

**INSTITUTIONAL FACTORS INFLUENCING IMPLEMENTATION  
OF ADULT AND CONTINUING EDUCATION IN ADULT  
EDUCATION CENTERS IN IMENTI NORTH SUB-COUNTY, MERU,  
KENYA**

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for the Award of the Degree of Master of Curriculum Studies**

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## DECLARATION

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



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This research project has been submitted for examination with our approval as university supervisors.



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## ABSTRACT

In Kenya, although the Non Formal Basic Education Curriculum has been developed and introduced, many non-formal education centers have not implemented the curriculum. This study examined the institutional factors that influence the implementation of adult and continuing education curriculum in non-formal education institutions in the Imenti North Sub-county of Meru, Kenya. The study was driven by four primary objectives: Firstly, this study aims to assess the influence of teaching and learning resources on the implementation of the adult non-formal basic education curriculum. Secondly, it seeks to examine the impact of facilitators' instructional methods on the curriculum. Lastly, it aims to evaluate how the professional qualifications of teachers affect the curriculum, as well as how the availability of financial resources influences the implementation of the adult non-formal basic education curriculum. The study employed a descriptive survey research design. The target audience consisted of 300 adult learners, one Sub County education officer, and seventy teachers. The sample consisted of ninety adult learners, one Sub County education officer, and twenty-one teachers. Data gathering tools such as questionnaires and interview schedules were utilized. The quantitative data underwent analysis through the utilization of descriptive statistics, which subsequently presented the findings in the form of frequencies and percentages. The data was analyzed using SPSS, specifically version 20.0. The study found that 61.9 percent of teachers reported that adult learners have a poor level of familiarity with the learning resources supplied by the institution. The study's findings indicate that 47.7% of educators consider dialogue to be a crucial teaching tool in curriculum implementation. 47.6 percent of teachers felt that both academic qualification and job experience are essential requirements for curriculum coverage. It was determined that 38.1 percent of teachers indicated that there is insufficient infrastructure funding in centers to a significant degree. The analysis determined that there is a significant deficiency in the instructional resources required to execute the implementation of the adult education program. The study suggests that a lack of training among certain teachers in effective teaching methodologies poses a challenge for adult non-formal basic education institutions in implementing their curriculum. The study proposes that the Kenya Institute of Curriculum Development develop instructional resources for educators who educate non-formal education students, specifically focusing on the Non Formal Education curriculum. The researcher suggests performing analogous studies in supplementary Kenyan sub-counties.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Non-formal education (NFE) is a viable alternative to conventional basic education. This program is designed for adults and young people who have exited the system without obtaining the essential skills needed for long-term literacy, or who are unable to access formal education. In 1968, this style of education gained popularity in response to the decreasing global standards of formal education (Hinzen, 2013). The implementation of inexpensive private education was perceived as a solution to the deteriorating educational standards in the impacted communities, as well as a means to achieve the goal of "Education for All" (Masaiti & Chita, 2014). However, the implementation of Alternative Provision has faced numerous problems due to the absence of appropriate policies to govern the provision of fundamental education (Hinzen, 2013).

The objectives of NFE are to diminish poverty, foster social advancement, and equip inhabitants with the necessary competencies to enhance productivity and contribute to the nation's economic expansion (Ololube, 2012). Consequently, informal programs allow the recipients to meet their basic educational needs and gain literacy skills. Non-formal education complements government efforts to ensure that basic education is of high quality, fair, and accessible at every level (Government of Kenya, 2012).

The participation of adults in adult education has been a subject of extensive investigation and deliberation in numerous countries. Courtenay (2014)

conducted an examination of the "participation characteristics of older adults" in the United States and Canada. In addition to investigating the factors contributing to adults' participation, Courtney (2016) also identified some barriers to it, including "lack of enthusiasm," advanced age or poor physical condition, limited availability, and financial constraints. The geographical location of the educational opportunity and the individual's socioeconomic condition are further obstacles. During the 1960s, the total number of illiterate individuals in Brazil amounted to 18 million (Bishop, 2012). A nationwide program was initiated by the government to combat illiteracy. Initially, the Brazilian government gathered financial resources. Furthermore, it allocated classroom space for utilization and recruited teacher volunteers, personnel, and publishing firms to produce educational resources. According to Bishop (2012), the program was well received by the people, leading to a 26% rise in adult literacy in Brazil in 1973.

The Higher Education Act of 1992 in England integrated Non-Formal Basic Education into the educational system, with a specific emphasis on vocational training (Hinzen, 2013). Tiana et al. (2011) identified several factors that contribute to the discontinuation of education among adult learners in Latin America. These factors include age, sex, marital status, parental educational level, previous educational attainment, entry-level behavior, previous learning disability diagnosis, previous positive and negative school experiences, self-worth, drive, appropriateness of the course, academic and social integration,

unrealistic expectations, financial circumstances, and concerns about resources.

Uneducated adults in New York State can take part in various free programs, including English as a Second Language (ESL), adult basic education (ABE), General Education Development (GED), credential and apprenticeship programs, work-related courses, Continuing Professional Education (CPE), higher education, and personal development courses (Merriam & Bierema, 2013). Originally, Alternative Provision to Basic Education programs were designed for mature individuals who are self-motivated and have specific objectives.

The economic and educational conditions in African nations hinder the development of effective adult education policies in sub-Saharan Africa. Africa remains economically disadvantaged as a whole, exacerbated by its rapid population growth and inadequate educational outcomes. Although there has been a significant improvement in access to universal primary education, the substantial increase in enrollment sometimes leads to a decline in quality and requires the implementation of second-chance education to compensate for this shortcoming. Despite a decrease in illiteracy rates, adult basic education and literacy programs remain crucial as the predominant method of delivering adult education in numerous countries. The complete spectrum of lifelong and extensive learning in the region has not yet reached its full development. Illiteracy and low levels of education not only hinder further education and training, but also correlate with reduced productivity, lower

income, and poorer health (including a heightened susceptibility to HIV/AIDS). Aitchison (2017) strongly criticizes Sub-Saharan Africa, characterizing it as a region lacking sufficient data and research on adult education. Despite the collection of research and data, they often remain inaccessible for the purpose of comparative study.

In order to enhance and sustain student retention rates, ABE instructors must have a deeper understanding of the challenges related to motivation and tenacity. Adult learners in Nigeria face several challenges in West Africa, including time constraints caused by work and family responsibilities, low self-esteem among the learners, and inadequate instruction from untrained teachers who lead adult learning sessions due to a shortage of trained facilitators for adults. In 2012, in Oyo State, Nigeria, a total of 77 instructors were needed to educate 37,247 adult learners. This statement suggests that the presence of inexperienced facilitators is inevitable. The unwillingness of companies to allow their employees to participate in adult education programs, coupled with inadequate learning resources, serves as a demotivating factor for adult learners (Olufunke, 2013).

Adult learners in South Africa have difficulties when they want to improve their skills in order to meet the evolving demands of the world (Mamhute, 2011). Hence, the South African government initiated the "let learn" campaign, aiming to recruit volunteer tutors and convince them to educate 30,000 adult learners.

Tertiary level adult learners in Tanzania encounter several obstacles, including a scarcity of learning resources due to their reliance on printed materials, excessive reliance on secondary school teachers who have multiple employment responsibilities, resulting in limited accessibility, and the presence of negative attitudes among adult learners themselves and between young and adult learners, leading to a lack of effective interaction and isolation. Additional obstacles encompass the inadequate application of Information Communication Technology (Ministry of Education and Vocational Training, 2012), insufficient funding, gender disparities within society, inadequate facilities, and deficient assessment and evaluation processes (Mushi, 2010).

In East Africa, particularly in Kenya, adult learners encounter various obstacles in their pursuit of education. These include inadequate coordination of adult learning programs, a scarcity of suitable learning materials, the presence of irrelevant curricula that fail to align with learners' interests, and a lack of dependable internet connectivity, which hinders access to electronic learning resources and pertinent information related to adult education programs (Aitchison & Alidon, 2009).

The Kenya Vision 2030, as recognized by the Government of Kenya in 2007, admits that the achievement of the Vision is contingent upon the education and training of every Kenyan individual. The country's 2030 Vision, which seeks to elevate its economic status to that of a middle-income nation, recognizes that education provides individuals with the knowledge and comprehension required to make informed choices that benefit both themselves and society as



a whole. Hence, the education system's mission is to instill the necessary information and skills required to guide Kenyans towards the social, political, and economic goals outlined in Vision 2030.

Alternative provision to basic education (APBE), formerly referred to as non-formal education, plays a vital role in the development of the country. As per Sessional Paper No. 14 of 2018, this sector has encountered various challenges, such as the absence of a well-defined policy for the basic education program, inadequate funding, reliance on NGOs, donors, and other partners for the program's sustainability and extent, and insufficient coordination of the program's operations. To attain the objectives of adult education, it is necessary to implement changes in the curriculum and structure. These modifications should aim to enhance literacy rates and ensure that the program is in line with the 2010 Kenyan Constitution and the Kenya Vision 2030 (Republic of Kenya, 2012).

The use of instructional approaches is essential when implementing a curriculum (MoE, 2011). Wang, Nojan, Strom, and Walberg (1984) argue that in addition to the curriculum, the use of other teaching tactics is necessary for success. Ajibola (2008) asserts that prioritizing a child's needs in education leads to a natural propensity to assure the child's understanding of the subject being taught. The popularity of teacher-centered strategies in classrooms can be attributed to instructors' lack of confidence, subject matter expertise, and core teaching qualities (Thijs, 1999; Howie, 2002; Motswiri, 2004).

Over time, the Kenyan government has acknowledged the significance of adult basic education in the country's development process. This is

exemplified by the multitude of educational commissions that have been established to delineate the trajectory for forthcoming educational endeavors. Since obtaining independence, Kenya has made adult literacy a top priority in its development agenda. This is part of a larger national plan aimed at promoting rapid and consistent socioeconomic progress (UNESCO, 2007). The Ominde report, sometimes referred to as the Kenya Educational Commission report (Republic of Kenya, 1964), acknowledged that the country's socioeconomic progress relies on a widespread improvement in the overall level of education among the population. The research emphasized the importance of not disregarding older folks and advocated for the inclusion of at least one senior member of society. It also highlighted the need to continuously educate the older generations to align with evolving social norms and expectations.

The non-formal basic education program in Imenti North Sub-County primarily caters to adults and young individuals who discontinued their education prior to attaining a satisfactory level of reading. This study aimed to identify the factors that influence the implementation of the Adult Non-Formal Basic Education curriculum in the non-formal basic education facilities situated in Imenti North Sub-County, Meru County, Kenya.

## **1.2 Statement of the Problem**

Despite the establishment and implementation of NFBE, the curriculum has not been implemented in certain NFE centers. According to a 2012 research conducted by the Nairobi City Education Department, despite the government's attempts to encourage the adoption of the curriculum in Non-

Formal Education Centers (NFECs), 98 percent of NFECs provide the official curriculum. Only a few isolated cases give the NFBEC curriculum. In 2013, the curriculum was being used by only sixteen percent of the twelve departments for adult and non-formal education under the Mombasa County Director of Education, while thirteen percent of the departments under the Kisumu County Director of Education were utilizing it. The data clearly indicated that most of the centers did not implement the NFE program. The researcher was driven to examine the impact of institutional determinants on the implementation of adult and continuing education curriculum at non-formal education facilities in Meru, specifically in Kenya's Imenti North Sub-county..

