# FACTORS INFLUENCING IMPLEMENTATION OF ADULT LITERACY EDUCATION PROGRAMME IN GATANGA DISTRICT, MURANGA COUNTY IN KENYA

**BY**

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## DECLARATION

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

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This research has been submitted for examination with my approval as a University of Nairobi Supervisor.

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## DEDICATION

I dedicate this work to my dear wife, Leah for her moral support and prayer. To son Vincent, my daughters Laura and Terry. To all adult literacy learners in Gatanga District in their quest for knowledge, you will win the fight.

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## LIST OF ABBREVIATIONS AND ACRONYMS

| | | |
|---|---|---|
| **ACE** | : | Adult and Continuing Education |
| **BAE** | : | Board of Adult Education |
| **DAE** | : | Department of Adult Education |
| **EFA** | : | Education for All |
| **IDRC** | : | International Development Research Centre |
| **KNBS** | : | Kenya National Bureau of Statistics |
| **SRDP** | : | Special Rural Development Program |
| **TIQUET** | : | Totally Integrated Quality Education and Training |
| **UNESCO** | : | United Nation Education Scientific Culture Organization |

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## Abstract

The purpose of this study was to investigate the factors influencing implementation of adult literacy program in Gatanga district, in Murang'a County. The objective of this research was to determine the influence of availability of teaching and learning resources on the implementation of the adult literacy programs. Other objectives were to determine the extent to which demographic characteristic, motivation of learners, the learners' attitude and government funding influences the implementation of the adult literacy programs in Gatanga District, in Murang'a County. The findings of this study will significant in that it will help the policy makers and the government to came up with ways of improving the program for proper implementation. The study will be limited to adult literacy programs in Gatanga district, in Murang'a County.

The research study targeted 177 adult learners and 15 adult literacy teachers in 18 adult literacy centres in the district. A sample size of 122 for adult learners was used in the study and all the 15 adult literacy because of their typicality. Questionnaire was used as the main instrument in collection of data. Descriptive survey research was used in this study.

The study found that majority of the adult learners was female in their productive age and in the low income level. The study also found that there is a paradigm shift where majority of the learners enrolled had prior formal education before joining adult program with some having entered secondary education. A positive attitude toward the literacy program among the learners was evident. Reports obtained from teachers showed that majority of the learners were motivated to learn in the literacy program. However, the study found that despite availability of teaching and learning resources, the resources were inadequate, the facilities used by the program were not conducive and many of the adult literacy teachers had no training to handle the learners. Majority of the teachers were either on part time bases or volunteers.

From the findings above, the factors that influence the implementation of the adult literacy programme in Gatanga district, in Murang'a County include inadequate teaching and learning resources, teachers training, demographic characteristic of the learners and government funding. Government funding should address such issues as building classrooms specifically for adult learners and provision of vehicles to assist in supervision. This study recommends the creation of single gender classes that will increase the enrolment of men. More teachers should be employed on permanent bases to prevent many from running away for greener pasture. The research study should be carried out in a large scale to find out other emerging issues in the program. More research should be carried out on motivation behind young adults desire to enroll in adult literacy programme.

# CHAPTER ONE
# INTRODUCTION

## 1.1 Background of the study

Education is the backbone of any type of development activity. It is a mean through which a country can free its people from poverty, ignorance and diseases (UNESCO 1965). Literacy is a tool for promoting social, economic and political development of any country. The role of a literate adult population in propelling development cannot be overstated. Since independence the Government of Kenya has committed itself to the provision of Adult Education (Kibera, 1997). This is a strategy calculated to provide opportunity for access to adult education. Currently, this is very crucial for Kenya to attain the projections of the vision 2030.The Kenya National Adult Literacy Survey (2007) indicates that the Government of Kenya is a signatory to Education for All Framework for action adopted at the World Education Forum in Dakar, Senegal in the year 2000.

The problem of literacy is a global concern. Since the formation of UNESCO in 1946, it has been keenly interested and involved in literacy and adult education. In 1961, the United Nations General Assembly requested UNESCO to study the problem of illiteracy in the world and to come up with objective measures to combat illiteracy. According to Mulira (1978) by 1978 there were 94 million illiterate adults in the age group of 15-24 years. Due to increase in population and economic challenges, this number is bound to increase tremendously. UNESCO (1996), twenty years of service to peace under the heading" The scandal and shame of illiteracy, illiteracy is not only a denial of a fundamental human right, the right to education but also a major obstacle to economic development and a threat to peace.

In Kenya before 1960 literacy programmes were managed by Department of Education. There was sporadic and scattered literacy classes organized on self help basis and through assistance of voluntary organization (Gutela, 1973). However after independence, the Kenyan government took a greater initiative to revive the adult literacy programmes in the country. In 1996 through the act of parliament, Department of Adult Education (DAE) was established to co-ordinate literacy

activities in the whole country (Republic of Kenya 1965). In 1967 the Division of Adult education was created in the ministry of education to organize and develop a national literacy programmes (Republic of Kenya, 1972). In 1968, there were 583 government supported literacy classes in 8 pilot districts (Macharia, 1978). In 1972, UNESCO assisted in establishment of functional literacy classes as part of the special rural development program (SRDP) in 6 selected provincial administration divisions (Gakuru, 1976).

During the 15th anniversary of Kenya independence, the former president Daniel Arap Moi ordered a literacy campaigns (Republic of Kenya, 1978). This resulted to mushrooming of literacy classes and the enrolment of adult learners increased tremendously (Reche, 1990). For a period of 5 years, 2 million benefited from this campaign. Despite all this government effort to eradicate adult illiteracy the countries still record a high figure of adult illiteracy.

The Kenyan government has in the past formed various education commissions in the country. These commissions came up with various recommendations which are contained in various report papers; Ominde Report (1964), Gachathi Report (1976), Mackay Report (1981) and Koech Report (1999) among others. All the above commission came up with recommendation on implementation and strengthening of adult literacy education. The draft national policy framework on Adult and Continuing Education (ACE), (Republic of Kenya, 2008) recommended the launching of a massive literacy campaign to eradicate illiteracy.

According to the 1999 Housing and population census, A, 305, 207 which translate to 18% of eligible Kenyan had never been to school (Republic of Kenya, 2000). Out of the above population 617% are females and 38.3% are males. A survey was conducted by Kenya National Bureau of Statistics (KNBS) and Kenya National Adult Department between 6th June 2006 and August 2006, to provide baseline information and data on the status of literacy in Kenya and to assist in the development of indicators that can be used to design and assess related programs on the implementation of education and related programs. The result was to be utilized within the context of Education For All (EFA). EFA goal 3 & 4 are very important for

the implementation of the ACE programmes. EFA goal 3 seek to ensure that all the learning needs for all young people and adults are met through equitable access to appropriate learning and life skill programmes. Goal 4 of the EFA seeks to achieving a 50% improvement in levels of adult literacy by 2015 especially for women, and providing equitable access to basic and continuing education for all adults. (UNESCO, 2001). The survey reviewed that the 1999 population and housing census of 4.2 million illiterate adult was an under-estimate as it review 7.8 million which translate to 38.5% of Kenyan population have not acquired minimum literacy level. (Republic of Kenya, 2007). The survey reviewed that other than Nairobi provinces which had attained over half of the adult population attaining the desired masterly level (62.4%) all the other had less than half of the population; central (29.8%) Coast (31.5%) Nyanza (29.5%) North Eastern Province (4.4%). (Republic of Kenya, 2007)

Adult literacy is one of the factors in measuring the Human Development Index (H.D.I) of any nation along with life expectancy, education and living standards. Exploring the determinants of poverty in Kenya using 1994 welfare monitoring survey data found that poverty is concentrated in rural areas. Mwambu et al (2001) found that there is a high correlation between poverty rate and literacy which also vary in rural and urban region. Rural literate male 33.3% compared to illiterate female at 52.2% while in urban literate male 31.4% compared to illiterate female 51.7 % (Republic of Kenya, 2005). Hence to eradicate poverty in the rural areas the government must purpose to reduce adult illiteracy.

Some of the recommendation in the report culminating from the survey report were; Need to expand access to adult education programme by employing more teachers and improving budgeting allocation/support for Department of Adult Education (DAE) and Board of Adult Education (BAE).

According to 2009 population and Housing census 6,058,419 adults are still illiterate which translate to 17.3% (Republic of Kenya, 2010). This is slight improvement 0.7% literacy level within a period of 10 years. Out of these population 7,786 (74%) of these illiterate are in Gatanga District. With increase use of print and digital technology in the country and the slight to the country government, there is a need to

look at the issue affecting adult literacy levels in the country with a view to uplifting the literacy level.

The vision 2030 (Republic of Kenya, 2007) which is the country development blue print for transforming the country into an industrialized country, one of the pillar of this developmental plan is education. According to this plan the government intended to reduce illiteracy by increasing access to education and hoped to achieve an 80% adult literacy rate by 2012. If this will be achieved then the government hoped to reduce the number of people living in absolute poverty to the tiniest proportion of the population (Republic of Kenya, 2007)

Studies by Murai (1985) Ayot (1995) Ngau (1997) and Njerenga (2001) on adult literacy programmes in various part of Kenya revealed challenges that have hindered the implementation of Adult literacy programs which includes; inadequate and inappropriate teaching/learning, lack of supervision of the programmes, lack of motivation of learners training of adult literacy teachers and lack of government funding to the program. The researchers therefore intends to carry out a study on the factors influencing the implementation of adult literacy programs in Gatanga Districts and possibly establish the extent to which they have been addressed

**1.2 Statement of the problem**

Although efforts by the government have been made to eradicate illiteracy in Kenya, illiteracy levels remain high. Enrolment figures in adult literacy in Kenya have been characterized by declining rates. In 1979 when the National Literacy Programme was launched the total enrolment was 415,074. The Adult Education experienced decline in enrolment from 1985, in 1987 the enrolment dropped to 150,000 and by 2001 the figures had dropped to 93,053 (Mualuko, 2009).

Despite the government coming up with remedial measures to eradicate illiteracy in the country, illiteracy levels and enrolment in Gatanga remains low. In the recent release 2009 population and housing census figure 5,102,702 people who translate to 21.6% of rural adults are illiterate compared to 8.4% of urban population. Out of this

7.5% (7,746) are in Gatanga, one of the Districts in Murang'a County which registered illiteracy level of 9.3%. These compared to other counties in central province Kiambu East (5.2%), Ruiru (3.2%) and Kikuyu (4.4%) show a high level of illiteracy. At the same time performance of the district for both Primary and Secondary school in the National examination has been low compared with other districts in the county. In 2011 Kenya Primary Certificate Education (KCPE) results, Murang'a County was position 41 out of 47 Countries and Gatanga District ranked last in the County (District Education Office, 2012). This is a clear indication of a poor education background within the society.

