-Software-and-Data-Systems.pdf?origin=publication_det

Rechard, D. (2014, December). Literacy work and the adult literacy regime. ResearchGate. (pp 25-57), DOI.10.3138/9781442619463-005.

Reddy, P. A. & Devi, U. (2012). Current Trends in Adult Education. New Delhi: Sarup & Sons

Reimers, F.M. & Schleicher, A. (2020). A framework to guide to an education response to the COVID-19 Pandemic of 2020. Organisation for Economic Co-operation and Development. Available from: https://read.oecd-ilibrary.org/view/?ref=126_126988-t63lxosohs&title=A-framework-to-guide-an-educationresponse-to-the-Covid-19-Pandemic-of-2020

Republic of Kenya (ROK). (2012). *The Basic Education Act No.14.* Nairobi: Kenya: Government Printers.

Republic of Kenya (ROK, 2007a). The Kenya National Adult Literacy Survey Report (2007). Nairobi. Kenya National Bureau of Statistics

Republic of Kenya. (2005). *Status of Adult and Continuing Education in Kenya.* Nairobi: Directorate of Adult and Continuing Education.

Republic of Kenya. (2007). *Kenya, Vision 2030. Office of the President and Ministry of Planning and National Development.* Nairobi: Kenya Government Printers.

Rowe, A. D. & Fitness, J. (2018, February). Understanding the Role of Negative Emotions in Adult Learning and Achievement: A Social Functional Perspective. *Behavioral Sciences* 8(2):27. DOI:10.3390/bs8020027

Rowe, A.; Fitness, J.; Wood, L. (2014). The role and functionality of emotions in feedback at university: A qualitative study. *The Australian Educational Researcher* (*AER*), 41, 283–309.

Sen, A. (1999). *Development as freedom: Introduction.* Oxford: Oxford University Press.

Swanson, C. (2008). *Special Education in America: The State of Students with Disabilities in the Nation's High Schools; Editorial Projects in Education Research Center.* Bethesda.

Taylor, E. (2008). *New directions for adult and continuing education,.no.110.* Wiley Interscience.

Thompson, S. A. (1987). *Rhetorical Structure Theory: A Theory of Text Organization*. Retrieved July 08, 2022, from ResearchGate: https://www.researchgate.net/publication/319394264

Titmus, C. (2018). Lifelong Education for Adults: An International Hand Book. New York: Pergaman.

UNESCO (1997), Adult Education: The Hamburg Declaration: The agenda for the future. Hamburg: UNESCO.

UNESCO. (2007). *Global Report on Adult Learning and Education.* Hamburg: Institute For Lifelong Learning.

UNESCO. (2009, December 8). *UNIVA Functional Literacy Programme (UFLP), Nigeria*. Retrieved from UNESCO Institute for Lifelong Learning: https://uil.unesco.org/case-study/effective-practices-database-litbase-0/univa-functional-literacy-programme-uflp-nigeria

UNESCO. (2022, June 15). *The right to lifelong learning: Why adult education matters*. Retrieved November 3, 2022, from Unesco: https://www.unesco.org/en/articles/right-lifelong-learning-why-adult-education-matters

Walkiln, L. (2017). Teaching and Learning in Further and Adult Education. Delta Place Stanley Thomas Publishers.

White, C.J. (2013). Higher education emotions: A scale development exercise. *Higher Education Research & Development*, 32, 287–299.

Wlodkowski, R. J. (2008). *Enhancing Adult Motivation to Learn: A Comprehensive Guide for Teaching All Adults* (3 ed.). San Francisco: Jossey-Bass.

World Bank. (2003). *Kenya National Human Development Report 2003: Youth and Human Development Tapping the Untapped Resource.* Nairobi.

World Bank. (2003). *Lifelong Learning in the Global Knowledge Economy Challenges for Developing Countries*. Retrieved July 08, 2022, from World Bank: https://documents1.worldbank.org/curated/en/528131468749957131/pdf/Lifelong-learning-in-the-global-knowledge-economy-challenges-for-developing-countries.pdf

World Bank. (2019). *Kenya National Humand Development Report 2019.* Nairobi. Retrieved from https://planipolis.iiep.unesco.org/sites/default/files/ressources/kenyanationalhumandevelopmentreport2009.pdf

World Bank. (2020). *Literacy rate, adult total (% of people ages 15 and above) - Kenya*. Retrieved July 8, 2022, from World Bank: https://data.worldbank.org/indicator/SE.ADT.LITR.ZS?locations=KE

Zeidner, M. (2014) Anxiety in education. In International Handbook of Emotions in Education; Alexander, P.A., Pekrun, R., Linnenbrink-Garcia, L., Eds.; Routledge: London, UK, 2014; pp. 265–288.

APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

Re: Data Collection

My name is Gladys Wambui Kinyua, I am pursuing a master's degree in Development Studies in the University of Nairobi. As a requirement, I am carrying out a research on "**Factors affecting successful adult education programs in Kenya**" a case study of Kajiado North Sub County, Kenya.

I have chosen you through simple random sampling to kindly participate in answering the questions contained in this questionnaire. Your response to this study may be considered by the adult education management in enhancing adult education program to your benefit and your fellow adult learners benefit.

Kindly answer the questions without biasness or subjectivity.

Thank you

APPENDIX II

QUESTIONNAIRE

PART A: QUESTIONNAIRE FOR ADULT EDUCATION TEACHERS

SECTION 1: PERSONAL INFORMATION

1. **Gender**

   Male { }

   Female { }

2. **Age**

   18 - 20 Years { }

   21 - 30 Years { }

   31 - 40 Years { }

   41 - 50 Years { }

   Above 50 Years { }

3. **Highest Level of Education Achieved**

   Primary { }

   Secondary { }

   No formal education

Others

Specify……..……

……

4. **What is the enrollment of Adult Education Candidates in your center for the last four years?**

Year	Male	Female	Total
2020			
2019			
2018			
2017			

5. **What is the number of Adults Learners who have dropped out after enrollment in the Adult Education program in the last four years?**

Year	Male	Female	Total
2020			
2019			
2018			
2017			

6. **In your view, what are some of the reasons why some learners enroll / drop out?**

.....

.....

.....

.....

.....

.....

7. **What are the corrective measures that you can recommend to be taken in the improvement of the following aspects of adult education program**

Enrollment **&Attendance**

……..……...……
……
……...…….

Drop Out

……..……...……
……
……...……

Thank for your Cooperation

PART B: INTERVIEW GUIDE FOR KEY INFORMANTS (Government officials)

SECTION 1: PERSONAL INFORMATION

1. **Gender**

   Male { }

   Female { }

Others

Specify……..……
……
……

2. **What is your view on Adult Education program in Kajiado North Sub county?**

.....
.....
.....

3. **What is the importance of this program to the community in this sub-county?**

.....
.....
.....

4. **What are the challenges facing Adult Education program in the subcounty?**

.....
.....
.....

5. **In your view, what are some of the reasons why some learners enroll / drop out?**

.....
.....
.....
.....
.....

6. **In your opinion, what are the corrective measures that you can recommend to be taken to improve and overcome the challenges in adult education program?**

.....
.....

.....

.....

Thank for your Cooperation

PART C: QUESTIONNAIRE FOR ADULT EDUCATION LEARNERS

SECTION 1: PERSONAL INFORMATION

1. **Gender**

   Male { }

   Female { }

2. **Age**

   18 - 20 Years { }

   21 - 30 Years { }

   31 - 40 Years { }

   41 - 50 Years { }

   Above 50 Years { }

3. **What made you to enroll in adult education program?**

……..……...……
……
……...…….

4. **Do some learners at times fail to attend classes?**

……..……...……
……
……...…….

5. **How often do adult education learners in your institution drop off from the program?**

.....

.....

.....

..

6. Are you aware of a learner who has dropped from the program?

Yes { }

No { }

If yes, why did she/he drop?

.....

.....

.....

7. In your view, what are some of the reasons why some learners drop out?

.....

.....

.....

8. What are the corrective measures that you can recommend to be taken in the improvement of the following aspects of adult education program

Enrollment **&Attendance**

……..……...……

……
……...…….

Drop Out

……..……...……
……
……...……

Thank for your Cooperation

PART D: INTERVIEW GUIDE FOR DROP OUTS & GRADUATES OF ADULT EDUCATION PROGRAM

SECTION 1: PERSONAL INFORMATION

1. **Gender**

   Male { }

   Female { }

2. **Age**

   18 - 20 Years { }

   21 - 30 Years { }

   31 - 40 Years { }

   41 - 50 Years { }

   Above 50 Years { }

3. **What made you to enroll in adult education program?**

……..……...……
…….....
.....

4. **For how long were you in the program?**

.....
.....

……...…….

5. **What made it possible for you to successfully complete your studies as an adult student?**

.....
.....
.....

6. **Why did you drop out from the learning program?**

.....
.....
.....

7. **Why do the adult learners fail to attend classes consistently?**

……
……
……

8. **Do the adult learners drop out from the adult education program completely?**

Yes { }

No { }

9. **How often do adult education learners in your former institution drop off from the program?**

.....
.....
.....

9. **In your view, what are some of the reasons why some learners enroll / drop out?**
.....……..……...……
.....
……
……...…….....
.....

10. **What are the corrective measures that you can recommend to be taken in the improvement of the following aspects of adult education program**

Enrollment &Attendance

……..……...……
……
……...…….

Drop Out

……..……...……
……
……...……

Thank for your Cooperation