### **1.3 Purpose of the Study**

The objective of the study was to examine the institutional factors that influence the implementation of adult and continuing education curriculum in non-formal education institutions in the Imenti North Sub-county of Meru, Kenya.

The KICD and the Ministry of Education may benefit from the study's identification of variables that affect the implementation of the NFE curriculum and its potential to provide recommendations for best practices. The findings may also be of significance to curriculum implementers who are knowledgeable about the optimal methods for delivering the fundamental non-formal education (NFE) curriculum in NFE centers. The study's findings may inform stakeholders about the need of training and equipping basic non-formal

education center teachers to effectively implement the program's fundamental non-formal education curriculum.

The study aims to assist teachers in choosing the most effective approaches for implementing NFE curriculum, while also assessing the necessity of seminars and in-service training. The study could provide feedback to the Kenya Institute of Curriculum Development (KICD) on the effectiveness and efficiency of the non-formal education curriculum.

### **1.7 Limitations of Study**

Certain respondents may be hesitant to provide private information due to concerns that it could be utilized to portray non-formal Basic Education centers in Imenti north Sub County in an unfavorable light. This was addressed by explicitly informing the participants, both orally and in written form, that the collected material would be used solely for academic purposes. They were guaranteed the highest level of privacy and secrecy.

Given that the study mostly depended on the respondents' answers, the researcher had little authority to verify the accuracy of the data they provided. However, encountering this problem is frequently observed while dealing with secondary data. The researcher resolved the issue by verifying the responses of multiple participants.

### **1.8 Delimitations of the Study**

This study exclusively focused on the implementation of adult and continuing education curriculum in non-formal education institutions in Imenti North Sub-county, Meru, Kenya, mostly due to institutional factors. The study

focused on the teachers and adult learners who were selected for sampling. The selected respondents were chosen based on their direct involvement in the implementation of AEC, with facilitators being responsible for its execution and adult learners being the recipients of AEC services..

### **1.9 Basic Assumption of the Study**

- i) The population target would adhere to and provide precise and genuine responses to the questions in the questionnaire.
- ii) In the research area, there are non-formal basic education institutions that offer literacy programs aligned with non-formal education curricula.
- iii) .

### **1.10 Definition of Significant Terms**

**Instructional methodology**various teaching techniques that NFE centers employ to instruct their students, including lectures, discussions, role plays, case studies, and demonstrations.

**Non-formal Basic Education**refers to the educational process that is provided to adults and youth who are not enrolled in school in order to help them grow their skills and knowledge to better fit in with society.

**Non-formal education**refers to organized, methodical learning experiences that meet the needs of a certain group and take place outside of the official educational system.

**Teachers' professional qualification**they are obtained credentials from a reputable source, such the government, an institution of higher learning, or a private source. They grant the instructor permission to instruct and prepare students in non-formal basic education.

**Teaching or learning resources**these are suitable resources for the learners and teachers to facilitate teaching and learning at Non formal Basic Education centers



The literature review serves the purpose of highlighting the necessity for more research, while also providing a comprehensive overview of the study's background and surrounding circumstances. The reader is provided with the findings of other closely related research studies. The literature review of the study focused on summarizing the curricula of non-formal basic education, including their theoretical viewpoints, strategies for implementing the curriculum, and approaches for adult education..

## **2.2 Implementation of Adult Basic Education Curriculum**

Kimbark et al. (2016) observed that American community colleges' admittance policy changes in the 1950s led to a rise in the number of adult learners. Similarly, New Zealand abolished prerequisites by introducing an open admissions policy for adult learners pursuing higher education (Davey, 2002). Scott's (2005) study found that New Zealand's approach to higher education enrollment and the provision of student loans led to increased participation. By removing prerequisites, individuals were able to enroll (Benseman et al., 2006; Scott, 2005).

According to the OECD (2018), those with greater levels of education are more likely to actively participate in society, enjoy improved job chances, and have higher earning potential (OECD, 2017). According to Snowden and Lewis (2015), it is vital for government agencies and postsecondary educational institutions to draw in non-traditional students and build successful retention plans for them. In addition, they argue that the persistent discrepancy among non-traditional students from disadvantaged backgrounds



often results in them encountering overwhelming obstacles, ultimately leading to early withdrawal or lack of involvement.

The Kenyan government has implemented various initiatives targeting specific demographic segments as part of its mandate to provide education for all (GoK, 2009). One of these important components is adult and continuing education, which is recognized as a vital element and a strong basis for achieving the MDGs and the EFA. The Kenyan government likewise aims to accomplish industrialization by 2020. One approach to achieve the objective is to enhance adult literacy. The 2006 adult literacy census in Kenya found that, on average, 38.5% of the adult population in the country is illiterate. This poses a substantial hindrance to the country's endeavors to achieve Vision 2030. The adult education curriculum was established in 1989, but it has undergone restructuring and improvement by the KICD and the Directorate of Adult Education. This was done in response to concerns raised by teachers from other institutions, college tutors, and other experts and stakeholders in the wider education sector. They collaborated to reorganize and enhance the program (Republic of Kenya, 2009).

Velnampy and Sivesan (2012) suggested that the implementation of adult basic education curriculum can be influenced by factors such as the availability of resources for instruction and learning, the instructional methods used by facilitators, the professional qualifications of teachers, and the availability of funding.

In order to enhance and sustain student retention rates, ABE instructors must have a deeper understanding of the issues related to motivation and tenacity. Adult learners in Nigeria face several challenges in West Africa, including limited time availability due to work and family responsibilities, low self-esteem among the learners, and inadequate instruction from unqualified teachers who oversee adult education due to a shortage of trained facilitators. In 2012, in Oyo State, Nigeria, a total of 77 instructors were needed to educate 37,247 adult learners. This statement suggests that the presence of inexperienced facilitators is inevitable. The unwillingness of businesses to allow their employees to participate in adult education programs, coupled with inadequate learning resources, discourages adult learners. The source cited is Olufunke, 2013.

### **2.3 Learning Resources and Implementation of Adult Non Formal Basic Education Curriculum**

Teaching/learning materials can be classified into two categories: resources employed by teachers and resources utilized by students. The tools that educators employ are vital as they assist in the development of lesson plans and work schedules that guide educators during instruction. The components include the globe, maps, chalkboard, teachers' guides, syllabi, and photos. The accessibility of educational resources significantly influences the growth of education. Education Participants Multiple organizations provide adult education programs. These entities comprise of COSs (Civil Society

Organizations), NGOs (Non-Governmental Organizations), and government organizations. These groups create diverse educational products for teaching and learning purposes. Study materials are created for use based on the requirements and educational level of the group (Nguyen, 2013).

According to Brockett and Hiemstra (2018), it is essential for literacy programs to provide a range of resources including primers, charts, posters, audiovisuals, and other materials. This enhances the enthusiasm of literacy programs and amplifies the engagement of adult learners. Moon (2013) asserts that a scarcity of adequate writing materials and literacy guides hinders students. Tight (2012) supports Moon's assertion by highlighting the importance of providing resources in a timely and adequate manner for effective policy implementation.

Otieno (2013) found that a significant number of centers do not have sufficient instructional resources, which negatively affects the implementation of non-formal education. Based on the study, the individuals leading the sessions lack proper training, and the teaching methods employed are not suitable for the adult learners' age group. The study discovered that there are three key elements that are crucial for instructional materials: fundamental standards, teacher credentials that are in line with relevant teaching approaches, and the effective and efficient implementation of non-formal curriculum.

According to Stewart (2014), primary school learning centers have a negative impact on children' motivation to learn. This is because many adult learners admit to feeling uncomfortable using the same instructional resources as children. Wlodkowski and Ginsberg (2017) argue that to establish an

advantageous learning environment, it is important to allocate teachers, equipment, and other physical facilities. Byram and Hu (2013) argue that these materials are crucial since the school utilizes them to augment the educational opportunities afforded to the students. Green (2017) asserts that physical facilities are crucial in educational settings for both educators and learners. Playgrounds, classrooms, libraries, and restrooms are essential physical environments for executing courses. According to Mungai (2013), it is necessary for a teacher to possess their own classroom. Instructional materials such as wall displays provide advantages to the teacher.

Darling-Hammond (2012) asserts that resources serve as a source of motivation for students, facilitate their engagement in the learning process, accommodate individual differences, and enable students to engage with the subject through their sensory experiences. Appropriate printed materials play a crucial role in facilitating effective learning in the classroom. They facilitate self-paced studying for the students. With an ample supply of textbooks, the instructor can assign a multitude of tasks to the students without the need to transcribe them on the whiteboard. This approach will enable the individual to minimize time spent on unnecessary conversations and excessive preparation. According to Mikre (2011), when learners find resources interesting, they tend to be motivated to follow the instructions.

The Higher Education Act of 1992 in England integrated Non-Formal Basic Education into the educational system, with a particular emphasis on vocational training (Hinzen, 2013). Tiana et al. (2011) identified several factors that contribute to the discontinuation of education among adult learners

in Latin America. These factors include age, sex, marital status, parental educational level, previous educational attainment, entry-level behavior, previous learning disability diagnosis, previous positive and negative school experiences, self-worth, drive, appropriateness of the course, academic and social integration, unrealistic expectations, financial circumstances, and concerns about resources.

Adults in New York State who do not have a high school diploma can take part in various free programs. These programs include English as a Second Language (ESL), adult basic education (ABE), General Education Development (GED), credential and apprenticeship programs, work-related courses, Continuing Professional Education (CPE), higher education, and personal development courses (Merriam & Bierema, 2013). Alternative Provision to Basic Education programs were initially designed for mature individuals who are self-motivated and focused on achieving certain objectives.

According to Nguyen (2013), a lack of textbooks and instructional tools poses challenges for students in completing their written or oral assignments in class. The implementation of educational programs is greatly influenced by the accessibility of top-notch instructional resources. The academic achievement of pupils is influenced by multiple factors, such as laboratory experiments, educational materials, school infrastructure, and library resources. It is crucial to have instructional resources and stationery readily accessible in order to effectively apply the curriculum. Waweru and Orodho (2013) found that classrooms, instructional materials, and stationery significantly influence

students' academic performance. Furthermore, they argue that ensuring a sufficient quantity of classrooms and reference resources, like as textbooks, fosters the process of acquiring knowledge.

#### **2.4 Facilitators Instructional Methods and Implementation of Adult Non Formal Basic Education Curriculum**

Teachers must utilize appropriate pedagogical techniques to effectively implement the Adult Non Formal Basic Education Curriculum. Nevertheless, several factors will impact this, including inadequate or nonexistent non-formal education (NFE) training and insufficient or nonexistent instructional resources. Several aspects impact the selection of the delivery mode, including the program's objective or result, the anticipated number of participants, the cost and distance of participants, the available facilities, and the projected budget for supplies and equipment (Ololube, 2012).

There are three primary categories of education techniques: adult education techniques, lecture method, and discussion method. Additionally, there are techniques employed in laboratories specifically for skill development (Wlodkowski & Ginsberg, 2017). The selection of appropriate teaching tactics is contingent upon the predetermined objectives and the students' stage of development. The lecture style is commonly used when the primary objective is to impart knowledge from one or more sources to a group of learners. Discussion refers to an exchange of ideas or information between adult learners and the source of knowledge. In order to obtain the requisite

knowledge and skills for performing a psychomotor task, laboratory teaching methods are employed (Perraton, 2012).