Despite the high level of illiteracy in Gatanga, the enrolment rate in the district is very low with only 177 adult learners enrolled for the adult and continuing education programme in 18 centres (Gatanga District Adult Office, 2012) by February 2012. This coupled with a low number of teachers for these adult classes have hindered the implementation of the adult literacy programs in Gatanga. This study therefore seeks establish the factors influencing the implementation of adult literacy education programme in Gatanga District

### 1.3 Purpose of the Study

The purpose of this study was to investigate the factors influencing the implementation of adult literacy education in Gatanga District with a view of coming up with practical solution that will ensure reduction of illiteracy levels in the district. At the same time the study sought to establish the challenges affecting both the adult literacy learners and teachers in the process of program implementation. If this factors and challenges are addressed, the level of illiteracy will be greatly reduced. Once this is achieved the district and by extension the country will be in a position to fight the enemies of humanities; ignorance, hunger and diseases.

## 1.4 Objectives of the Study

The following were the objective of the study

1. To investigate the influence of demographic characteristic on the implementation of adult literacy program in Gatanga District, in Murang'a County.
2. To establish the influence of teaching and learning resources on the implementation of the adult literacy programs in Gatanga District, in Murang'a County.
3. To assess the influence of attitude of adult learners on the implementation of adult literacy programs in Gatanga District, in Murang'a County.
4. To investigate the influence of learners' motivation on the implementation of the adult literacy programs in Gatanga District, in Murang'a County.
5. To find out the influence of government funding on the implementation of the adult deduction programs in Gatanga District, in Murang'a County.

## 1.5 Research Questions

The following research questions were used to guide the researcher in the study

1. To what extent does a demographic characteristic influence the implementation of adult literacy?
2. To what extent does the availability of teaching and learning resources influence the implementation of the adult literacy programs in Gatanga district, in Murang'a County?
3. What is the influence of adult learners' attitude on the implementation of adult literacy programs in Gatanga district, in Murang'a County?
4. To what extent does the motivation of adult learners influence the implementation of adult literacy programs in Gatanga district, in Murang'a County?
5. To what extent does government funding influence the implementation of adult literacy programs in Gatanga district, in Murang'a County?

### 1.6 Significance of the Study

The finding from the study will help to improve on the implementation of key government policies set for the country development policy contained in the vision 2030 (Republic of Kenya, 2007) on providing a globally competitive education with a view to reduce illiteracy by increasing access to education, achieving an 80% adult literacy level and universal basic education by 2015. The findings of this study is important to other stakeholders in education as it shows the challenges faced by adult literacy program as they can come in handy to support. This will also provide the country policy makers' with valuable information related ACE programs, recommendation which when implemented, will eventually transform the face of adult literacy in the country.

### 1.7 Delimitation of the Study

The research study was confined in Gatanga District in Murang'a County. Gatanga District consists of 5 Division namely Kigoro, Kariara, Kirwara, Samuru and Kihumbu-ini. The study was limited to the Adult literacy programs run by the Department of Adult and continuing education in the Ministry of Education. The respondent comprised of teachers of ACE centre, adult literacy learners and the District adult literacy officer supervising the programs.

### 1.8 Limitation of the Study

The research was faced by the following limitation when carrying out the study. Some of the learners were not able to read and interpret the questionnaires as well as to write down the responses. However, the researcher recruited competent research assistants who had the knowledge of the locals to translate the questionnaire and writing down the responses for the learner who experienced difficulties. At the same time there are very few studies in the area of adult literacy implementation, as well as data for comparative purpose.

## 1.9 Assumptions of the Study

The researcher assumes that:

i) All the learners are subjected to the same ACE curriculum and examination. .

ii) The supervision of the ACE programs is done regularly in all the centers

iii) across the district.

**1.10 Definitions of Significance Terms.**

**Adult & Continuing Education (ACE)** - Refer to the entire body of learning process within the perspective of lifelong learning whereby adults and out of school youths are given opportunities to develop abilities, enrich their knowledge and improve their skills to meet their own needs and those of the society.

**Adult** - Refers to person aged 18 years and above.

**Attitude-** Refers to a way of behavioural toward adult literacy education because of the fillings or opinion about the adult literacy programs.

**Demographic characteristic** Refers to the current status of the respondents in terms of their ages, education background, and income levels

**Implementation** refers to the process of putting resources and effort toward achieving the desired level of literacy

**Lifelong education** - Refers to continuous building of skills and knowledge throughout the life of an individual.

**Literacy** - Refers to being functionally literate after someone had acquired the knowledge and skills in reading and writing to enable the person engage effectively in all those activities in which is normally assume in the persons culture or group

**Literate person** refers to a person who has acquired the essential knowledge and skills which enable him to engage in those activities in which literacy is required for effective functioning in his group or community, and whose attainment in reading, writing and arithmetic make it possible

for him to continue to use these skills towards his own and the community's development.

**Motivation** used to mean stimulus of interest or how the needs and goals of an individual determines his/ her behavior. The response to the stimulus should convey the meaning of aspect that lead to adult to the learning activity in the first place and make him continue to attend.

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

# CHAPTER TWO

# LITERATURE REVIEW

## 2.1. Introduction

This chapter contains literature review on the concept of adult literacy education, adult literacy in relation to poverty eradication and development, teaching and learning resources, attitude of adult on learning, and the role of motivation on learning and funding of the adult literacy education in Kenya.

## 2.2. The Concept of Adult literacy Education

The world today literacy is dynamic and changing rapidly every day in terms of technological, social, political and economical fronts. Similarly education provided by all nations should not be static it should be functional. UNESCO (1965) defines functional literacy as literacy programmes designed, throughout and conducted not for their own sake, but in relation to the development that they make possible. This implies that adult literacy should be taught through a practical economic and social programme.

UNESCO (1965) further recommend that, if you want to teach illiterate rural farmers with a view to helping them, one should lead them to reading and writing through lessons in Agriculture, health and economics. Through research and observation, UNESCO recommended that literacy programmes, in order to pay good dividends and for that matter attract adult participation, should be selective and intensive to avoid waste of time and money on unrealistic programmes. A range of information should be widened by talks and magic lantern lectures, and where possible, by the cinema and radios, which have proved of immense value in eradication of illiteracy. As such literacy should be a means to the ends and not an end to itself (Mulira, 1975).

True functional literacy, as envisaged by UNESCO (1967) stresses three literal goals: One: learning the rudimental lessons in Reading, writing and arithmetic: Two:

reading follow-up books, practicing writing harder arithmetic exercises up to the standard of proficiency: Three: follow a process of continuing education or adult education which should lead to self improvement. Thus adult education should be lifelong must be all inclusive and must lead to change in behavior as well as the living standard of the learner.

For adult literacy education to be meaningful and effective, the involvement of the learners in designing the activities and the learning process is paramount. Freire (1972) in pedagogy of the oppressed says that the learner should not be regarded as an empty headed who wait only to receive from the teachers unconsciously without reasoning why or for what reason may had to learn. The adult learner should be aware of the social-cultural, economic and political problems that affect them. Freire concept of conscientization aims at assuring the adult learners' positive self concept in relation to their environment and society through liberating education which views the learner as an active subject and not as passive objects or recipients. According to Dondo (1980) learners should be consulted on the appropriate time to be engaged in literacy learning as many are loaded with family responsibility.

Godsell (1992) argue that for sustainable economic growth, we need literate numerate, problem solving learners who can add value to the production of goods and services at every possible point. In order to improve learner's participation in developmental programmes, learning opportunities must be created by making education accessible to all. Ouso (1994) observes that adult determines the destiny of the society. In a country, adults not only are parents with responsibilities of bringing up healthy children but also owners of economic variable entities like land. So they need proper skills, knowledge and attitudes to be more productive. But what are the factors precipitating the decline in learners enrolment in adult education?

**2.3 Influence of demographic characteristic on the implementation of adult literacy programs.**

Oluoch (2005) in a study of adult education programs Kisumu municipality, Kenya observed that most of the learners came from lower income area who were either

farmers or petty traders. They recognized adult education as important in acquisition of skills in business and as a factor to improve their lives. Further the study noted that even adults who had not enrolled in the programs acknowledged the crucial role literacy plays in social economic development. Others consider it a stepping stone for further studies that would compensate for educational opportunity earlier lost and others still regarded it as a gateway to even greater professional and highly paying jobs.

A study by Njerenga (2001) on factors affecting the management of adult literacy programs in Embu, found that during harvesting and planting season in the area, many of the adult learners skipped classes for a certain period of time. This is because many of the learners falls in the lower income bracket and had to seek employment during these seasons to obtain something for their family up-keep. This greatly affected the management of the adult literacy programs in the district.

A study by Mganga (2002) on the relationship between community attitude to adult literacy and the number of drop out in the adult literacy centres indicated that there is a strong relationship between immediate economic return to adult literacy and the number of drop out. Karani (1996) observes that there is a decline in adult literacy enrolment in Kenya which she attributes to social factors which discourage some adults from attending classes.

A survey of the literacy programme by Ngau (1997) pointed out various factors that inhibit literacy activities in the country. The factors indentified concurs with earlier studies carried out which includes; inadequate funds, lack of supervision, untrained and inadequate personnel, lack of learning resources and facilities and also extreme poverty.

According to Nafukho (2005) in many sub-Sahara Africa countries, if adult learners do not see a connection between attending adult education programme and improvement of life, they are not likely to seek enrolment in adult education programme. According to the study other factors that influence the effectiveness of the adult literacy programs includes and not limited to; the size of the family in which

if the size of the family is large, this places pressure on adult in terms of time, finances and availability. Other factors include the current occupation and financial status, current employment stations which provides no time to seek education, lack of funds resulting from weak financial base, (Nafukho and Kangethe, 2002)

## 2.4. Influence of resources on the implementation of adult literacy programs.

According to Ashton (2001), teaching and learning materials are crucial in planning and implementation of a successful educational program. Availability of teaching and learning resources are core determinant for implementation of adult literacy program. The teaching and learning resources must be relevant and at the level of the target learners. Study materials for use are prepared for the group depending on the group level of education and needs (Mclagan, 1978). In Kenya, the Kenya Institute of Education (KIE) is mandated to prepare materials for study for adult education with collaboration with the Department of Adult Education and Non-governmental Organization (Republic of Kenya, 1988). Sources of teaching/ learning materials depend on the need of the group (Jarvis, 1992). According to Knowles (1978), adult educator, should be innovative though to gauge the needs of the adult group and prepare teaching / learning resources which are relevant to the needs.

Studies by Murai (1985), showed that adult literacy program in the country was hampered by inadequate and inappropriate educational materials. Learners had to buy exercise books, pens and erasers. Ngau, (1997) in his study on situational analysis of adult literacy in Kenya, found that many centers had shortage of writing materials. Research studies carried by Reche (1990) in Embu, noted shortage of chalks, note books, class register, exercise books, teaching aids and primers. Karani (1996) observed that low enrolment of adult literacy learners was as a result of inabilility to recruit adequate and qualified teachers, non availability of appropriate reading materials in some ethnic languages. All this shortcomings affected greatly the implementation of adult literacy programs.