Given the diverse learning styles of people, it is imperative to employ a range of instructional methods while teaching a certain topic. Grown individuals generally have a strong inclination to engage in their own educational pursuits. In order to establish and maintain a positive communication climate in the classroom, it is crucial to actively listen, pay attention to the participants, and ensure that everyone has a chance to talk and participate (Boud, 2012).

Teacher-centered strategies have become popular in classrooms due to teachers' insufficient subject matter expertise, lack of confidence, and basic teaching skills (Knowles, Holton III & Swanson, 2012). Otago (2011) asserts that lecturing remains often regarded as the most expedient method for educators to effectively deliver a substantial amount of information. Consequently, in scientific classrooms, students continue to engage in active listening, note-taking, and observation of experimental demonstrations during lectures. Onyango (2013) asserts that a significant portion of the tasks assigned to students in class may be monotonous and lacking in cognitive stimulation.

According to MOEST (2010), prioritizing a child's needs in education leads to a natural tendency to assure the child's understanding of the given material. Regarding English language instruction in Nigerian senior secondary schools, Jwan (2010), as referenced by Kilei (2012), asserts that the scarcity of instructors and practical training facilities is the primary reason for the lack of

availability of technical courses. Consequently, the topics were inadequately executed.

## **2.5 Teachers' Professional Qualifications and Implementation of Adult Non- Formal Basic Education Curriculum**

Zepeda (2013) evaluated the effectiveness of recently employed educators in New York public schools by analyzing a set of data that covered a six-year period and included both students and teachers. The certification status of instructors was determined by classifying and analyzing them based on the year they were hired.

Njeri (2011) assessed the level of adult education students' participation and availability in the adult basic literacy program within the Kiambu district. The study found that teachers in the studied region had insufficient academic and professional qualifications. Additionally, a majority of teachers were employed full-time. The adult learner population had alarmingly low attendance rates and were not enrolled in full-time programs. Females attended more classes than males. Completion rates and attendance dropout rates were influenced by economic, social, behavioral, and psychological factors. Surprisingly, the learners' age and the language used to deliver the content had minimal impact on attendance. Enrollment was declining, and between 2007 and 2010, more females than males dropped out.



Mungai (2013) assessed the implementation of the NFBEC in the urban regions of Nairobi, Mombasa, and Kisumu. The study revealed that inadequate or non-existent training of instructors has a significant influence on the implementation of the curriculum. Over half of the educators (52.7%) did not possess training in non-formal education (NFE) curricula. A regression study of teacher characteristics and completion rates revealed a notable association between completion rates and gender ( $p = 0.01$ ), age ( $p = 0.03$ ), and length of stay at the center ( $p = 0.02$ ).

Akinsolu (2010) found a significant association between students' academic achievement and the qualifications, experience, and teacher-to-student ratio of teachers. According to Yara and Otieno (2010), the Kenyan educational system is making steady progress despite facing various challenges. The study investigated the impact of educational materials on the academic performance of secondary school students in the Bondo district of Kenya, specifically in the subject of mathematics. The study proposes that in order to enhance math performance, it is imperative for the government and all relevant parties to prioritize the following areas: conducting thorough evaluations of the curriculum, increasing the recruitment of highly qualified teachers, offering comprehensive training programs for teachers, fostering a culture of motivation among students, providing enhanced governmental assistance for education, implementing effective pedagogical methods, improving the ratio of students to textbooks, and enhancing teacher compensation.

## **2.6 Availability of Funds and Implementation of Adult Basic Education Curriculum**

It is the responsibility of any government to provide sufficient funding to implement its educational policies. Nevertheless, a significant proportion of African countries depend on financial obligations from their benefactors. If they fail to settle these obligations, they will be ineligible to secure further financial support from their donor governments. If the responsibility of supporting adult education is entrusted to the state. Maeyer, 2003. In Kenya, the government allocates more than 30% of its annual budget to education projects, while dedicating less than 1% to subsidizing adult and continuing education.

Based on a survey from 2006, a significant proportion of individuals living in poverty are unable to cover the costs associated with their own education, let alone the education of their children. The examination also revealed that these individuals are unable to obtain a degree of 25 due to their inability to afford the necessary expenses. As a result, the majority of underprivileged individuals also suffer from illiteracy (Indabawa, 2006).

In addition, a study conducted by Aichison (2012) examined the difficulties encountered by adult and non-adult learners in five South African countries: Angola, Lesotho, Mozambique, Namibia, and Swaziland. The study highlighted several institutional difficulties, like the lack of a defined policy, inadequate financing, ineffective governance, and differential treatment of adult and non-adult learners. The study suggested implementing an efficient

method to regulate educational programs, establishing explicit regulations regarding adult and non-adult education, and allocating sufficient resources as strategies to address these difficulties.

Higher education institutions occasionally create barriers for adult learners who are parents, such as a lack of designated areas for families, limited availability of childcare services, and regulations that prohibit children from being present on campus (Keyes, 2017). Creating designated spaces that cater to the needs of adult learners who have children can remove barriers that prevent students from utilizing the school's existing resources to support their academic success (Lindsay & Gillum, 2018). Kremer (2016) observed that non-traditional students often face the challenge of balancing family and work commitments, which is often overlooked by the academic system. Andrade et al. (2017), on page 21, highlighted the consequences of these multiple role engagements. Unfortunately, higher education institutions have failed to recognize the impact of these responsibilities on adult learners, leading to their inability to develop effective programs to support them. Consequently, higher rates of adult learner dropout continue to exist.

Tinto (2015) asserts that adult learners must possess self-motivation and unwavering determination in order to persist in their study and ultimately achieve graduation. Adult learners face difficulties in overcoming challenges in their personal and academic lives if they lack the motivation to do so. According to Chen (2017), adult students exhibit significant differences compared to traditional students, notably in terms of their social and

developmental stage. Due to their external commitments and the lack of family-friendly or age-appropriate social activities provided by the institutions (Chen, 2017).

Zimmer (2017) discovered that the rates of program withdrawal were almost two times higher for non-traditional students compared to conventional students. The primary source of this phenomenon can be attributed to external pressures faced by non-traditional students. The increase in enrollment of this student demographic partially accounts for the observed statistics. Higher education institutions will persist in grappling with the challenge of increasing attrition rates (Zimmer, 2017). Adult learners necessitate institutions to provide support and guidance to ensure their continued pursuit of educational goals, while higher education legislation may impede their ability to do so (MacDonald, 2018). Moreover, MacDonald argues that adult learners necessitate the virtue of patience from others as they endeavor to surmount challenges in their personal lives and educational shortcomings.

## **2.7 Summary of the Literature Review**

This literature analysis primarily examines the factors that influence the non-formal implementation of the curriculum in non-formal Basic Education institutions in Kenya. This text elucidates the present challenges associated with informal primary education, the governmental involvement in curriculum implementation, the crucial role of human resources, and the significance of literacy in attaining the objective set for the year 2030. The study investigates

the impact of teachers' physical resources and professional qualifications on the implementation of the curriculum in non-formal basic education facilities (Ololube, 2012).

Adult basic education refers to the ability to identify, understand, and interpret information, as well as to communicate, collect, and utilize written and printed resources in different situations. The tools that educators utilize are essential as they facilitate the development of lesson plans and work schedules that guide educators during instruction. The availability of teaching and learning resources is crucial for the growth of education (Yasunaga, 2014).

Failure is unavoidable unless the community members who are involved understand, endorse, and improve the program. The community can exert influence on implementation by providing schools with the required financial resources to get essential supplies, advocating for the inclusion of specific subjects in the curriculum, and persuading students to withdraw from courses that are perceived as detrimental to the collective interests of the community.

## **2.8 Theoretical Framework**

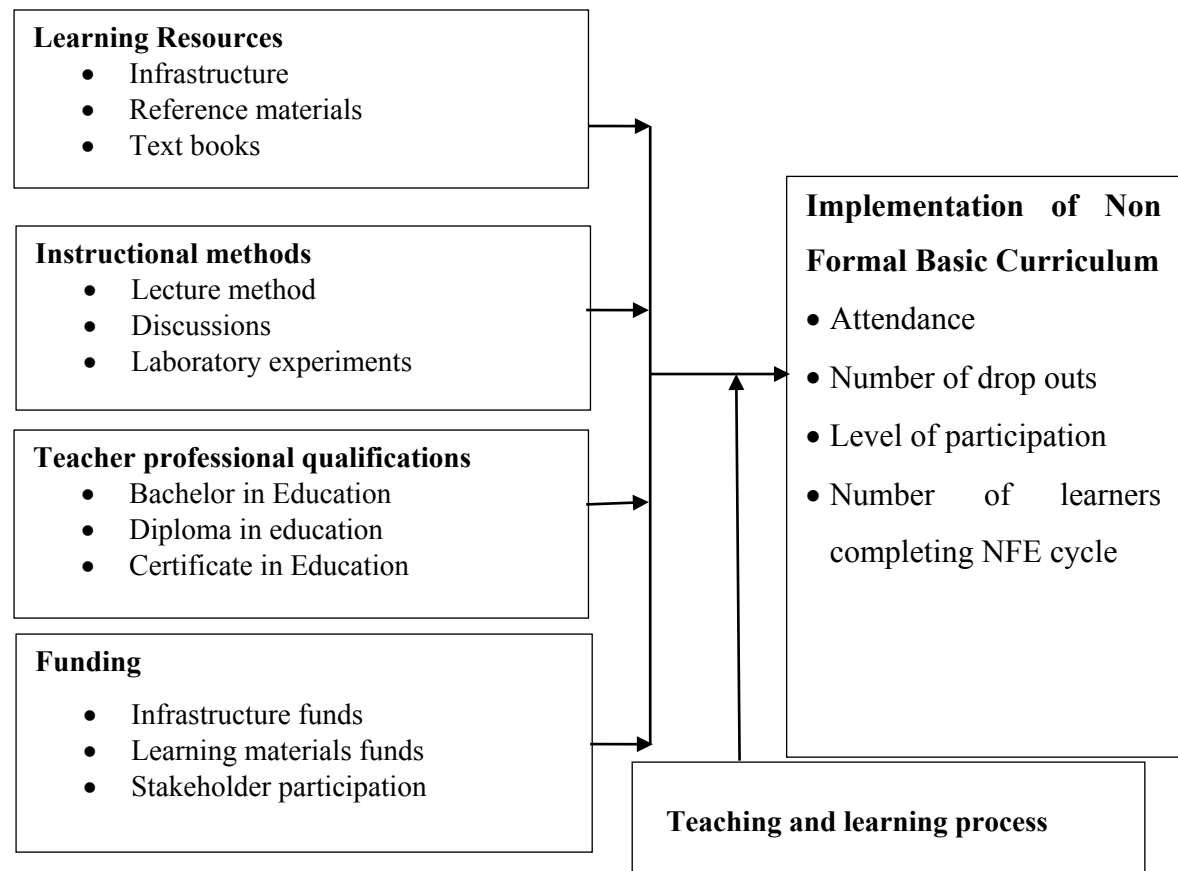
The concept of curricular implementation proposed by Neal Gross was used as the guiding principle for the study (Allan 1988). Neal posits that for a curriculum to be effectively implemented, several prerequisites must be fulfilled, such as the presence of adequate financing, teaching and learning resources, proficient facilitators, and consistent supervision. In order to adequately facilitate adult learning, facilitators must possess the requisite

attitudes, capabilities, and skills. In order to ensure successful content delivery, it is important for each center to possess resources such as teaching and learning aids. Efficient handling of all the variables can result in a successful execution.