A survey conducted by Murage (2009) in Nairobi North District on the factors influencing the participation of adult in ACE programs review that the teaching and

learning materials used in the ACE programs were old and out dated. According to the study, most learners were of low income hence there was no income to commit to buying of learning materials. As a result the ACE programs implementation was greatly hampered. Wafula (2001), some of the books used by the learners were monotonous, insufficient, and unacceptable in language and produced in non-participatory manner. The study found that the interest of learners was weakened during class activities, a fact that could explain their low involvement and enrolment. As recommended by TIQUET (1999), materials developed for adult learners should be gender sensitive and involvement of the learners in their production to ensure relevance.

Studies by Wafula (2001) on women participation in adult literacy in Bungoma district reviewed that due to inadequate resources, there was the tendancy of the coordinators of the literacy programme to allow use of existing physical facilities, mostly primary school as meeting venues. Apart from possible unsuitability of the seating arrangements, these kinds of premises are likely to bring adults face to face with children both in quest for knowledge and life skills. Culturally, are expected to perceive adults as custodian of knowledge. The adults wants to maintain the status quo and are likely to go to pain to protect this position including keeping away from the literacy classes situated within a primary school.

In the IDRC report (1979), the principal determinant of the success of a literacy programme, whether mass or selective in scope is its capacity to mobilize resources, implement effective coordination mechanism of the literacy programme. According to IDRC report (1979), the major organizational issues that concerns a literacy programme are established centres for organized and convenience of learning, recruitment and development of teachers, providing teaching/ learning materials and equipments and a working programme per year, week and day.

## 2.5 Influence of learners' attitude on the implementation of adult literacy programs

In regard to learning literacy skills during adulthood, students seem to find the most difficult problem to overcome is fear. Problem with embarrassment among peers and not being able to admit difficulties to other students are continuing factors that can seem to affect learning into adulthood (Wiki: literacy tent organization)

Kaimuri (2008), positive attitude can be created in learners if they are fully involved. Peace Corps (2000), learners should be given opportunities to practice what they have learnt in order to gather confidence.

According to Peace Corps (2000), teachers, facilitators should continuously evaluate the attitude of learners after every activity through the use of a 'Mood Meter'. A mood meter is a piece of paper bearing the name of learners with three faces at the top, one that depicting happiness, the other confusion and the other depicting sadness. Each learner chooses the face that expresses their feelings about the session. Such evaluation helps the teacher to improve on his approaches to subsequent sessions so that learners remain positive

In his book, role of adult in democracy Thorndike (1928), adult learn less than they might partly because they underestimate their power to learn and partly because of self limitation resulting from narrowness of their interests and from related attitudes and values which they hold.

## 2.6 Influence of Funding on the implementation of adult literacy programs

Finding of education and education programs is a joint venture between the government, churches, Non-Governmental Organization (NGO), developmental partners and corporate organizations. Many governments in the world use much of their recurrent expenditure on education. According to Gachathi report (Republic of Kenya 1976), there is a need to mobilize resources to facilitate the development of rural area.

Almost all countries in Africa and Latin America are making efforts to reduce the level of literacy. However, there is lack of commitment in the part of the government to allocate sufficient resources to reduce literacy. This makes one doubt the possibility of achieving universal literacy given the present rate of population growth and requirement of formal education, (Lind 1986).

The Kenya government has taken the initiative to fund Free Primary Education (FPE) and secondary schools in expense of Adult Education. This does not urge well with development because the adult are the immediate producers. A case of Tanzania is worth mentioning where the government found the need to invest with adult education. Yusuf (1978) quoting former president Julius Nyerere, 'first we must educate adults. Our children will not have an impact on the economy development for the next five to twenty years. The attitude of adults' on the other hand, has the impact now.

Facilities like classes, desk and chair used by adult learners are paramount in the implementation of adult literacy programs in any country. Studies carried in Kenya shows that implementation of adult literacy in Kenya have been greatly hampered by lack of these facilities. Murai (1985) and Ayot (1995) found that learners experience more difficult in wet and shot season as many operated on temporary building and in the open. Waruiru (1987) observed that learning atmosphere by adult learners were not conducive in classes held in primary school due to noise by pupils during breaks and game time.

Ngau (1997) found that literacy classes not sponsored by religion bodies or NGO were operating in public facilities e.g. Nursery school, primary school, social halls or in open places. In his study Ngau (1997) says that in classes held in public buildings learners waits for long before the buildings are available for the classes to kick off.
In an interview with Blackboard, Aduda, the Director of Adult Education, said one of the major problems affecting adult education is lack of facilities (Daily Nation, 1996 May, 10$^{th}$ P 16).

Ngau, (1997), found that some potential learners failed to enroll in literacy programme because there was no adult literacy centres nearby. The study reviewed that the adult classes operating in Nursery school and primary school were embarrassing and exposed the adult learners to ridicule by those who respect them.

## 2.7 The influence of Motivation on the Implementation of adult literacy programs

Adult literacy like any other program requires the adult learners to be motivated enough to undertake learning. Njerenga (2005) noted that there is need that greater motivation should be created in adult literacy learners. Jimarong (2006) observed that adult learners' willingness to learn is often affected by their need to know and they are usually motivated because of internal or intrinsic factors. The facilitators should therefore be wary of planning activities that have no relevance to the adult learner and activities that would not enhance or benefit personal knowledge and growth. Study by Murai (1985), teachers emphasized that learners need to be encouraged by various authorities in order to continue learning. The study emphasized the need for support on learners so as to create interest and sustain the desire for learning. For the adult literacy program to achieve the desired goal, administrators, local leaders, school teachers and extension workers should become more involved and concerned with the program.

According to Knoll (1983), motivation often is used to denote the goals that people hope to achieve by behaving in a particular way. Motivation of adult learners for literacy would be defined by listing the anticipated benefits adults expects to receive as a result of participating in it. Knoll (1983) theories that motivation can be considered as willingness to expend energy on some particular activity, as the energizing force that sets behavior in motion rather than end results to which the behavior is likely to lead. As such the motivation of the adult literacy learners is regarded as the state of readiness or willingness to participate regardless of the possible results. Adults are not a captive audience like children and having strong motives to participate is paramount. Cropley (1983) points that benefits adults expects to realize because of participating is as important as willingness to participate in the

literacy programme. Quoted by Knoll, Nolte (1981) pointed out that the tendency of adults to persist with literacy activities or drop out after a short time is largely determined by the extent to which they regard their expectation of the activities as fulfilling or unfulfilling.

Paul Freire according to Ayot (1999) consider development to mean a balanced growth in economic and social fields and emphasizes that this should concern quality of life as seen by the individual a community or a country at large. Freire who lived in Brazil, a poor third world country based his psycho-social approach method on the belief that people get interested in learning the things that they hold strong feeling about. Through this approach he made literacy programs implementation in Brazil effective by integrating literacy to development activities.

There are many theories which regard to what motivates adults to learn. However for adults in Adult basic Education classes the acquiring of a basic education is often pertinent to the personal development Andrews (2007). Maslow (1970) hierarchy of needs stresses the importance of meeting the psychological needs (food, water, shelter etc). Maslow (1970), people's needs are arranged in order of importance and once these needs have been met, they are motivated to progress to the next level of needs. Cross (1979) concur with these and cited evidence to support the understanding that adults who are less educated and in the socioeconomically lower classes will be more interested in learning and education that is aimed at their survival needs (psychological and safety), while the well educated middle and upper classes are more open to learning and education that is aimed at personal development, achievement and self actualization.

According to vroom (1964), irrespective of the level at which learning is taking place; the motivation to learning is quite similar between children and adults. Vroom's expectancy theory of motivation suggests that; individuals will be motivated to work well if they have the perception that their effort will result in successful performance. Robinson (2005) cited social relationship like making friends and being with others in a comfortable, rewarding environment as one of the factors which serve as the most common motivation for adults to undertake new learning.

## 2.8 Theoretical framework

A problem seems to exist in the implementation of adult literacy programs in the country. The researcher will base the study on the Leadership Obstacle Model (LOM) of curriculum innovation (Ornstein & Hunkins, 1998). The Model grew out of the work by Neal Gross, (1979) to determine the success or failure of the Organization. According to Gross the implementation of any curriculum is faced with many obstacles which must be neutralized. To do this, one must make sure the following conditions exist: the necessary materials and equipments, the environment must be the conducive to enable implementation and participants in the implementation are motivated to spend the required time and effort to make the implementation a success. Gross further suggests that the participants must have a clear understanding the importance of the change expected to happen.

The views advanced by Gross, (1979), seem to apply appropriately to this study because the society is changing rapidly and the need of a literate society is inevitable. The country and the world at large are yearning to fight the three social evils: ignorance, poverty and diseases. There cannot be any development that can take place in any society plagued by the above social evils. The solution to these burdens for the society is only through educating both the young as well as the old. According to LOM, the success of the implementation of adult literacy program will largely depend on positive attitude of both the adult learner and the administrators of the literacy programs, provision of the required resources e.g. text books and writing materials, adequate and timely funding of the programs and motivation of the learners. Similarly proper infrastructure specifically designed for the adult literacy programs must be put in place as a matter of priority. The environment for learning must also be conducive. These factors if properly addressed may help to neutralize any obstacles that hinder the implementation of the adult literacy programs in Kenya. This will eventually lead to a literate society, accelerated development and improved social cohesion.

## 2.9 Conceptual framework

The study intends to use a conceptual framework adopted from the basic model of an open system (Okombe, 2001). In this model, the adult literacy program is a social

system which is open i.e. it does interact with environment on which it relies on for essential input and for the implementation of its programme.

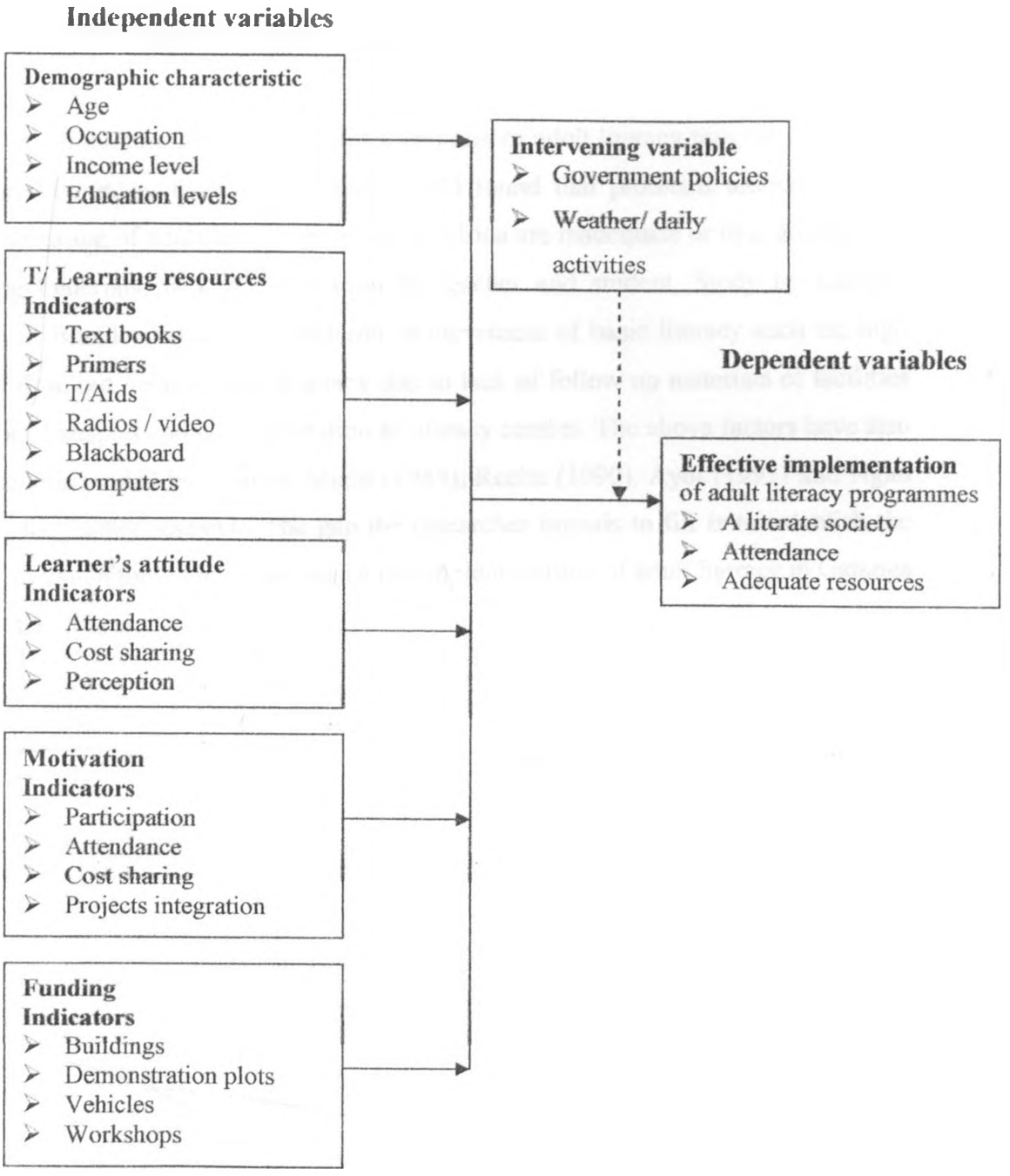


**Figure 2.1 Conceptual frame work**

From the above models the independent variables are learner's attitude, motivation of learners, the funding of ACE programs and teaching/ learning resources. For the system to function effectively, the entire variables in play must seen to work at equilibrium for the implementation of the program to be effective. If this happens

subsequently we shall achieve a universal literary for all and eventually a literate society.

**2.10 Summary of the reviewed literature**

The review literature reveals that implementation of adult literacy programs has been hampered by many factors. Banners (1985) found that problems associated with implementation of adult literacy program in Africa are inadequate or in availability of learning materials, lack of motivation by teacher and student. Study by Campos (1980) in Brazil cited factors hindering achievement of basic literacy such as; high rate of drop out, relapse into illiteracy due to lack of follow up materials of facilities and poor transport and communication to literacy centres. The above factors have also been recommended by scholar; Murai (1985), Reche (1990), Ayot (1995) and Ngau (1997) for further research. The gap the researcher intends to fill is to establish the extent to which these factors influence the implementation of adult literacy in Gatanga District, in Murang'a County.

# CHAPTER THREE
# RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter consists of research design, target population, sample and sampling techniques. It also covers data collection instruments, validity and reliability of data collection instrument, data collection procedure as well as data analysis techniques.

## 3.2 Research design

Orodho (2009) defines a research design as schemes outlines or plans that are used to generate awareness to research problems. The study adopted a descriptive cross-sectional survey design. Descriptive survey seeks to answer questions related to the current status of education program, project or activity (Mugenda & Mugenda, 2003). The researcher used descriptive survey design in order to obtain information related to factors influencing the implementation of adult literacy programs in Gatanga District, Murang'a County.

## 3.3 Target population

The study targeted 177 ACE learners, of whom 84 were enrolled in basic literacy and 93 in post literary classes in 18 ACE centres and also 15 ACE teachers in the district. Target population refers to the total number of subjects or the total environment of interest to the researcher (Oso & Onen, 2005). The summary of adult literacy enrolments are shown in Table 3.1

**Table, 3.1. Enrollment status for ACE programs in Gatanga District.**

| Centre | Basic Education | Post literacy | Non formal | Total |
|---|---|---|---|---|
| Kganjo | 3 | 3 | 0 | 6 |
| Kahunyo | 5 | 0 | 0 | 5 |
| Kahunyo men | 0 | 4 | 0 | 4 |
| Kimandi | 5 | 5 | 0 | 10 |
| Kiagige | 4 | 3 | 0 | 7 |
| Kirwara | 5 | 13 | 0 | 18 |
| Mabae | 0 | 17 | 0 | 17 |
| Kimakia | 4 | 16 | 0 | 20 |
| Gichagi | 2 | 2 | 0 | 4 |
| Ndakaini | 9 | 3 | 0 | 12 |
| Mbugiti | 6 | 0 | 0 | 6 |
| Ikangaani | 6 | 3 | 0 | 9 |
| Gituamba | 4 | 9 | 0 | 13 |
| Gati-iguru | 4 | 9 | 0 | 13 |
| Rwaitira | 4 | 4 | 0 | 8 |
| Gichakai | 5 | 0 | 0 | 5 |
| Muhare | 8 | 3 | 0 | 11 |
| Ngugugu | 10 | 0 | 0 | 10 |
| **Total** | **84** | **93** | **0** | **177** |

### 3.4 Sample size and Sampling technique

Gatanga District is divided into 5 divisions, Kigoro, Kariara, Kirwara, Kihumbu-ini and Samuru Division. The researcher used simple random sampling for adult basic and continuing learners in the district for the study. Purposive sampling was used on all ACE teachers in the centre because of their typicality. A sample refers to a part of the target population that has been procedurally selected to represent it (Oso and Onen, A sample refers to a part of the target population that has been procedurally selected to represent it (Oso and Onen, 2005). for the study. From the 177 ACE

learners in the district, a sample of 122 respondents was selected for the study. This sample was arrived at by the use of Kreijen and Morgan Tables. The sample size of the respondents was obtained from each centre as shown in the Table 3.2.

**Table 3.2 Krejcie sample sizes for given population size**

| POPULATION SIZE | SAMPLE | POPULATION SIZE | SAMPLE |
|---|---|---|---|
| 10 | 10 | 250 | 162 |
| 20 | 19 | 300 | 169 |
| 30 | 28 | 400 | 196 |
| 40 | 35 | 1500 | 306 |
| 50 | 44 | 2000 | 322 |
| 60 | 52 | 3000 | 341 |
| 70 | 59 | 4000 | 351 |
| 80 | 66 | 5000 | 307 |
| 90 | 73 | 10000 | 370 |
| 100 | 80 | 20000 | 377 |
| 150 | 108 | 50000 | 381 |
| 200 | 132 | 10000 | 384 |

**Source: Krejcie (1970)**

**Table, 3.3. Enrollment status for ACE programs in Gatanga District.**

| Centre | Total population | Sample size | Total |
|---|---|---|---|
| Kiganjo | 6 | 6/177x122 | 4 |
| Kahunyo | 5 | 5/177x122 | 3 |
| Kahunyo men | 4 | 4/177x122 | 3 |
| Kimandi | 10 | 10/177x122 | 7 |
| Kiagige | 7 | 7/177x122 | 5 |
| Kirwara | 18 | 18/177x122 | 12 |
| Mabae | 17 | 17/177x122 | 12 |
| Kimakia | 20 | 20/177x122 | 14 |
| Gichagi | 4 | 4/177x122 | 3 |
| Ndakaini | 12 | 12/177x122 | 8 |
| Mbugiti | 6 | 6/177x122 | 4 |
| Ikangaani | 9 | 9/177x122 | 6 |
| Gituamba | 13 | 13/177x122 | 9 |
| Gati-iguru | 13 | 13/177x122 | 9 |
| Rwaitira | 8 | 8/177x122 | 6 |
| Gichakai | 5 | 5/177x122 | 3 |
| Muhare | 11 | 11/177x122 | 8 |
| Ngugugu | 10 | 10/177x122 | 7 |
| **Total** | **177** | - | **122** |

Individual respondents from each centre were obtained through simple random sampling in which the researcher prepared coupons equal to the number of learners in each centre. Some of the coupons equal to the total sample in each centre were labeled 'Yes' while the rest were labeled 'No'. Those who selected coupons labeled 'Yes' participated in the research as the respondents.

### 3.5 Data collection Instrument

The researcher used questionnaire to gather the intended data. A questionnaire is an instrument used to gather data, which allows measurement for or against a particular view point (Orodho, 2009). According to Ogula, (1995), the instruments recommended for data collection in descriptive research studies include use of questionnaires and interview schedules Questionnaire for learner contain five Sections. Section I: gathered background information or demographic characteristics of learners, Section II: gather data on teaching /learning resource, Section III: attitude of adult learners toward adult literacy program while Section IV: motivation of learners and Section V: Funding of adult literacy programs.

The questionnaire for teachers contained five sections; Section I: gathers background information of the teachers, Section II: dealt with teaching/ learning resources Section III: Learner's attitude. Section IV: dealt with motivation and attendance of learners while Section V: dealt with funding of the adult literacy programme. The questionnaire for teachers was mostly open ended questions for purpose of probing.

#### 3.5.1 Piloting of the Instrument.

Before undertaking the collection of the data, the researcher conducted a pilot study of the instrument with a view to determine the reliability. The pilot study was conducted in the adult literacy classes in the neighbouring Gituru Division in Kandara District where 15 adult literacy learners in three centres were involved. At the same time 3 adult literacy teachers were also involved in filling the questionnaire for teachers.

#### 3.5.2 Validity of the Instrument.

The research used content validity, which means the extent to which a measuring instrument provides adequate validity of the instrument has been tested by discussing their contents with other colleagues with consultation with the supervisor as recommended by Orodho (2004). Validity is the degree to which results obtained

from the analysis of the data actually represents the phenomenon under investigation (Orodho, 2009).