The dependent variable in this study is business process reengineering, which is measured by factors such as instructional approach, teaching or learning resources, teachers' professional credentials, and money.

## **2.9 Conceptual Framework of the Study**

The diagram depicted in Figure 2 illustrates the conceptual framework. A conceptual framework is a visual or written representation of the main concepts or variables and their presumed links..



**Figure 2.1: Relationship among study variables on implementation of non-formal basic curriculum.**

Figure 2.1 demonstrates that successfully implementing a non-formal basic curriculum requires aspects such as learning materials, instructional methods, teacher qualifications, and finance. These four characteristics are subjected to instructional and educational methodologies, ultimately resulting in the implementation of a non-formal basic curriculum. Job satisfaction measures are improved by using variables such as attendance, dropout rates, level of

participation, and the number of learners who successfully complete the non-formal education cycle.

This chapter covers the research methods employed in the study. The study places significant emphasis on the target audience, research design, sample size, sampling procedures, instruments employed, their validity and reliability, data collection techniques, data processing approaches, and ethical considerations.

### **3.2 Research Design**

According to Lewis (2015), survey research is a method used to collect data by verbally or in writing questioning persons, referred to as respondents, in order to obtain information. A descriptive survey is appropriate for this research since it enables the investigator to obtain precise data on the present condition of the phenomenon and evaluate it in an unbiased manner (Jwan, 2010). A phenomenon is characterized by a descriptive study design or characteristics associated with a target population. This involves determining the percentage of the population that exhibits these characteristics and identifying correlations among different variables. The study's technique was suitable as it sought to collect data with the objective of describing the institutional element..



### **3.3 The Target Population**

The target population refers to a significant cohort of individuals, events, or items that the researcher is specifically interested in and from whom the sample is selected (Orodho, 2004). The study focused on adult basic education institutions that had introduced non-formal curricular education. The population consisted of 70 instructors, 1 Sub County Education Officer, and 300 adult education participants. Teachers participated in order to fulfill their responsibility of implementing the curriculum. According to the Sub-County Director of Education Office, there were three adult learning facilities in the Imenti North Sub County as of 2019..

### **3.4 Sample Size and Sampling Techniques**

The act of choosing a specific number of individuals from a community to represent the research population is referred to as sampling (Kombo & Tromp, 2011). Additionally, they underscore that sampling is a methodology employed by researchers to choose a representative sample of the subjects under study. Mugenda and Mugenda (2003) assert that a sample size of 30%, which accurately reflects the target population, is sufficient for making inferences about the target group and serves as a suitable representative. 30% of the target population consisted of teachers and adult learners..

**Table 3.1: Presents the Sample Size of the Study**

<b>Study Population</b>	<b>Target Population</b>	<b>Sampling Method</b>	<b>Sample Size</b>	<b>Data Collection Instruments</b>	<b>Percentage</b>
Facilitators	70	Simple random	21	Questionnaire	30%
Sub County Education officer	1	Purposive	1	Interview guide	100%
Adult learners	300	Simple random	90	Questionnaire	30%
<b>Total</b>	<b>371</b>		<b>112</b>		

The study utilized stratified sampling methodology to choose schools for inclusion. The Sub-County Education Officer and 21 facilitators were selected through Purposive Sampling due to their roles in overseeing school improvement programs in the research region. Within each school that was sampled, a total of 30 adult learners were chosen using deliberate sampling techniques. The sample for this inquiry included of 1 Sub-County education officer, 21 facilitators, and 90 adult learners, totaling 112 respondents..

### **3.5 Research Instruments**

Data was collected using two study instruments: an interview schedule and questionnaires. The surveys were easily comprehensible, with each study topic focusing solely on one idea and asking questions to elicit the thoughts of respondents. The objective of disseminating questionnaires, as stated by Mugenda & Mugenda (2003), is to elicit the viewpoints, emotions, and concepts of the participants regarding the subject under investigation. Moreover, questionnaires efficiently gather a substantial amount of data within a reasonable timeframe, ensuring confidentiality, enabling the utilization of standardized inquiries, adhering to universally accepted procedures, and being straightforward to complete (Orodho, 2009). The study utilized carefully designed questions with possible responses, and participants were instructed to select the one that best represented the real situation. The questionnaires are designed to obtain responses for each of the indicators of the independent variables, in accordance with the objectives of the study. Both adult learners and teachers were presented with a questionnaire consisting of five components. Demographic data was collected in Section A. Data was collected in Sections B, C, D, and E, adhering to all research objectives.

A systematic interview schedule was utilized to gather extensive data from a primary source, specifically the Sub County Education officer. The researcher aims to obtain precise information on specific themes from the Sub County education officer in a systematic and investigative manner, using predetermined interview questions.

### **3.6 Instrument Validity**

Mohajan (2017) asserts that the validity of a research instrument is contingent upon its ability to collect dependable, unbiased, portable, and trustworthy data. According to Kimberlin and Winterstein (2008), an instrument can only be called genuine after it satisfies the required validity criterion. The instrument's legitimacy was verified. To enhance the precision and depth of the data, the experts conducted a peer review of the items and provided recommendations for enhancements (Matula, et. al., 2018)..

### **3.7 Reliability of the Instruments**

Reliability, as defined by Kothari (2008), refers to the extent to which a data gathering method yields consistent outcomes when applied in consistent conditions. A pilot study was conducted at the Gakumene Adult Learning Center and the Mulatharaki Adult Learning Center in Meru County's Imenti South Sub County to assess the reliability. Given that the two adult learning centers are believed to possess similar characteristics to the centers in the study area, they were utilized in the pilot study. In order to guarantee a strong level of reliability, the researcher employed the test-retest methodology for the questionnaires.

Upon distributing the surveys, the responses were evaluated and assigned scores. The surveys were administered to the same individuals following a two-week interval, and their responses were again documented.

$$r = \frac{N\sum xy - \sum x (\sum y)}{\sqrt{\{N\sum x^2 - (\sum x)^2\} \{N\sum y^2 - (\sum y)^2\}}}$$

Where r = Pearson's coefficient of reliability

N = Number of scores

Σ = the sum of x = first set of the scores

y = Second set of the scores

Σxy = Sum of the product of first and second sets of scores

Σx = Sum of the first set of scores

Σy = Sum of the second set of scores

Σx<sup>2</sup> = Sum of squares of the first set of scores

Σy<sup>2</sup> = Sum of squares of the second set of scores

The reliability co-efficient (r) should fall within the recommended range of 0 to 1 where scores of 0.7 and above was deemed reliable.

As stated by Patton (1990), the researcher plays a crucial role in determining the accuracy and reliability of qualitative data. This is because the researcher is expected to be the central figure during the interview. The researcher plays a vital role in conducting the interview as they are responsible for ensuring that the respondents fully understand the questions asked and that the data obtained aligns with the study's subjects. Dikko (2016).

### **3.8 Data Collection Procedures**

The University of Nairobi furnished the researcher with an introductory letter to facilitate their application for research authorization from the NACOSTI. The permit was thereafter submitted to the education officers of Imenti North Sub-County in order to obtain authorization for conducting the study. The researcher employed the drop-and-pick technique to personally administer surveys containing both closed- and open-ended items to the participants in

the sample. The significance of the study was elucidated to the respondents of the questionnaire. The process of collecting data spanned a duration of three weeks. Prior to commencing the pilot test, the researcher diligently ensured the presence of all essential components of the semi-structured interview, including the participants, setting, research tool, and three interview procedures: pre-interview, during the interview, and post-interview..

### **3.9 Data Analysis Technique**

Matula et al. (2018) describe the process of organizing raw data systematically and logically, breaking it down into understandable components, combining the data, identifying patterns, and making conclusions. Quantitative data was analyzed using descriptive statistics. Quantitative data on demographic aspects, such as the professional credentials of the facilitators, were evaluated using percentages and frequencies. In order to ensure the absence of errors, biases, or omissions in the responses, the collected data underwent a thorough assessment for completeness. Coding was employed to categorize the responses to the questions into separate categories. The questionnaires were organized, classified, and analyzed for trends and patterns. Words and phrases were used in writing to represent these patterns and regularities. The process of editing was employed to remove any uncertainties or vagueness from the qualitative data that was collected through interviews in the form of field notes. The data underwent coding and organization, resulting in the identification of themes, patterns, and concepts. Subsequently, the coded categories were assessed using SPSS..

### **3.10 Ethical Considerations**

Researchers conducting studies involving human or animal participants must carefully consider the methodology and address ethical considerations that may arise (Hair & Lukas, 2014). The concerns around secrecy and privacy were adequately addressed. The investigator provided assurance to the participants that their privacy and confidentiality would be adequately protected. The participants provided their verbal informed consent after thoroughly considering the benefits and risks and having the opportunity to ask any pertinent questions about the trial..

This chapter presents the research findings of the study. The objective of the study was to examine the impact of institutional factors in Imenti North Sub-county, Meru, Kenya, on the implementation of adult and continuing education curriculum in non-formal education institutions. The chapter presented the response rate, demographic information regarding adult learners and facilitators, data analysis, presentation, and discussion, all in alignment with the study's objectives. Following the examination of the data using

descriptive statistics such as percentages and frequency distribution, tables and bar graphs were generated. A discourse was conducted..

#### **4.2 Instrument Return Rate**

The questionnaire return rate, as defined by Mugenda & Mugenda (2003), indicates the number of participants who completed and returned the survey. The study's sample of respondents consisted of teachers, facilitators, and adult learners. The return rate of the study is presented in Table 4.1..



**Table 4. 1: Questionnaire Return Rate**

<b>Respondents category</b>	<b>Number administered</b>	<b>Number returned</b>	<b>Percentage returned</b>
Facilitators	21	21	100
Adult learners	90	78	86.6

The engagement rate of the adult learners was 86.6 percent, whilst the return rate of the facilitators was 100%. The rate at which respondents returned the questionnaire was much more than 70%, a figure that Mugenda & Mugenda (2003) deem appropriate for the examination of social science studies. According to Kothari (2008), a response rate of 50% is considered satisfactory for a descriptive survey study.

The researcher's ability to personally visit schools, distribute questionnaires, and immediately collect completed forms is the primary reason for the high rate of questionnaire returns from adult learners and facilitators/teachers. Nevertheless, a number of teachers were preoccupied with extracurricular tasks and were unable to promptly fill out the surveys.

### **4.3 Demographic Information**

This section presents the personal characteristics of each respondent to examine the relationship between demographics and the implementation of adult and continuing education curriculum in non-formal education centers in Imenti North Sub-county, Meru, Kenya. These factors include age, gender, tenure in the school, and educational attainment. Demographic information

regarding adult learners and facilitators was collected and organized by utilizing questionnaires..

#### **4.2.1 Gender Distribution of Respondents**

This study discovered that the gender composition of facilitators/teachers and adult learners played a significant role in determining the participation of males and females in management, teaching, and learning, respectively. The results were shown in Table 4.2..