### 3.5.3 Reliability of the Instrument

Mugenda & Mugenda (2003) define reliability as the degree to which a researcher instrument yields consistent results or data after repeated trials. The researcher used the split-half method. The result obtained from the pilot study conducted in adult literacy centres in Gituru Division in Kandara District were analyzed using Spearman order correlation coefficient to determine the reliability of the instrument.

## 3.6 Data Collection Procedures.

The researcher obtained a permit from the National Council of Science and Technology. Permission to collect data in adult literacy centres in the District was obtained from the Gatanga district adult literacy office. The data was collected by administering the instrument to various respondents. The researcher also wrote a transmittal letter for introduction purposes. A brief explanation on how to fill the questionnaire was carried out by the researcher with the help of research assistants to ensure uniformity. The researcher sought the services of research assistant that were trained in assisting the respondent in translating of the questionnaire. The filled questionnaires were immediately collected for analysis.

## 3.7 Data analysis Techniques.

Data analysis deals with the organization, interpretation and presentation of collected data (Oso & Onen, 2005). The researcher, analyzed data using descriptive statistics for quantitative data, by use of frequency tables, percentages and measure of central tendency. Content analysis was used for qualitative data. All the data in the answered questionnaire were coded before analyses. Items with similar themes was categorized and put under the same topics. Data analysis was done with the help of Statistic Package for Social Science (SPSS), version 18.0

### 3.8 Ethical issue

The researcher observed fundamental clauses in social research ethics. Confidentiality was guaranteed for all respondents verbally and in writing. Permission was sought from the District Literacy officer and National council of sciences and technology before field work commenced. Authorization letters have been attached to the final project report.

### 3.9 Operational Definition of Variables

**Table 3.4 Operational measurement of Variables**

| Objectives | variables | indicators | Measuring levels | Tools of data collection | Tools of analysis |
|---|---|---|---|---|---|
| To determine influence of teaching/learning on the implementation of adult literacy | Teaching and learning resources | -Blackboard<br>-chalks<br>-textbooks primers w/materials<br>T/Aids<br>Radio/video | Ratio | Questionnaire | Percentage & frequencies |
| To establish the influence of attitude of learners on the implementation of adult literacy | Attitude of learners | -Perception<br>- attendance<br>-post literacy<br>- cost sharing | Ordinal | Questionnaire | Percentages & frequencies |
| To examine the influence of learners' motivation on the implementation of the adult literacy programs | Learners' motivation | Participation<br>- certificates<br>-integrated project<br>-attendance<br>-cost sharing | Ratio | Questionnaire | Percentage & frequencies |
| To establish the influence of government funding on implementation of adult literacy | Program funding. | -c/rooms<br>-vehicles<br>-d/plots<br>-implements | Ratio | Questionnaire | Percentage & frequencies |

# CHAPTER FOUR

# DATA ANALYSIS, PRESENTATION AND INTERPRETATION

## 4.1 Introduction

This chapter contains the analysis, presentation and interpretation of data collected from learners and teachers of the adult literacy programme in Gatanga district in Murang'a County on the factors influencing the implementation of the adult literacy programs. It presents analysis and results obtained from data collected on the basis of the objective for the study. The data was collected from both the adult literacy learners and their teachers by use of questionnaires in all the centres across the entire district. The responses have been summarized, compiled into frequencies, percentages and means and the result used to make key judgment regarding the various objective used for the study. The chapter also presents the instrument return rate from both the learners and their teachers.

## 4.2 Instruments' Return Rate

The research study had targeted 122 adult literacy learners and all the teachers who conduct learning in these centres because of their typicality. From these samples the researcher managed to gather information from 104 adult literacy learners which translate to 85.24% while all the teachers (100%) in the adult literacy centres responded to the questionnaires. The researcher failed to achieve the target sample from learners due to absenteeism. However this rate of return is within the acceptable range and hence the researcher proceeded to analyze and interpret the data.

## 4.3 Influence of Demographic Characteristics on the Implementation of adult literacy Programs

In this section the researcher has given information obtained from the learners regarding their gender, age bracket, occupation, income levels and level of their education before joining the adult literacy.

### 4.3.1 Gender of the respondents

Responses were sought from the respondents to indicate their ages. The results of the findings are summarized in Table 4.1.

**Table 4.1 Distribution of the Respondents by Gender**

| Respondents | Gender | Frequency | Percentage |
|---|---|---|---|
| Learners N = 104 | Male | 16 | 15.4 |
| | Female | 88 | 84.6 |
| Teacher N = 15 | Male | 2 | 13.3 |
| | Female | 13 | 86.7 |

From the findings in Table 4.1, 86.4% of the adult learners respondents were female while 15.4% were male. It is evident that more female than male are attending the adult literacy classes in the district. Among the adult literacy teachers out of the 15 teachers involved in the study, 86.7 % of them are female while only 13.3 % are males.

### 4.3.2 Ages of the Respondents

Responses were sought from learners about their ages the learners provided information as presented in the Table 4.2.

**Table 4.2 Distribution of Respondents by Age Bracket**

| Age | Frequency | Percentage |
|---|---|---|
| 20-29 | 17 | 16.3 |
| 30-39 | 27 | 26.0 |
| 40-49 | 24 | 23.1 |
| 50-59 | 29 | 27.9 |
| 60 and above | 7 | 6.7 |
| **Total** | **104** | **100** |

The results presented in Table 4.2 indicate that 65.4% of the learners are in the age bracket 40-49 and below. Only about 6.7% of learners in the adult literacy programme who were in the age bracket 60 and above.

The study further sought to find out the ages of the teachers handling the adult literacy classes.

**Table 4.3 Age distribution for Adult Literacy Teachers**

| Age | Frequency | Percentage |
|---|---|---|
| 30-39 | 7 | 46.7 |
| 40-49 | 6 | 40.0 |
| 50-59 | 2 | 13.3 |
| **Total** | **15** | **100.0** |

The finding presented in Table 4.3 show that 53.3 % of the adult literacy teachers were within the age bracket 40 – 59 years with only 46.7 % of the teacher within the age bracket 30 – 39 years. This age factor meant that the teachers were mature and were capable of handling the adult learners. This may also have contributed to enrolment of young adults in the literacy programs.

### 4.3.3 Occupation of the respondents

The study required the adult learners to state their occupation. The finding of the respondents' occupation is summarized in Table 4.4.

**Table 4.4 Distribution of adult learners by their occupations**

| Occupation | Frequency | Percentage |
|---|---|---|
| Farming | 93 | 89.4 |
| Business | 11 | 10.6 |
| **Total** | **104** | **100.0** |

According to the study 89.4 % of the adult learners are involved in farming as the district is solely an agricultural area. The remaining 10.6 % of the respondents engage in small business which includes greengrocery and other farm produce. During the farming season, attendance of the learners may be greatly affected as majority of the adult learners are engaged in farming.

### 4.3.4 Income levels of the respondents

Further the research study required the adult literacy learners to state their approximate monthly income from their occupation. The result of the finding is enumerated in Table 4.5.

**Table 4.5 Income levels of the Adults learners**

| Income | Frequency | Percentage |
|---|---|---|
| Less than 5000 | 95 | 91.3 |
| 5000-10000 | 9 | 8.7 |
| **Total** | **104** | **100.0** |

The responses presented in table 4.5 shows that majority (91.3 %) of the adult literacy learners had a monthly income of Ksh. 5000 and below. The remaining 8.7 % of the respondents had a monthly income of between Ksh. 5000—10000. This implies that most of the learners were in the low income bracket. As such majority of the adult learners had no money to commit in acquiring learning resources.

### 4.3.5 Formal Education

Responses were sought from learners on whether they had formal education before engagement with adult literacy education. The summary of the findings are enumerated in Table 4.6.

**Table 4.6 Respondents Formal Education**

| Response | Frequency | Percentage |
|---|---|---|
| Yes | 83 | 79.8 |
| No | 21 | 20.2 |
| **Total** | **104** | **100.0** |

From the findings 79.8 % of the respondents had formal education prior to joining the adult literacy with only 20.2 % having no formal education. This indicates that the learner's intentions to enroll in adult literacy programme were not purely for basic literacy. There were other underlying factors that motivated the learners to enroll in adult literacy programme.

### 4.3.6 Academic level

This section covers findings from those learners who had formal education before joining the adult literacy programme to indicate the levels they had attained. The summary of the finding is given in the Table 4.7.

**Table 4.7 Prior Academic level of Adult literacy learners**

| Classes | Frequency | Percentage |
|---|---|---|
| 1 – 4 | 14 | 16.9 |
| 5-6 | 24 | 28.9 |
| 7-8 | 43 | 51.8 |
| Form 1 and above | 2 | 2.4 |
| **Total** | **83** | **100.0** |

According to the findings in Table 4.7, 83.1 % of the respondents had reached class 4—8. Another 16.9 % of the respondents had attended class 1—4 while 2.4 % of the respondents had form 1 and above level of education before enrolling in the adult literacy programmee.

### 4.3.7 Attendance of learners in the adult literacy centres

Responses were sought from the respondents on how often they attend the classes. Table 4.8 presents data from learners of the adult literacy weekly attendance.

**Table 4.8 Weekly Attendances of adult literacy learners**

| Attendance | Frequency | Percentage |
|---|---|---|
| Once a week | 35 | 33.7 |
| Twice a week | 67 | 64.4 |
| Others | 2 | 1.9 |
| **Total** | **104** | **100.0** |

The findings in Table 4.8 established that most of the learners 64.4 % attended classes twice in a week while 33.7 % attended once a week. The remaining 1.9 % of the

respondents of who comes from one centre attended classes more than two days in a week.

### 4.3.8 Distance traveled by Learners to the adult literacy centres.

Responses were sought from teachers on the distance their learners travel to attend the adult classes. The results of the findings are summarized in Table 4.9.

**Table 4.9 Distance Learners travels to the adult literacy Centres**

| Distance | Frequency | Percentage |
|---|---|---|
| Less than 1 km | 6 | 40.0 |
| 1-2 km | 5 | 33.3 |
| 3-4 km | 4 | 26.7 |
| **Total** | **15** | **100.0** |

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From the findings in Table 4.9, 73.3 % of the respondents indicated that their learners travelled less than 3 Km to attend the adult literacy classes. However another 26.7 % of the teachers indicated that their learners travelled between 3— 4 Km to the adult literacy centres.

## 4.4. Influence of resources on the implementation of the adult literacy programs

Resources are important for any program implementation. Resources consist of both materials and human which are crucial in the implementation process. Materials required for the adult literacy programs include text books, primers, writing materials, radio/video and teaching aids. These resources are important as the enable teaching and learning process to be effective as well as offering learners to practice what they have been taught. Teachers as part of human resource and are an important element in the implementation process of any educational program.