**Table 4.2: Gender Distribution**

<b>Gender</b>	<b>Facilitators</b>		<b>Adult learners</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Male	15	71.4%	48	61.5%
Female	6	28.6%	30	38.5%

Table 4.2 illustrates that women constituted a minority of facilitators, whilst men constituted the majority. Due to their marginalized status, the majority of women were not actively involved in school management. It was noted that the facilitators' composition adhered to the requirement of the 2010 Kenyan Constitution and the Basic Education Act of 2013, which mandates that one third of each gender be represented..

#### **4.2.2 Age Distribution of Facilitators and Adult Learners**

The objective of the study was to determine the impact of the age distribution of adult learners and facilitators/teachers on their capacity to implement safety standards regulations in secondary schools. The findings were shown in Table 4.3..

**Table 4. 3: Age Distribution of Facilitators and Adult Learners**

Age bracket	Facilitators/Teachers		Adult Learners	
	F	%	F	%
Below 20	-	-	32	41
20-30 years	6	28.6	32	41
31-40 years	2	9.5	7	9
41-50 years	9	42.9	7	9
51-60 years	4	19.0	-	-

According to Figure 4.3, 48% of facilitators and teachers fell within the age range of 41 to 50. This implies that the lecturers and facilitators were individuals who possessed the requisite professional and conceptual aptitude for adult education, as well as being of an appropriate age. The findings confirmed Kamau's (2017) claim that the participants' age and experience enable them to offer precise information regarding the subject matter of the research..

#### **4.2.3 Respondents' Academic Qualifications**

The objective of the study was to determine the educational qualifications of the facilitators. The purpose of this study was to determine whether the academic qualifications of individuals had a major effect on the implementation of adult and continuing education curriculum in non-formal education facilities..

**Table 4. 4: Facilitators Academic Qualifications**

<b>Academic Qualifications</b>	<b>Facilitators/Teachers'</b>	
	<b>f</b>	<b>%</b>
Certificate	2	9.5
Diploma	11	52.4
Degree	6	28.6
Masters	2	9.5

52.4 percent of facilitators have diplomas, while 6% had undergraduate degrees. Although a PhD degree was not required to teach at the adult learning center level, none of the facilitators had one. Consequently, the teachers at adult and continuing education institutions were adequately trained to fulfill their duties regarding curriculum implementation. Due to their professional and academic competencies, they were capable of interpreting and contextualizing the implementation of adult and continuing education curriculum. This finding aligns with Okumbe's (2011) view that facilitators should possess a high level of education..

#### **4.2.5 Years of service**

The researcher sought to ascertain the duration of employment for both teachers and facilitators at the institution. The purpose of this study was to determine whether their capacity to adhere to adult and continuing education curriculum in non-formal education centers was significantly affected by their duration of service. The findings were shown in Table 4.5. They had worked

in their field for three to seven years, demonstrating that they had enough experience with adult and continuing education curriculum implementation activities to carry out their responsibilities in curriculum implementation. This implies that they had a deep understanding of the challenges involved in creating curricula for adult and continuing education..

#### **4.4 Teaching and Learning Resources and Implementation of Adult Non-Formal Basic Education Curriculum**

The main objective of the study was to assess the influence of instructional materials on the implementation of the adult non-formal basic education curriculum at non-formal basic education facilities in Imenti North Sub-County, located in Meru County, Kenya. The facilitators were provided with statements that required them to assess their level of agreement or disagreement with the assertion that the implementation of adult non-formal basic education curriculum is affected by teaching and learning materials. The results are presented in Table 4.5..

##### **4.3.1 Facilitators Responses**

The study aimed to assess the impact of teaching and learning materials on the implementation of the Adult Non Formal Basic Education curriculum in the non-formal Basic Education Centers situated in the Imenti North Sub-County of Meru County, Kenya. The responses of the facilitators are summarized in Table 4.5..

**Table 4. 5: Teaching and Learning Resources and Implementation of Adult Non-Formal Basic Education Curriculum**

Statements	VGE		GE		ME		LE		VLE		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
Adult learners are comfortable with learning resources provided by the school.	4	19	9	43	-	-	4	19	4	19	3.61	1.02
Adult learners in all the learning centers are provided with course work books.	-	-	-	-	4	19	6	29	11	53	2.09	.70
Accessibility of teaching as well as learning materials is ensured	2	10	4	19	7	34	4	19	4	19	2.81	1.25
There is periodic provision of adequate reference materials by the school	4	19	7	34	2	10	6	29	2	10	3.23	1.33
<b>(n=21, Average Mean=2.93)</b>												

According to Table 4.5, a large proportion of the facilitators, namely 82%, agreed that adult learners in all the learning centers are given course work materials. The mean score for this agreement was 4.09, with a standard deviation of 0.70. This data also indicates that this finding demonstrates the

fact that adult education programs are not influenced by the scarcity of resources for instruction and learning. Furthermore, the data indicates that 62% of the facilitators hold the belief that adult learners are comfortable utilizing the educational materials provided by the institution (Mean = 3.61, Standard Deviation = 1.02). Table 4.9 shows that 33.3 percent of facilitators indicate that the accessibility of teaching and learning materials is ensured to a very limited degree. This suggests that there is a lack of sufficient learning materials, which indicates that the implementation of adult learning is influenced by the availability of such materials.

The findings suggest that governments have not exhibited a dedication to providing instructional resources in adult education institutions, resulting in a negative effect on the implementation of adult education programs.

This discovery indicated that the adult education program was not impacted by the lack of teaching and learning resources. The SCDE provided a comprehensive summary when he stated that

:

*“it was impossible to implement adult education programme in schools without adequate teaching and learning resources”.*

The findings corroborate the suggestions put forth by Brockett and Hiemstra (2018) that literacy programs should provide a range of resources such as primers, charts, posters, audiovisual materials, and other related materials. This enhances the dynamism of literacy programs and amplifies the engagement of adult learners. According to Moon (2013), pupils are

discouraged by a shortage of adequate writing materials and literacy guides. Tight (2012) supports Moon's assertion by highlighting the importance of providing resources in a timely and adequate manner for effective policy implementation.

Teaching/learning materials can be classified into two categories: resources employed by teachers and resources utilized by students. The tools that educators employ are essential as they facilitate the development of lesson plans and work schedules that guide educators during instruction. The components include the globe, maps, chalkboard, teachers' guides, syllabi, and photos. The accessibility of educational resources significantly influences the growth of education. Education Participants Multiple institutions provide adult education programs. These entities include COSs (Civil Society Organizations), NGOs (Non-Governmental Organizations), and government agencies. These groups create diverse educational products for teaching and learning purposes. Study materials are created for use based on the requirements and educational level of the group (Nguyen, 2013).

According to Stewart (2014), primary school learning centers have a negative impact on children' motivation to learn. This is because many adult learners admit to feeling uncomfortable using the same instructional resources as children. Wlodkowski and Ginsberg (2017) argue that to establish a conducive learning environment, it is important to allocate teachers, equipment, and other physical resources. Byram and Hu (2013) argue that these materials are important as they are utilized by the school to augment the educational



opportunities offered to the pupils. Green (2017) asserts that physical facilities are crucial in educational settings for both educators and learners. Playgrounds, classrooms, libraries, and restrooms are essential physical environments for executing courses. According to Mungai (2013), it is necessary for a teacher to have their own classroom. Instructional resources such as wall displays provide significant advantages to the teacher.

Darling-Hammond (2012) asserts that resources serve as a source of motivation for students, facilitate their engagement in the learning process, accommodate individual differences, and enable students to engage with the subject through their senses. Appropriate printed materials play a crucial role in facilitating effective learning in the classroom. They facilitate self-paced studying for the students. If a school has an ample quantity of textbooks, the instructor can distribute a multitude of assignments to the students without the need to manually write them on the whiteboard. By doing this, one can avoid wasting time engaging in unnecessary conversations and excessive preparation. When learners find the resources captivating, they often stimulate their instructions. [Mikre, 2011]

#### **4.3.2 Facilitators' Response Correlation Analysis**

The study aimed to utilize Pearson correlation to ascertain the correlation between Teaching and Learning Resources and the Implementation of the

Adult Non-Formal Basic Education Curriculum. The findings are presented in Table 4.6..

**Table 4. 6: Correlation Analysis Teaching and Learning Resources and Implementation of Adult Non-Formal Basic Education Curriculum**

		Implementation	Teaching and Learning Resources
Implementation	Pearson Correlation	1	.12
	Sig. (2-tailed)		.996
	N	21	21
Teaching and Learning Resources	Pearson Correlation	.12	1
	Sig. (2-tailed)	.996	
	N	21	21

**Source: Research Data (2023)**

The correlation coefficient was 0.12, with a p-value greater than or equal to 0.000. These findings indicate a positive correlation between the utilization of adult non-formal basic education curriculum and teaching and learning resources. This finding implies that the provision of teaching and learning resources is necessary for the successful implementation of a curriculum designed for adult non-formal basic education.

According to Nguyen (2013), a lack of textbooks and instructional tools makes it challenging for students to finish their written or oral assignments in class. The implementation of curriculum is greatly influenced by the accessibility of top-notch resource materials. The academic achievement of pupils is influenced by various factors, such as laboratory experiments, educational materials, infrastructure, and library resources. Availability of instructional tools and stationery is crucial for effective curriculum implementation. Waweru and Orodho's (2013) study found that classrooms, teaching materials, and stationery significantly influence students' academic performance. In addition, they argue that ensuring a sufficient quantity of classrooms and reference resources, such as textbooks, facilitates the process of acquiring knowledge.

According to Brockett and Hiemstra (2018), literacy programs should be furnished with various resources like primers, charts, posters, audiovisuals, and other items. This enhances the enthusiasm of literacy programs and amplifies the engagement of adult learners. According to Moon (2013), pupils are discouraged by a shortage of adequate writing materials and literacy guides. Tight (2012) supports Moon's assertion by emphasizing the importance of providing resources in a timely and adequate manner for effective policy implementation.

Otieno (2013) found that a significant number of centers do not have sufficient instructional resources, which negatively affects the implementation of non-formal education. Based on the study, the individuals leading the sessions lack proper training, and the teaching methods employed are not suitable for the

specific age group of adult learners. The study discovered that crucial criteria for instructional materials, teacher qualifications that correspond with relevant teaching approaches, and successful and streamlined implementation of non-formal curriculum

#### **4.3.3 Adult Learners' Response on Teaching and Learning Resources and Implementation of Adult Non-Formal Basic Education Curriculum**

The objective of the study was to assess the impact of educational materials on the implementation of adult non-formal basic education curriculum at non-formal basic education facilities in Meru County, specifically in the Imenti North Sub-County of Kenya. The replies of adult learners are presented in Table 4.7..