### 4.4.1 Access for the resource materials for adult education

The study sought to find out whether the adult literacy learners have access to reading and writing resource. The respondents were required whether their centres had resources. The summary of the findings are contained in Table 4.10 on access to resources.

**TABLE 4.10 Accesses to Resources for adult learners**

| Response | | Frequency | Percentage |
|---|---|---|---|
| Learners | Yes | 90 | 86.5 |
| | No | 14 | 13.4 |
| **Total** | | **104** | **100.0** |
| Teachers | Yes | 14 | 93.3 |
| | No | 1 | 6.7 |
| **Total** | | **15** | **100.00** |

According to the result of the findings 86.5 % of the learners had access to resources and the rest 13.5 % of the learners had no access to resources. This is also confirmed by the adult literacy programme teachers in which 93.3 % retaliated that they have access to resources with only 6.7 % of them lacking these resources. The respondents confirmed having resources ranging from text books, writing materials, primers and teaching aids. However resources such as radio, video and tapes which are important for learning especially through demonstration are not available at all.

### 4.4.2 Sufficiency of the facilities in the adult literacy centres

Responses were sought from both the learners and teachers on whether the resources they have access to were adequate. Table 4.11 contains data obtained from both the teachers and the learners on the adequacy of the resources.

**Table 4.11 Adequacy of teaching and learning resources**

| Respondent | Response | Frequency | Percentage |
|---|---|---|---|
| Learners | Yes | 7 | 6.7 |
| | No | 96 | 92.3 |
| | Others | 1 | 1.0 |
| | **Total** | **104** | **100.0** |
| Teachers | Yes | 1 | 6.7 |
| | No | 14 | 93.3 |
| | **Total** | **15** | **100.0** |

From the findings in Table 4.11 above 92.3% of the adult literacy learners indicated that the resources available in these centres are not adequate while only 6.7 % of the respondents confirmed that the resources were adequate. Responses from the teacher also confirmed this in which 93 3 % indicated that the resources were inadequate and only 6.7 % which represented one centre having adequate resources.

### 4.4.3 Language commonly used in writing text books for adult learners.

Responses were sought from learners on the language commonly used in the books used by the adult literacy learners. Table 4.12 shows the summary of the findings.

**Table 4.12 Language used in writing adult literacy Text Books**

| Language | Frequency | Percent |
|---|---|---|
| English / Kiswahili | 33 | 31.7 |
| Swahili/mother tongue | 49 | 47.1 |
| Mother tongue/ Eng | 22 | 21.2 |
| **Total** | **104** | **100.0** |

According to the study 47.1 % of the respondents indicated that the common language used in those books is Swahili/ mother tongue while another 31.7 % showed that

English/ Swahili language have been used in writing most books. This may not be a major problem given that many of the learners in these centres had acquired prior basic education in class 4 and onward. However this may not be a good indicator especially for 20.2 % of the learners who had no prior basic education before joining the adult literacy program.

### 4.4.4 Comfort ability of the language used in writing text books for learners

Responses were sought from learners on whether they were comfortable with the languages used in writing the text books. Table 4.13 represents the data on how the learners views the languages used

**Table 4.13 Comfortability with Languages used in Text books**

| Response | Frequency | Percentage |
|---|---|---|
| Yes | 83 | 79.8 |
| No | 21 | 20.2 |
| **Total** | **104** | **100.0** |

The findings from Table 4.13, the responses of the learners shows that 79.8 % of the respondents are comfortable with the languages used with 20.2 % indicating that they were not comfortable with the languages. Further opinions were sought from those who were not comfortable with the language to indicate why they thought so. From their responses 85.7 % said that the languages used were too difficult to understand while 14.3 % found the languages used as being too easy. This maybe attributed to the fact that a number of learners had no formal education hence they could have experienced hardship in understanding the language while others had superior knowledge and as they had formal education beyond class eight thus finding the language too easy.

### 4.4.5 Characteristics of the adult literacy Teachers

Teachers in the adult literacy centres were requested to indicate their level of training in adult education. Table 4.14 represents the findings from the adult literacy teachers

**Table 4.14 Level of Training for Adult Literacy Teachers**

| Response | Frequency | Percentage |
|---|---|---|
| Secondary level | 7 | 46.7 |
| Certificate level | 6 | 40.0 |
| Total | 13 | 86.7 |
| No response | 2 | 13.3 |
| **Total** | **15** | **100.0** |

From the findings summarized in Table 4.14, 40.0 % of the adult literacy teachers have a certificate in adult literacy education while majority 46.7 % of the respondents have only secondary level of education. 13.3 % avoided the response.

#### 4.4.5.1 In-service training for adult literacy teachers

Responses were sought form teachers on how often they attended in-service training programs for literacy education. Their responses are summarized in Table 4.15.

**Table 4.15 In-service Training Attendances for adult Teachers**

| Response | Frequency | Percentage |
|---|---|---|
| Twice a year | 2 | 13.3 |
| Once a year | 4 | 26.7 |
| Once in two years | 8 | 53.3 |
| Never | 1 | 6.7 |
| **Total** | **15** | **100.0** |

From the findings in Table 4.15, majority 53.3 % of the adult literacy teachers attend in-service training once in two years while another 26.7 % of the teachers attend once

a year. Another 6.7 % indicated having not attended any training at all. Therefore majority of the teachers had adequate knowledge on adult literacy.

#### 4.4.5.2 Supervision of adult literacy Teachers

The adult literacy teachers were asked to indicate how often they were supervised in their centres. The findings of the adult literacy teachers' supervision are summarized in Table 4.16.

**Table 4.16 Adult Literacy Teachers' Supervision**

| Response | Frequency | Percentage |
|---|---|---|
| Very often | 4 | 26.7 |
| Often | 11 | 73.3 |
| **Total** | **15** | **100.0** |

From the responses in Table 4.16, 73.3 % of the respondents are supervised often while 26.7 % are supervised very often. The teachers were required to forward monthly report with the district adult office. There is also a person in the district who is responsible for the supervisory work but with the current changes with the department, this role has now been scrapped. Occasionally supervisory teams from the county have been coming to the centres. These means that the challenges encountered by teachers and learners in adult literacy education are frequently noted.

### 4.5 The influence of attitude of adult literacy learners on the implementation of adult literacy programs

The learners were asked to give their opinion on ten sets of statements regarding adult education programme to a certain their attitude toward the programme. These statements were given scale with range (1—5); 'strongly agree (5)' to 'strongly disagree (1)'. Scores from each respondent were 'summed up' and the score noted. Scores with a sum 31—50 were coded 3 to represent variable which had an impact to a large extent. Scores with a sum of 30 were code 2 to represent variable with medium extent while scores with a sum between 1—29 were coded 1 to represent variable

which had an impact to a small extent. The results from the analysis of learner's opinions are summarized in Table 4.17.

**Table 4.17 Attitude of adult learners on the literacy programme**

| Response | Frequency | Percentage |
|---|---|---|
| Smaller extent | 7 | 6.7 |
| Medium extent | 24 | 23.1 |
| Greater extent | 73 | 70.2 |
| **Total** | **104** | **100.0** |

From the findings in Table 4.17, 70.2 % of the respondents had opinion which had an impact to a larger extent which indicates that majority of the adult literacy learners have a positive attitude toward the adult literacy programme. 23.1% of the respondents had responses that had an impact to a medium extent or a neutral attitude.

### 4.6 Influence of motivation on the implementation of adult literacy programs

This section covers findings from specific question posed to the respondents to determine the level of motivation on the adult learners from the teachers' point of view. The respondents were required to indicate the opinion that best represent their learner's participation. A series of statements were presented to them to rate their opinions. The statements ranged from 1—5 in which 'strongly agree' (5) to 'strongly disagree' (1). Scores from each respondent were 'summed up' and the score noted. Scores with a sum 31—50 were coded 3 to represent variable which had an impact to a large extent (L.E), which indicate a positive motivation. Scores with a sum 30 were coded 2 to represent variable which had an impact to a medium extent. Scores with a sum 1—29 were coded 1 to represent variable which had an equivalent to a smaller extent (S.E).

**Table 4.18 Level of adult Learner's Motivation**

The teachers handling the adult literacy classes were asked to indicate their opinion on the reasons that made them join the adult literacy program. The summary of their response are summarized in the Table 4.18

**Table 4.18 Level of Motivation of Adult literacy Learners**

| Response | Frequency | Percentage |
|---|---|---|
| Smaller extent | 2 | 1.9 |
| Medium extent | 13 | 12.5 |
| Greater extent | 89 | 85.6 |
| **Total** | **104** | **100.0** |

From the findings in the Table 4.18, majority 85.6% of the respondents showed responses which had an impact to a large extent implying that the learners were positively motivated to participate in adult literacy programe. The learners were therefore motivated to attend the literacy classes and participate actively. This is evident because majority of the learners had no problem in cost sharing with the government for their education.

**4.6.1 Learners expectation after attending the adult literacy programme**

Responses were sought from learners on whether they expected rewards after r the completing the adult literacy programs. The summary of the findings are summarized in Table 4.19.

**Table 4.19 Expectation of Reward after Completion**

| Response | Frequency | Percentage |
|---|---|---|
| Yes | 101 | 97.1 |
| No | 3 | 2.9 |
| **Total** | **104** | **100.0** |

According to the findings in Table 4.19, majority of the respondents 97.4 % would wish to be rewarded after completing the course with only 2.9 % of the respondents not minding the absence of the reward.

The finding indicated that majority of the learners are motivated when their efforts are rewarded or recognized. Responses were further sought on the type of rewards the learners would expects once they complete their adult literacy programs the respondents were required to choose from a list of rewards they would expect. The summary of the finding are summarized in Table 4.20.

**Table 4.20 Form of Reward Expected**

| Reward | Frequency | Percentage |
|---|---|---|
| Job | 19 | 18.3 |
| Certificate | 81 | 77.9 |
| Others | 2 | 1.9 |
| **Total** | **102** | **98.1** |

The results from the findings in Table 4.20 indicated that most of the learners expected reward in form of certificate after completing the adult literacy programme. The study also reviewed that 18.3 % of the responded would want to acquire jobs once they complete the adult literacy programme. This may be attributed to the fact that many of the learners in the adult literacy programme are in their productive ages (20yrs---50 yrs) and hence they would like make use of their knowledge by acquiring the job.

**4.7 Influence of government funding on the implementation of adult program**

This section covers findings from specific statement on the influence of government funding on the implementation of the adult literacy programmes. The government funding include the provision of funds to acquire of such things as buildings, purchases of books, payment of salaries of teachers and purchases of vehicles which can be used for supervision. The response were sought to determine whether the

government fund the adult literacy programme. The result from the finding is summarized in the Table 4.21.