**Table 4. 7:Adult Learners’ Response on Teaching and Learning Resources and Implementation of Adult Non-Formal Basic Education Curriculum**

Statements	V G E		GE		ME		LE		VL E		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
Learning resources such as infrastructure affects implementation of non-formal basic education	7	10	49	61	7	10	7	10	8	11	3.49	1.13
The is adequate reference materials to support learning	23	30	33	42	7	10	15	19	-	-	3.81	1.06
There is sufficient Course books in our adult learning center.	9	11	14	20	15	22	15	19	25	28	2.72	1.27
Teaching and learning materials are accessible in our center	9	11	14	21	8	10	24	30	20	29	2.54	1.37
Our teachers have adequate reference materials	8	10	16	32	15	19	20	29	9	11	3.01	1.19
<b>(n=78, Average Mean=3.11)</b>												

According to Table 4.6, 69 percent of educators reported that course workbooks are provided to adult learners in all learning centers to a moderate or very low degree. According to Byram and Hu (2013), these resources are important because the school utilizes them to improve the educational opportunities available to the pupils. Green (2017) asserts that physical amenities play a crucial role in teaching and learning environments, benefiting both teachers and students. Playgrounds, classrooms, libraries, and restrooms are essential physical environments for executing courses. According to Mungai (2013), it is necessary for a teacher to possess their own classroom. Instructional tools such as wall displays are advantageous for the teacher.

Based on the findings presented in table 4.8, 41.1 percent of adult learners indicated that the accessibility of teaching and learning resources is only ensured to a limited degree. Adult learners should be provided with teaching materials that are tailored to the specific cultural and social environment in which the adult education program is being conducted.

The South Carolina Department of Education (SCDE) stated that:

“When teachers and students cannot access teaching and learning resources, then they are rendered handicapped in achievement of adult learning objectives”.

#### **4.3.4 Adult Learners’ Response Correlation Analysis**

The objective of the study was to examine the link between the implementation of the adult non-formal basic education curriculum and the

availability of teaching and learning materials, using Pearson correlation analysis. The outcomes are displayed in Table 4.8..

**Table 4. 8: Correlation Analysis on Teaching and Learning Resources and Implementation of Adult Non-Formal Basic Education Curriculum**

		Implementation	Teaching and Learning Resources
Implementation	Pearson Correlation	1	.084
	Sig. (2-tailed)		.394
	N	78	78
Teaching and Learning Resources	Pearson Correlation	.084	1
	Sig. (2-tailed)	.394	
	N	78	78

*Source: Research Data (2023)*

The correlation coefficient, with a value of  $r = .084$  and a p-value of ( $p < 0.394$ ), indicates a significant positive association between the utilization of adult non-formal basic education curriculum and teaching and learning resources. This deduction underscores the significance of instructional materials in implementing adult non-formal basic education curriculum..

#### **4.5 Instructional Methods and Implementation of Adult Non-Formal Basic Education Curriculum**

The second objective of the study aimed to investigate the impact of the facilitators' teaching approaches on the implementation of the adult non-formal basic education curriculum at the non-formal basic education centers in Imenti North Sub-County, Meru County, Kenya. The analysis utilized means and standard deviations to illustrate measurements of central tendency and dispersion, in addition to employing inferential statistical techniques such as correlation analysis..

#### **4.4.1 Facilitators' Responses**

The research aimed to investigate the impact of facilitators' teaching approaches on the implementation of adult non-formal basic education curriculum in the non-formal basic education facilities in Imenti North Sub-County, Meru County, Kenya. The results obtained by the facilitators are presented in Table 4.9..



**Table 4. 9: Facilitators’ Response on Implementation of Adult Non-  
Formal Basic Education Curriculum**

Statements	V G E		G E		ME		L E		V L E		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
My approaches to teaching are participatory during learning sessions	4	19	2	10	5	24	8	38	8	38	2.90	1.30
Discussions is one of the instructional methodology that is vital in curriculum implementation	8	38	7	34	2	10	4	19	-	-	3.90	1.14
I usually incorporate visual aids in learning sessions to enhance understating of concepts	2	10	9	43	4	19	4	19	2	10	3.23	1.18
Leaners are adequately responsive to my instructional methods	6	29	7	33	4	19	2	10	2	10	3.62	1.28
<b>(n=21, Average Mean=3.41)</b>												

According to Table 4.9, a large percentage of facilitators (72%) expressed disagreement with the idea that talks are an important instructional style in curriculum implementation. The mean score for this disagreement was 3.90, with a standard deviation of 1.14. Furthermore, a significant proportion (62%) of facilitators concurred that learners exhibit sufficient responsiveness to my instructional methods (mean score, M=3.62, SD=1.28). Moreover, a

substantial portion (53%) of facilitators verified that they typically integrate visual aids into learning sessions to increase comprehension of concepts (mean score,  $M=3.23$ ,  $SD=1.18$ ).

The choice of teaching methods is contingent upon the desired objectives and the level of development of the learners. The lecture technique is primarily employed when the major objectives revolve around the transmission of information from one or more sources to a group of learners. Its aim is to enhance the trainees' knowledge. Discussion refers to the reciprocal exchange of information between the supplier of knowledge and adult learners. Laboratory teaching approaches are utilized to acquire knowledge and abilities necessary for performing a psycho motor activity (Perraton, 2012).

Anyulo (2017) investigated concerns regarding enrollment and engagement in the comprehensive functional adult literacy program of the Kindo Koisha worda. Integrated functional adult literacy programs are widely acknowledged as a crucial means of promoting economic growth, enhancing skills, modifying attitudes, and reducing poverty. Nevertheless, the IFAL program suffers from inadequate adult enrollment and participation due to substantial obstacles that restrict their involvement. Therefore, it is advisable to modify attitudes and views regarding IFALP in order to motivate adult learners to register and actively engage. Additional recommendations encompassed the construction of well-appointed classrooms and the establishment of structured timetables, as well as the promotion of collaboration between the board and technique committee, and the enhancement of program visibility.

#### **4.4.2 Facilitators' Response Correlation Analysis**

The second objective of the study aimed to investigate the impact of the facilitators' teaching approaches on the implementation of the adult non-formal basic education curriculum at the non-formal basic education centers in Imenti North Sub-County, Meru County, Kenya. The investigation was conducted utilizing the Pearson correlation coefficient. The study aims to evaluate the link between facilitators' instructional approaches and the implementation of the adult non-formal basic education curriculum, using the p-value derived from the correlation analysis. The results of this investigation are presented in Table 4.10..

**Table 4. 10: Facilitors' Correlation Analysis**

		Implementation	Instructional Methods
Implementation	Pearson Correlation	1	-.334
	Sig. (2-tailed)		.038
	N	21	21
Instructional Methods	Pearson Correlation	.334	1
	Sig. (2-tailed)	.038	
	N	21	21

*Source: Research Data (2023)*

The correlation coefficient of -0.334 and the p-value of 0.038, which is less than 0.5, suggest the presence of a weak positive association between instructional methods and the adoption of a non-formal basic education curriculum for adults. This discovery suggests that the methods used for teaching have a substantial influence on the execution of adult non-formal basic education curriculum.

Teachers must utilize appropriate pedagogical techniques to effectively implement the Adult Non Formal Basic Education Curriculum. Nevertheless, other factors will influence this, including inadequate or nonexistent non-formal education training and insufficient or nonexistent teaching resources. Several factors impact the selection of the delivery mode, including the program's objective or outcome, the anticipated number of participants, the cost and distance of participation, the available facilities, and the projected budget for supplies and equipment. Ololube, 2012

#### **4.4.4 Adult Learners Response on Instructional Methods**

The study aimed to establish the relationship between instructional approaches and the execution of the adult non-formal basic education curriculum. The responses obtained from adult learners are presented in Table 4.11..

**Table 4. 11: Adult Learners Response on Instructional Methods**

Statements	V G E		G E		ME		L E		VL E		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
I normally participate in class during learning sessions	7	10	7	10	7	10	28	40	25	32	2.25	1.26
Learners enjoy and contribute during class work discussions.	-	-	36	42	14	19	14	19	14	19	2.81	1.18
Laboratory experiments enhance the level to understand concepts	-	-	14	19	14	19	36	42	14	20	2.37	1.01
Instructional methods encourage learners' participation hence leaners appreciate instructional methodologies used.	-	-	28	32	14	19	22	29	14	20	2.62	1.13
<b>(n=104, Average Mean=2.51)</b>												

Table 4.11 reveals that 30.8 percent of adult learners expressed that instructional approaches effectively promote learner participation, resulting in a relatively low level of appreciation for the instructional strategies employed. The majority of students were knowledgeable about the suitable teaching techniques that are successful in implementing the adult non-formal basic education curriculum in the non-formal basic education centers. The findings indicate that certain technicians may lack expertise in instructional strategies,

thereby hindering their ability to implement adult non-formal basic education curriculum in non-formal basic education facilities.

In order to successfully apply the Adult Non Formal Basic Education Curriculum, teachers must utilize efficient teaching methodologies. However, other factors will influence this, including inadequate or nonexistent non-formal education training and inadequate or nonexistent instructional resources. Several aspects impact the selection of the delivery mode, including the program's objective or result, the anticipated number of participants, the cost and distance of participants, the available facilities, and the projected budget for supplies and equipment (Ololube, 2012).

#### 4.4.5 Adult Learners Response on Instructional Methods Correlation

##### Analysis

The objective of the study was to establish the correlation between the implementation of the adult non-formal basic education curriculum and instructional methodologies. The outcomes are presented in Table 4.13..

**Table 4. 12: Adult Learners Responses Correlation**

		Implementation	Instructional Methods
Implementation	Pearson Correlation	1	.301**
	Sig. (2-tailed)		.002
	N	78	78
Instructional Methods	Pearson Correlation	.301**	1
	Sig. (2-tailed)	.002	
	N	78	78

*Source: Research Data (2023)*

The correlation coefficient, represented by the symbol "r," is 0.301, and the associated p-value is 0.002, which is smaller than 0.5. This demonstrates a robust beneficial correlation between the implementation of adult non-formal basic education curriculum and instructional methodologies. Hence, it can be asserted that the implementation of the adult non-formal basic education curriculum is significantly impacted by the employed teaching methodologies. There are three primary categories of education techniques: adult education techniques, lecture method, and discussion method. Additionally, there are techniques employed in laboratories specifically for skill development (Wlodkowski & Ginsberg, 2017). The selection of optimal teaching tactics is contingent upon the predetermined objectives and the students' level of maturity. The lecture style is commonly used when the primary objective is to impart knowledge from one or more sources to a group of learners. Discussion refers to a dialogue or exchange of ideas between adult learners and a source of knowledge. In order to obtain the requisite knowledge and skills for performing a psychomotor task, laboratory teaching methods are employed (Perraton, 2012).

#### **4.5 Teachers' Professional Qualifications on the Implementation of Adult Non- Formal Basic Education Curriculum**

The third research objective was to assess the influence of instructors' professional qualities on the implementation of the Adult Non-Formal Basic Education curriculum in the non-formal Basic Education centers located in Imenti North Sub-County, Meru County, Kenya. The analysis efficiently



utilized the mean and standard deviation to demonstrate both the measurements of dispersion and central tendency, as well as to create connections..

#### 4.5.1 Teachers’ Professional Qualifications on the Implementation of Adult Non- Formal Basic Education Curriculum

The research sought to determine the viewpoints of facilitators regarding the impact of instructors' professional qualities on the execution of the Adult Non- Formal Basic Education curriculum. The facilitators' replies are presented in Table 4.13..

**Table 4. 13: Facilitators Response on Teachers’ Professional Qualifications and Implementation of Adult Non- Formal Basic Education Curriculum**

Statements	V G E		G E		ME		L E		VL E		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
My academic qualification is sufficient in ensuring curriculum implementation	2	10	4	19	2	10	7	33	6	29	2.47	1.36
Academic qualification as well as work experience is a basic requisite for curriculum coverage	2	10	11	53	4	19	4	19	-	-	3.52	.92
I do attend capacity building	4	19	4	19	9	43	4	19	-	-	3.38	1.02

seminars /workshops organized In periodically attend professional trainings.	2	10	1 3	62	-	-	6	29	-	-	3.52	1.03
<b>(n=21, Average Mean=3.22)</b>												

Table 4.13 shows that out of the 15 facilitators, a large majority (72%) disagreed with the idea that having academic qualifications and work experience is a fundamental requirement for curriculum. The mean score for this disagreement was 3.52, with a standard deviation of 1.02. In addition, 8 facilitators (38%) agreed that they attend capacity building seminars/workshops that are organized (M=3.38, SD=1.02). Therefore, it can be asserted that the implementation of the adult non-formal basic education curriculum varies in non-formal basic education facilities in Imenti North Sub-County, Meru County, Kenya, based on the professional attributes of the teachers.

Akinsolu (2010) found a significant association between students' academic achievement and the qualifications, experience, and teacher-to-student ratio of teachers. According to Yara and Otieno (2010), the Kenyan educational system is progressing despite several challenges. The study proposed that to enhance math performance, it is imperative for the government and all parties involved to prioritize the following aspects: reassessing the curriculum; recruiting additional highly skilled teachers; enhancing the ratio of students to textbooks; bolstering government backing for education; fostering learner

motivation; implementing effective teaching methodologies; and providing better remuneration for teachers.

Njeri (2011) assessed the level of adult education students' participation and availability to the adult basic literacy program in the Kiambu district. The study found that teachers in the studied region had insufficient academic and professional qualifications. Additionally, most teachers worked full-time jobs. The adult learner population had extremely low attendance rates and were not enrolled in full-time programs. Females attended more classes than males. Completion rates and attendance dropout rates were influenced by economic, social, behavioral, and psychological factors. The learners' age and the language used to deliver the content had minimal impact on attendance. Enrollment was decreasing, and between 2007 and 2010, more females than males dropped out.

Mungai (2013) assessed the implementation of the NFBEC in the urban regions of Nairobi, Mombasa, and Kisumu. The study revealed that inadequate or non-existent training of instructors has a direct influence on the implementation of the curriculum.

#### **4.5.2 Facilitators' Response Correlation Analysis on Teachers' Professional Qualifications and Implementation of Adult Non- Formal Basic Education Curriculum**

The objective of the study was to ascertain the impact of instructors' professional qualifications on the execution of the adult non-formal basic education curriculum. The investigation's findings are specified in Table 4.14..

**Table 4. 14: Facilitators’ Response Correlation Analysis on Teachers’ Professional Qualifications and Implementation of Adult Non- Formal Basic Education Curriculum.**

		Implementation	Qualifications
Implementation	Pearson Correlation	1	.217
	Sig. (2-tailed)		.345
	N	21	21
Professional Qualifications	Pearson Correlation	.217	1
	Sig. (2-tailed)	.345	
	N	21	21

*Source: Research Data (2023)*

The correlation coefficient of  $r = 0.217$  and the p-value of (0.345), which is less than 0.5, suggest a favorable relationship between professional credentials and the utilization of adult non-formal basic education curriculum. These findings indicate that the inclusion of professional qualifications has a favorable influence on the implementation of adult non-formal basic education courses.

Zepeda (2013) evaluated the effectiveness of recently employed educators in New York public schools by analyzing panel data covering a six-year period,

encompassing both students and teachers. The certification status of instructors was determined by classifying and analyzing them based on the year they were hired.

#### 4.5.3 Adult Learners Response on Implementation of Adult Non- Formal Basic Education Curriculum

The objective of the study was to ascertain the opinions of adult learners regarding the utilization of adult non-formal basic education curriculum. The data collected from adult learners is displayed in Table 4.16..

**Table 4. 15: Adult Learners Response on Implementation of Adult Non- Formal Basic Education Curriculum**

Statements	V G E F		G E F		ME F		L E F		V LE F		Mea n	Stdv
	F	%	F	%	F	%	F	%	F	%		
Teachers academic qualification is important in ensuring curriculum coverage	7	10	31	41	7	10	21	29	8	11	3.11	1.23
Academic qualification as well as work experience is a basic requisite for curriculum coverage	8	11	7	10	26	31	30	39	7	10	2.72	1.11
Our teachers are knowledgeable	7	10	35	44	14	19	14	19	8	11	3.20	1.18
Professional trainings has enabled teachers	7	10	7	10	14	19	27	31	23	30	2.38	1.27

content delivery.  
(n=78, Average Mean=2.85)

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According to the data in Table 4.15, a significant percentage of adult learners (53 or 51%) agreed that our professors are well-informed (M=3.20, SD=1.18). However, an equal percentage of adult learners (53 or 51%) agreed that the academic qualifications of teachers are vital in guaranteeing curriculum coverage (M=3.11, SD=1.23).

This professional development program was designed with a focus on adult learning principles, unlike the majority of other programs that consider instructors as passive participants. The findings of this study suggest that when professional development experiences are guided by adult learning principles, teachers are able to engage in self-reflection, enhance their professional knowledge through collaboration with their peers, and establish more collaborative relationships with other teachers.

#### **4.5.5 Adult Learners Response Correlation Analysis**

The main objective of the study was to investigate the relationship between the reaction and implementation of the adult non-formal basic education curriculum by adult learners, using Pearson correlation analysis. The results of this investigation are presented in Table 4.16..

**Table 4. 16: Adult Learners’ Response Correlation Analysis between Teachers’ Professional Qualifications and Implementation of Adult Non-Formal Basic Education Curriculum.**

		Implementation	Qualifications
Implementation	Pearson Correlation	1	.603**
	Sig. (2-tailed)		.000
	N	78	78
Qualifications	Pearson Correlation	.603**	1
	Sig. (2-tailed)	.000	
	N	78	78

**Source: Research Data (2023)**

The correlation coefficient,  $r = 0.603$ , with a significance level of  $p < 0.05$ , suggests a strong positive relationship between the implementation of adult non-formal basic education curriculum and the professional qualities of teachers..

#### **4.6 Availability of Funds and Implementation of Adult non-Formal Basic Education Curriculum**

The fourth research objective is to ascertain the impact of funding availability on the implementation of the Adult Non Formal Basic Education Curriculum at education centers located in Imenti North Sub-County, Meru County, Kenya..

##### **4.6.1 Facilitators' Responses on Availability of Funds and Implementation of Adult non-Formal Basic Education Curriculum**

The study aimed to determine the impact of funding availability on the implementation of the Adult Non Formal Basic Education Curriculum at

educational institutions within Kenya's Imenti North Sub-County. The replies provided by the facilitators are documented in Table 4.17..



**Table 4. 17: Facilitators' Response on Availability of Funds and Implementation of Adult non-Formal Basic Education Curriculum**

Statements	V		G		ME		L		VL		Mean	Stdv
	F	%	F	%	F	%	F	%	F	%		
There is adequate infrastructure funding in our school	2	10	7	33	6	29	4	19	2	10	3.14	1.15
There is adequate teaching and learning resources	2	10	9	43	4	19	4	19	2	10	3.23	1.17
After every three years our institution is normally expanded to accommodate more learners	2	10	6	29	7	33	4	19	2	10	3.09	1.13
There is adequate resource mobilization in our school	6	29	15	71	-	-	-	-	-	-	4.28	0.46
There is adequate stakeholder participation in the school development	2	10	4	19	5	24	6	29	4	19	2.71	1.27

**(n=21, Average Mean= 3.29)**

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According to Table 4.17, all 21 individuals surveyed (100%) agreed that there is sufficient resource mobilization in our school, with an average rating of 4.28 and a standard deviation of 0.46. In addition, 9 facilitators (43%) explicitly said that the resources for teaching and learning are enough. The mean is 3.23 and the standard deviation is 1.17.

The Sub County Education Officer emphasized that education infrastructure, including buildings, classrooms, laboratories, and equipment, plays a vital role in creating conducive learning environments in schools. There is compelling evidence that the presence of well-developed infrastructure supports enhanced teaching, leads to improved academic achievements for students, and decreases the likelihood of students leaving school prematurely, among other advantages.

In addition, a study conducted by Aichison (2012) examined the difficulties encountered by adult and non-adult learners in five South African countries: Angola, Lesotho, Mozambique, Namibia, and Swaziland. The report highlighted several institutional difficulties, including the absence of well-defined policies, insufficient funding, weak governance, and disparate treatment of adult and non-adult learners.

#### **4.6.2 Facilitators Response Correlation Analysis on Availability of Funds and Implementation of Adult non-Formal Basic Education Curriculum**

The study aimed to determine the correlation between the availability of financing and the acceptance of adult non-formal basic education courses. The findings are displayed in Table 4.18..

**Table 4. 18: Correlation Analysis between Availability of Funds and Implementation of Adult non-Formal Basic Education Curriculum**

		Implementation	Availability of Funds
Implementation	Pearson Correlation	1	.508*
	Sig. (2-tailed)		.019
	N	21	21
Availability of Funds	Pearson Correlation	.508*	1
	Sig. (2-tailed)	.019	
	N	21	21

*Source: Research Data (2023)*

The correlation coefficient, represented by the symbol "r," has a value of 0.508, and the p-value (0.019) is smaller than 0.5. There is a clear indication of a robust and favorable correlation between the availability of money and the execution of adult non-formal basic education curriculum. This deduction implies that the decision to implement an adult non-formal basic education curriculum is strongly influenced by the availability of financial resources.

The Sub County Education Officer emphasized that education infrastructure, including buildings, classrooms, laboratories, and equipment, plays a vital role in creating conducive learning environments in schools. There is compelling evidence that the presence of well-built infrastructure contributes to enhanced teaching, improved academic achievements of students, and decreased rates of students leaving school prematurely, among other advantages.

In addition, a study conducted by Aichison (2012) examined the difficulties encountered by both adult and non-adult learners in five South African countries: Angola, Lesotho, Mozambique, Namibia, and Swaziland. The investigation revealed several institutional issues, like the absence of a well-defined policy, inadequate funding, ineffective governance, and differential treatment of adult and non-adult learners.

Based on a survey from 2006, a significant proportion of those living in poverty are unable to afford the cost of their own education, let alone that of their children. The investigation also revealed that these individuals are unable to obtain a degree of 25 due to their inability to afford the associated expenses. As a result, the majority of underprivileged individuals also suffer from illiteracy (Indabawa, 2006).

In addition, a study conducted by Aichison (2012) in five South African nations, namely Angola, Lesotho, Mozambique, Namibia, and Swaziland, sought to examine the difficulties encountered by both adult and non-adult learners. The study highlighted several institutional difficulties, including the lack of a defined policy, inadequate funding, ineffective governance, and differential treatment of adult and non-adult learners. The study suggested implementing an efficient method to regulate educational programs, formulating explicit regulations regarding adult and non-adult education, and allocating sufficient resources as strategies to address these difficulties..

### 4.6.3 Adult Learners Response Correlation Analysis on Availability of Funds and Implementation of Adult non-Formal Basic Education Curriculum

The study aimed to determine the response of adult learners to the availability of money and the execution of the adult non-formal basic education curriculum. The outcomes are displayed in Table 4.19..