**Table 4.21 Respondents views on Government Funding**

| Response | Frequency | Percentage |
|---|---|---|
| Yes | 66 | 63.5 |
| No | 25 | 24.0 |
| Don't know | 13 | 12.5 |
| **Total** | **104** | **100.0** |

According to the findings in Table 4.21, majority of the learners 63.5 % acknowledge that the government funds the adult literacy programs while the rest 36.5 % either indicated that the government does not funds the programme or they don't know. Responses from teachers on the same issue indicated that 86.7 % of the respondents said the government funds the programme and the rest 13.4 % felt that the learners and other organizations fund the program. However the funds provided by the government goes to pay teachers' salaries and provision of teaching and learning resources.

**Table 4.22 Provision of Resources for adult literacy programme**

| Response | Frequency | Percentage |
|---|---|---|
| Government | 13 | 86.7 |
| Learners | 1 | 6.7 |
| Others | 1 | 6.7 |
| **Total** | **15** | **100.0** |

### 4.7.1 Ownership of facilities used by the adult learners

Responses were sought from learners to indicate the place meet for their classes. The findings from the respondents are summarized in Table 4.23

**Table 4.23 Ownership of facilities used by adult literacy programme**

| Centres | Frequency | Percentage |
|---|---|---|
| Nursery school | 31 | 29.8 |
| Primary school | 52 | 50.0 |
| Church | 17 | 16.3 |
| Resource centres | 4 | 3.8 |
| **Total** | **104** | **100.0** |

From the findings in Table 4.23, majority 79.8 % of the adult classes are held in nursery school and primary schools around the district while the rest of the respondent 20.2 % indicated that their classes are either held in churches or in resource centres within their village. This is an indication that the department of adult and continuing education didn't have their own facilities where the adult literacy classes could have been held. The adult literacy programs were at the mercy of the primary and nursery schools managements to allow them to use the facilities or not.

### 4.7.2 Availability of the facilities used by the adult learners

When asked to state whether the facilities used by the learners were available any time they require them for classes. Majority of the respondents, 63.5 % indicated that the facilities were available while 35.9 % reviewed that the facilities are not available. Those who said that the facilities were not available were asked to state why? Majority of the respondents 53.7 % established that the facilities were being used by the pupils and they had to wait for them to finish so that they can be allowed to use the facilities.

### 4.7.3 Suitability of the facilities used by the adult learners

Responses were sought from learners on whether the facilities they were using for the adult literacy classes were comfortable with them. The learners were to indicate true or false from given statements. The findings from the respondents were summarized in Table 4.24.

**Table 4.24 Suitability of the Facilities used by adult Learners**

| Statement | Response | Frequency | Percentage |
|---|---|---|---|
| Comfortable | True | 30 | 28.8 |
| | False | 74 | 71.2 |
| | **Total** | **104** | **100** |
| Well lit | True | 49 | 47.1 |
| | False | 55 | 52.9 |
| | **Total** | **104** | **100** |

The findings in Table 4.24 show that majority 71.2 % of the respondent found the statement that the facility used in the adult literacy classes were comfortable as false and the rest 28.8 % indicating that the facility used were comfortable.

Responses were also sought from learners on whether rooms were well lit and conducive for learning. According to the findings in Table 4.24, 52.9 % of the respondents disagreed with the statement showing that the rooms had no enough light and were not conducive for learning. Many of these facilities were not installed with electricity and since many of the classes took place in the afternoon there was no enough light. The rooms were fitted with small tables and benches which were either too small for the adult learners or not adequate at all.

# CHAPTER FIVE

## SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

### 5.1 Introduction

This chapter presents a summary of the major findings, answers to research questions, conclusions and recommendations of this study. It's also presents the proposed future studies.

### 5.2 Summary of the findings

The purpose of this study was to investigate the factors influencing the implementation of adult literacy programme in Gatanga district in Murang'a County. According to the recent national and housing census Gatanga district has a high illiteracy level which stands at 9.3 %. Despite this scenario enrolment level in adult literacy in the district remain high.

The objectives of the study were to determine the influence of demographic characteristic on the implementation of the adult literacy education, to determine the extent to which attitude of learners influence the implementation of the adult literacy programme, the influence of teaching and learning resources on the implementation of the adult literacy education. Other objectives of the study include the influence of learners' motivation and government funding on the implementation of the adult literacy programme in Gatanga district, in Murang'a County.

The study adopted survey research method. The research targeted 177 literacy learners and 15 adult literacy teachers in the district. A sample of 122 respondents was selected from learners and the teachers were used in the study because of their typicality. Questionnaires were used to gather information from both the adult literacy learners and teachers. The questionnaires for learners were mainly structured since many would have experienced problem in the interpretation of the question and even writing down the unstructured questions while those of teachers were semi-structured. A pilot study was carried out in the neighbouring Gituru division using split-half method and their reliability was tested using Spearman order correlation and obtained

a coefficient of 0.82 was obtained. The instruments were revised with guidance from my supervisor to remove ambiguity.

The questionnaire were administered to the respondents with the help research assistant and later collected after they were filled. The responses were coded and analyzed with the help of Statistical Package for Social Science (SPSS), Version 11.7, the results were presented in tables, frequencies, and percentages.

### 5.2.1 Influence of demographic characteristic on the implementation of adult literacy programme

The study has found that majority of the adult literacy learners were female, 84.6 % compared to men at 15.4 %. The study also established that majority of the adult literacy teachers were females, 86.7 % while 13.3 % were males. Further the study found that majority, 65.4 % of the learner in the adult literacy programme are within their productive ages of between 20 years and 50 years. The study found that a small proportion, 6.7 % of these learners in the age bracket 60 years and above. This means that their motivation toward literacy is to enable them cope up with their life. The study further found that majority 79.3 % of the learners had already attained the minimum level of proficiency i.e. class 4 and above before joining the adult literacy with even a number of them, 2.4 % having enrolled in secondary school. This means that their motivating factor in joining the adult literacy classes was not to get basic literacy as they had already acquired it.

Most of the learners 91.3 % who responded to the research were of low income level earning a monthly salary of less than Ksh 5000. Further the study established that majority 89.4 % of the learners were either small scale farmers or they owned small business 10.6 % which include green grocery for their upkeep. This meant that the learner occasionally absentee themselves from adult literacy classes to look for employment to supplement their low income especially during the farming peak seasons.

The study also found that majority 86.7 % the teachers who are involved in teaching the adult literacy learners are within the ages 30 years and 49 years with only 13.3 % who are between the ages brackets 50—59 years. The range of the teacher's age coincides with those of the learners and hence they are able to understand the learners. This factor can be contributing to the enrolment of young adult to the literacy programs.

The study also established that majority of the teachers 40.0 %, taught on part time bases, 33.3 % taught on full time bases while the rest 26.7 % teaches on volunteer bases. Those who taught on part time bases are paid very little amount of money per month and the money accumulates for several months without being paid. These therefore created low morale among the part-time teachers who when confronted with alternatives they opted to forsake teaching for greener pasture. The volunteer teachers were hardly paid anything. According to the study 40.0 % of the teachers had training up to certificate level while 46.7 % had only secondary school education i.e. they were not trained to handle the adult learners. These may not be good for proper implementation of the adult literacy programme in the district. The study also reviewed that majority 53.3 % attends in-service training once in two years.

### 5.2.2 Influence of resources on the implementation of adult literacy programme

Both the learners 86.5 % and teachers 93.3 % acknowledged that they had access to teaching and learning resources in their centre while 13.5 % of the learners and 6.7 %of the teachers indicated that they have no access to these resources. However asked if these resources were adequate majority of the learners 92.3 % and 93.3 % of teachers indicated that these resources were inadequate. Therefore teaching and learning in the centres was not effectively done.

The study also obtained responses on the language mostly used in writing text books. Majority 47.1 % of the learners indicated that Swahili and Mother tongue have been used while 31.7 % of the respondent indicated that English/ Swahili are used. Asked whether they were comfortable with the language used in those text books, majority 79.8 % had no difficult with the language. These high number of learner experiencing

no difficult with the language may be attributed to the fact that majority 79.3 % had prior formal education before joining the adult literacy programme. The rest 20.8 % of the respondent who experienced problem with the language used were asked to indicate the reason for difficulty. Majority 85.7 % indicated that the language used was too hard while 14.3 % complained of the languages used being too easy.

Teachers were asked to indicate how often they were supervised in their centre. Majority 73.3 % reviewed that they were supervised often while the rest 26.7 % indicating that they were supervised quite often. Further responses were sought on whether they taught more than once centres. The study established that 33.3 % of the teachers taught more than one centres.

### 5.2.3 Influence of learners attitude on the implementation of adult literacy programme

The study found that most of the learners had a positive attitude (mean 2.63) toward the adult education programme. The learners indicated that adult literacy education is practical in their daily life and were even willing to cost share when called upon to do so. These findings were also confirmed by the adult literacy teachers who overwhelmingly indicated that the learners had a positive attitude (2.93).

### 5.2.4 Influence of motivation of learners on the implementation of adult literacy programme

Majority of the learners (mean 2.8365) showed that they were motivated in participating in adult literacy programmes. Majority (65.4 %) of the learners was in their productive years (20 years—49 years) and hence they have a chance of utilizing the education gained in the literacy programme.

The study also found that majority 97.1 % of the learners expected a reward after completing the adult literacy course while 2.9 % were not interested in rewards. Asked the kind of reward 71.4 % of the respondents needed certificates with a further 18.6 % need their education to read them to acquisition of job and eventually a career

### 5.2.5 Influence of government funding on the implementation of the adult literacy education

The study found from both the learners 83.5 % and teachers 86.7 % that the government funds the adult literacy programmes. The respondents acknowledge that the funds provided by the government go to paying of teachers and buying of teaching and learning materials.

Most of the facilities used by the adult literacy learners are located in nursery school 29.8 % primary school 50.0 % churches 16.3 % and in resource centres 3.8 %. According to the findings these resources are not suitable for use by the adult literacy learners. Most of the facilities are not comfortable for use by learners, tables and benches are small as they are often used by small children. The rooms are not conducive and don't have enough light since most of the classes are attended in the afternoon session.

## 5.3 Discussion of the study findings

This section presents the discussion of the major findings from the study. The discussions were guided by the objectives earlier stated and the information obtained from the respondents. The section also relates findings of similar study conducted by other scholars elsewhere.

### 5.3.1 Influence of Demographic Characteristics on Implementation of adult literacy Programs

In this section contains discussion of the findings obtained from the learners regarding their gender, age, occupation, income levels and level of their education before joining the adult literacy.

#### 5.3.1.1 Gender of the Respondents.

From the research study 86.4% of the adult learners respondents were female while 15.4% were male. It is evident that more females are attending the adult literacy

classes in the district than males. The high percentage of female participation may be that the female were culturally disadvantaged and hence wants to rediscover themselves. The low enrolment for males may be attributed because the society is patriarchal and hence men will shy off from attending literacy classes as they will view irrelevant by the society. Secondly males will fear to compete with female to avoid embarrassment in case of failure. The findings from this study confirms a study carried out by Murage (2009), carried out in Nairobi north west district which found that female participated more in adult education than their male counterpart.