**Table 4.19: Adult Learners Response Correlation Analysis on Availability of Funds and Implementation of Adult non-Formal Basic Education Curriculum**

Statements	VG		G		ME		L		VLE		Mean	Stdv	
	E	%	E	%	F	%	E	%	F	%			
There is adequate infrastructure funding in our school.	-	-	33	41	14	19	1	4	19	17	20	2.82	1.18
There is adequate teaching and learning resources	14	19	30	31	7	11	1	3	20	14	19	3.10	1.43
After every three years our institution is normally expanded to accommodate more learners.	25	32	14	19	7	10	3	0	39	-	-	3.43	1.29
There is adequate resource mobilization in our school	14	19	23	30	22	21	2	1	30	-	-	3.38	1.11
There is adequate stakeholder participation in the school development.	-	-	14	19	7	10	5	7	71	-	-	2.48	.80
<b>(n=78, Average Mean= 3.04)</b>													

Table 4.19 reveals that 53 adult learners, accounting for 49% of the total, reported that our institution typically expands every three years to accommodate more learners. The average expansion frequency, shown by the

mean (M), is 3.43, with a standard deviation (SD) of 1.29. Furthermore, it is worth mentioning that 52 respondents, accounting for 50% of the total, indicated that there are sufficient teaching and learning materials. The average score for this group was 3.10, with a standard deviation of 1.43. However, a significant issue appears from the responses, as 43 individuals (41%) agree that there is sufficient financing for infrastructure at our school. The average rating (M) is 2.82, with a standard deviation (SD) of 1.18..

#### **4.6.4 Adult Learner’s Correlation Analysis between Availability of Funds and Implementation of Adult non-Formal Basic Education Curriculum**

The study aimed to determine the association between the availability of finances and the execution of the adult non-formal basic education curriculum using Pearson correlation. The results are displayed in Table 4.20..

**Table 4. 20: Adult Learner’s Response Correlation on Availability of Funds and Implementation of Adult non-Formal Basic Education Curriculum**

		Implementation	Availability of Funds
Implementation	Pearson Correlation	1	.858**
	Sig. (2-tailed)		.000
	N	78	78
Availability of Funds	Pearson Correlation	.858**	1
	Sig. (2-tailed)	.000	
	N	78	78

**Source: Research Data (2023)**

An evident and significant correlation has been discovered between the adoption of adult non-formal basic education curriculum and the presence of financial resources, as demonstrated by the correlation coefficient of  $r = 0.858$ , with a p-value of  $(0.000) < 0.05$ . This deduction highlights the essentiality of financial resources in implementing curriculum for adult non-formal basic education..

#### **4.6 Facilitators' Response on Implementation of Adult Non-Formal Basic Education Curriculum**

The goal of the study was to find out how facilitators felt about the use of adult non-formal basic education curricula. The facilitators' answers are shown in Table 4.21.

**Table 4. 21: Facilitators' Response on Implementation of Adult Non-Formal Basic Education Curriculum**

<b>Statements</b>	<b>Mean</b>	<b>Stdv</b>
There is an improvement in adult learners class attendance	3.90	.83
There is reduced number of drop outs	3.90	.70
Level of participation in class room is above average	3.14	1.46
Number of learners completing NFE cycle has improved	3.52	1.12
(n=21, Average Mean=3.61)		



The data displayed in Table 4.21 indicates that, with a mean (M) score of 3.90 and a standard deviation (SD) of 0.83, both facilitators concur that adult The attendance of learners in the class has shown improvement. In addition, the data indicates a decline in the dropout rate, as seen by the average score of 3.90 with a standard deviation of 0.70. Furthermore, the data demonstrates an upward trend in the completion rate of students in the NFE cycle, as evidenced by a mean score of 3.52 and a standard deviation of 1.12..

#### **4.7Adult Learners’ Response on Implementation of Adult Non-Formal Basic Education Curriculum**

The study focused on adult learners' perspectives on the execution of the adult non-formal basic education curriculum as the dependent variable. The study findings are presented in table 4.22..

**Table 4. 22:Adult Learners’ Response on Implementation of Adult Non-Formal Basic Education Curriculum**

<b>Statements</b>	<b>Mea n</b>	<b>Stdv</b>
There is an improvement in adult learners class attendance	3.18	1.18
There is reduced number of drop outs	3.20	1.47
Level of participation in class room is above average	2.82	1.18
Number of learners completing NFE cycle has improved	3.79	.86
<b>(n=78, Average Mean=3.25)</b>		

The data in Table 4.22 highlights a significant trend number of learners completing NFE cycle has improved among the adult learners, with the majority assigning the highest mean score (M=3.79, SD=0.86). Following closely is the statement “There is reduced number of drop outs” (M=3.20, SD=1.47).

This study examined the institutional factors that influence the implementation of adult and continuing education curriculum in non-formal education institutions in the Imenti North Sub-county of Meru, Kenya. This chapter encompasses the analysis of the findings, the deductions drawn from them, suggestions for further investigation, and proposed courses of action..

## **5.2 Summary of the Study**

This study aimed to examine the institutional elements that impact the implementation of adult and continuing education curriculum in non-formal education facilities located in Imenti North Sub-county, Meru, Kenya. The research objectives were guided by the following variables: the influence of teaching and learning resources on the implementation of the Adult Non Formal Basic Education curriculum; the influence of facilitators' instructional methods on the implementation of the Adult Non Formal Basic Education curriculum; the influence of teachers' professional qualifications on the implementation of the Adult Non Formal Basic Education curriculum; and the influence of the availability of funds on the implementation of the Adult Non Formal Basic Education curriculum in education centers in Imenti North Sub-County, Meru County, Kenya. The study was informed by Neal Gross's curriculum implementation theory, as described by Allan in 1988. The given conceptual framework depicted the interconnectedness between the independent and dependent variables. The study utilized a descriptive survey research approach due to its suitability in gathering information that

characterizes current occurrences by eliciting participants' views, attitudes, behavior, and values.

The target population consisted of 70 instructors, 1 Sub County education officer, and 300 adult learners. The study included a sample of 21 teachers, 1 Sub County education officer, and 90 adult learners. The research instruments underwent rigorous testing and subsequent retesting to optimize their reliability. The validity was ensured by consulting with university supervisors. The selection of the Sub County education officer was conducted using purposive sampling. The researchers employed purposive sampling to choose the teachers. Adult learners were selected using a method called simple random sampling. The SCDE (Supreme Court of the Democratic Empire) is a judicial body that holds the highest authority in the Democratic Empire's legal system. The data analysis was conducted utilizing SPSS Computer Software version 20.0 due to its efficacy and efficiency in evaluating substantial volumes of data. The results were provided in accordance with the study's objectives.

### **5.3 Summary of Findings**

**5.3.1 To establish the influence of teaching and learning resources in the implementation of Adult Non Formal Basic Education curriculum in non-formal Basic education Centers in Imenti North Sub-County, Meru County, Kenya.**

The study revealed that 61.9 percent of teachers reported that adult learners have a limited level of comfort with the learning resources supplied by the institution. This indicates a significant scarcity of instructional resources necessary for the execution of the adult education program. In addition, 61.9 percent of teachers reported that adult learners have a limited level of comfort with the learning resources given by the school. This indicates a significant deficiency in teaching and learning resources required for the execution of the adult education program..

**5.3.2 To examine influence of the facilitators' instructional methods used in the implementation of Adult Non Formal Basic Education curriculum in the Non formal Basic Education centers in Imenti North Sub-County, Meru County, Kenya.**

The study findings revealed that 47.7 percent of teachers acknowledged the significance of discussions as a crucial teaching tool in curriculum implementation. The selection of instructional approaches is contingent upon the desired objectives and the students' degree of development..

**5.3.3 To establish the influence of teachers' professional qualifications on the implementation of Adult Non- Formal Basic Education curriculum in the non-formal Basic Education centers in Imenti North Sub-County, Meru County, Kenya.**

The third objective is to determine the impact of instructors' professional qualities on the execution of the Adult Non-Formal Basic Education curriculum in the non-formal Basic Education centers located in Imenti North

Sub-County, Meru County, Kenya. 47.6 percent of teachers concurred that both academic qualification and job experience are essential prerequisites for curriculum coverage..

#### **5.3.4 To determine influence of availability of funds on the implementation of Adult Non Formal Basic Education Curriculum in education centers in Imenti North Sub-County, Meru County, Kenya.**

It was determined that 38.1 percent of instructors indicated that there is insufficient infrastructure funding at our school to a significant degree. The Sub County Education Officer emphasized that buildings, classrooms, laboratories, and equipment are essential components of educational infrastructure that play a vital role in creating conducive learning environments in schools. There is compelling evidence that the presence of well-built infrastructure contributes to enhanced teaching, superior student achievements, and decreased rates of students leaving school prematurely, among other advantages..

#### **5.4 Conclusion**

The study's findings led to the following conclusions:

The main objective of the study was to assess the impact of teaching and learning materials on the implementation of the adult non-formal basic education curriculum in non-formal basic education centers situated in Imenti North Sub-County, Meru County, Kenya. The study's findings indicate a significant scarcity of instructional resources for implementing adult education programs.

Most students were knowledgeable about effective teaching practices for delivering adult non-formal basic education curriculum in non-formal basic education facilities. The study concludes that some technicians lack expertise in instructional strategies, which hinders the ability of adult non-formal basic education institutions to effectively implement their curriculum.

The poll indicated a lack of adequate teaching and learning resources at education centers in Kenya's Imenti North Sub-County for the Adult Non Formal Basic Education Curriculum. Discovers that the federal government's support for adult non-formal basic education courses at educational centers is insufficient. The report concludes that there is now no effective mechanism in place to supervise educational projects, establish clear directives for adult and non-adult education, or allocate sufficient financial resources to tackle these challenges.

## **5.5 Recommendations**

The researcher's findings prompted the following suggestions:

- i. The government should enhance the quality of education by allocating funds to non-formal education, establishing mobile classrooms and restrooms, implementing revenue-generating initiatives for the community, economically empowering parents, seeking scholarships, and securing loans to support non-formal education.
  
- ii. School leaders should enhance internal control of the professional development offered to teachers. The study suggests conducting

further research on the factors that influence the outcomes of literacy and numeracy development in informal educational environments.

- iii. KICD should provide training programs that align with the NFE curriculum to cater to in-service NFE instructors. By implementing this approach, the teachers would be able to effectively execute the curriculum.
- iv. The responsibility of the Quality Assurance and Standards (QAS) department is to supervise the delivery of the curriculum at the NFE centers and provide guidance to ensure the successful implementation of the curriculum.
- v. The government's instructors Service Commission (TSC) should acknowledge the significance of Non-Formal Education (NFE) centers in providing education and consequently consider assigning instructors to effectively implement the NFE curriculum.
- vi. Teacher training colleges and universities may consider implementing programs specifically geared for teachers to adopt the NFE curriculum.

## **5.6 Suggestions for Further Study**

The study suggests more investigation into the following fields:

- i. Additional study has to be done on variables other than institutional ones that affect how adult education programs are implemented. Additional variables could be social-economic and/or community-related.



- ii. To evaluate the institutional elements influencing the execution of adult education programs in adult education institutions, comparable study can be conducted in other sub-counties.
- iii.

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