#### 5.3.1.2 Age of the adult literacy learners

The findings from this study reviewed that 65.4% of the respondents are in the age brackets 40—49 years and below. Only about 6.7% of learners who attends adult literacy classes were in the age bracket 60 and above. From these statistics there seems to be a paradigm shift from the earlier notion that adult literacy is for the old, illiterate and semi-illiterate. This seems that the learners may be looking for lost opportunities or the changing society is demanding them to.

#### 5.3.1.3 Occupation and income levels of the adult literacy learners

The study required the adult learners to state their occupation. According to the study 89.4 % of the adult learners are involved in farming as the district is solely an agricultural area. The remaining 10.6 % of the respondents are involved in small business which includes greengrocery and other farm produce. This shows that during the peak agricultural seasons the learners fail to attend the classes. This study confirms a study by Njerenga (2001) on factors influencing the management of adult literacy programmee in Embu where learners dropped out of adult classes during coffee seasons.

Further the research study found that 91.3 % of the respondents earned less than sh. 5000 per month. This shows that many of the learners are of low income level. This confirms the study by Murage (2009). Murage (2009) found that many of the adult learners in Nairobi North District participation was hampered by their low income as they were not able to buy resources to supplement what the government had provided.

#### 5.3.1.4 Formal education status of adult literacy respondents

Responses were sought from learners on whether they had formal education before engagement with adult literacy education. From the findings 79.8 % of the respondents had prior formal education before engaging in adult literacy programmee with only 20.2 % of respondents having no formal education. This study therefore indicating that the learners' intention to enroll in adult literacy programme was not solely for basic literacy.

Further the study sought to know up to what level of education those who had prior to enrolling adult education reached. According to the finding 83.1 % of the respondents had reached class 4—8 which according to adult literacy programme standards is above the level of basic proficiency. It is also evident that 2.4 % of the respondents had form 1 and above level of education which is very encouraging.

#### 5.3.1.5 Attendance of learners in the adult literacy classes

The study sought to establish how often the learners attended the adult literacy class per week. The finding indicated that most of the learners 64.4 % attended classes twice in a week while 33.7 % attended once a week. The remaining 1.9 % of the respondents of who comes from one centre attended classes more than two days in a week. The above findings may be attributed partly because many of the learners are from low income levels and hence they cannot be able to commit themselves fully to adult education programme.

The study also sought to establish from teachers how far the learners travelled to adult literacy centres. From the findings majority 73.3 % of the respondents indicated that learners travelled less than 3 Km to attend the adult classes. However another 26.7 % of the teachers indicated that the learners travelled between 3— 4 Km to the adult classes. This is a big distance for the adult literacy learners to travel given the big responsibility they shoulder and may hinder many from attending especially when the weather is not conducive. This confirms study carried out by Ngau (1997) which found that some potential learners failed to enroll in literacy programme because there were no operating centres nearby.

### 5.3.2 Influence of resources on the implementation of the adult literacy programs

Resources are important for any program implementation. Resources consist of both materials and human which are crucial in the implementation process. Materials required for the adult literacy programs include text books, primers, writing materials, radio/video and teaching aids. These resources are important as the enable teaching and learning process to be effective as well as offering learners a chance to practice what they have been taught. Teachers as part of human resource are as important as any other type of resources in the implementation process of any educational program.

#### 5.3.2.1 Access to Teaching and Learning Resources

According to the result of the findings 86.5 % of the learners had access to resources and the rest 13.5 % of the learners had no access to resources. This is also confirmed by the adult literacy programme teachers in which 93.3 % retaliated that they have access to resources with only 6.7 % of them lacking these resources. The respondents confirmed having resources ranging from text books, writing materials, primers and teaching aids.

However resources such as radio, video and tapes which are important for learning especially as the world turns digital are conspicuously lacking. From the findings, 92.3% of the respondents reviewed that the resources available in these centres are not adequate while only 6.7 % of the respondents confirmed that the resources were adequate. Responses from the teacher also confirmed this in which 93.3 % indicated that the resources were inadequate and only 6.7 % which represented one centre having adequate resources. This study therefore confirms studies by Murai (1985) that reviewed that adult literacy program in the country were hampered by inadequate and inappropriate educational materials. Learners had to buy exercise books, pens and erasers. Ngau, (1997) in his study on situational analysis of adult literacy in Kenya, found that many centers had shortage of writing materials. Research studies carried by Reche (1990) in Embu, noted shortage of chalks, note books, class register, exercise

books, teaching aids and primers. All this shortcomings affected greatly the implementation of adult literacy programs.

**5.3.2.2 Language commonly used in writing text books for adult learners.**

According to the finding of the study 47.1 % of the respondents indicated that the common language used in those books are Swahili/ mother tongue while another 31.7 % sited English/ Swahili. Asked to state whether they experience any difficulty with the language used, majority 79.8 % of the respondents indicated that they were comfortable with the languages used with 20.2 % indicating that they were not comfortable with the languages. The over whelming indication by the learners being comfortable with the languages may be attributed to the fact that majority of them had prior learning experience and thus they didn't experience a lot of problems. Further opinions were sought from those who were not comfortable with the language to indicate why they thought so. From their responses 85.7 % said that the languages used were too difficult to understand while 14.3 % found the languages used as being too easy. This therefore calls for the curriculum developers and publishers to address the needs of all learners as far as languages used in writing books are concerned.

**5.3.2.3 Characteristics of the adult literacy Teachers**

The study sought to find out the ages of the teachers handling the adult literacy classes. The study findings show that 53.3 % of the adult literacy teachers are within the age bracket 40 – 59 years with only 46.7 % of the teacher within the age bracket 30 – 39 years. This age factor means that the teachers are mature and can easily handle the adult learners. This may also have a bearing on the enrolment of young adults in the literacy programs.

According to the findings of the study 46.7 % of the adult literacy teachers are not trained while 40.0 % have attained a certificate in adult teachers' education. The rest 13.3 % of the respondent didn't indicate their status. From these findings the number seems low and may affect the implementation on the adult literacy education programme. This study therefore confirms the IDRC report (1979), the principal

determinant of the success of a literacy programme, whether mass or selective in scope is its capacity to mobilize resources. According to IDRC report (1979), the major organizational issues that concern a literacy programme are recruitment and development of teachers, providing teaching/ learning materials and equipments and a working programme per year, week and day.

From the findings majority 53.3 % of the adult literacy teachers attend in-service training once in two years while another 26.7 % of the teachers attend once a year. The findings are an indication that the teachers are kept a brace with emerging issues in adult literacy programme.

The study also sought to establish how often the teachers were supervised, majority 73.3 % of the respondents are supervised often while 26.7 % are supervised very often. An interview from the adult literacy officer in the district indicated that each adult literacy teacher involved with the program is required to forward monthly report with the office. There is also a person in the district who is responsible for the supervisory work but with the current changes with the department, this role has now been scrapped. Occasionally supervisory teams from the county have been coming to the centres. These means that the challenges encountered by teachers and learners are frequently noted.

### 5.3.3 The influence of attitude of adult literacy learners on the implementation of ACE programs

The study findings when learner's attitude (independent variable) is correlated with attendance (dependent variable) of the adult learners a significant level of 0.026 is obtained showing a positive attitude toward adult literacy programme. Similarly opinion was also sought from the adult literacy teachers on their learner's attitude on their daily activities. This correlates with the findings from the learners showing a positive attitude of learners towards the adult literacy programme. The above findings confirms the study carried out by Murage (2007) in Nairobi North District which found that the learners had a positive attitude towards participation in the adult

literacy programmes and recommended that the government and the policy makers to utilize this positive attitude of the learners in implementing their program

### 5.3.4 Influence of motivation of learner's on the implementation of adult literacy programme

This study therefore reviewed that the learners are highly motivated significant level of 0.497 when motivation of learners (dependent variable) is correlated with expected rewards (independent variable) hence the learner are more motivated to participate in the adult literacy programme. This study confirms the study by Murage (2007) that many young parents were motivated to participate in adult literacy programme to enable them assist their children in homework.

#### 5.3.4.1 Learners expectation after attending the adult literacy programme

Majority of the respondents 97.4 % wanted to be rewarded after completing the course with only 2.9 % of the respondents not minding the absence of the reward.
The finding indicated that majority of the learners are motivated when their efforts are rewarded or recognized.

Responses were further sought on the type of rewards the learners would expect once they complete their adult literacy programs. The results from the study indicated that most of the learners would need to be rewarded with certification on completion while 18.3 % of the responded would want to acquire jobs once they complete the adult literacy programme. This may be attributed to the fact that many of the learners in the adult literacy programme are in their productive ages (20yrs—50 yrs) and hence they would like make use of their acquired knowledge. This study therefore confirms study carried out by Lind (1989) basing his study in Mozambique suggested a more practically oriented curriculum, paying attention to relevance in social-cultural and economic contexts.

### 5.3.5 Influence of government funding on the Implementation of adult program

This section discusses findings from specific statements derived the objective seeking to establish influence of government funding on the implementation of the adult literacy programmes. Responses were sought to determine whether the government fund the adult literacy programme. The findings indicated that most of the learners 63.5 % acknowledge that the government funds the adult literacy programs while the rest 36.5 % refuted this notion or they don't know.

Responses from teachers on the same issue indicated that 86.7 % of the respondents said the government funds the programme and the rest 13.4 % felt that the learners and other organizations fund the program. This means that the entire stakeholder in the education sector must also be involved in support. The fund provided by the government is not sufficient as it only cover the payment of teacher's salaries and other overhead costs.

#### 5.3.5.1 Ownership of Facilities used by adult literacy Learners

From the study findings majority 79.8 % of the adult classes are held in nursery schools and primary schools around the district while the rest of the respondent 20.2 % indicated that their classes are either held in Churches or in resource centres within their villages. This is an indication that the department of adult and continuing education does not have their own facilities that can be used for their own programmes. This study therefore confirms studies done by Ngau (1997) which reviewed that literacy classes that were not sponsored by churches and NGOs, operated in public facilities e.g. nursery school, primary school, small halls or in open places. Studies carried out by Murage (2007) also indicated that department of adult learners lacked learning facilities and hence learning took place in nursery and primary schools. He noted that such environment could influence the participation of learners.

#### 5.3.5.2 Availability of the facilities used by the adult literacy learners

When asked to state whether the facilities used by the learners are available any time they require them for classes. Majority of the respondents, 63.5 % indicated that the facilities are available while 35.9 % reviewed that the facilities are not available. Those who indicated that the facilities were not available were asked to state why? Majority of the respondents 53.7 % indicated that the facilities were being used by the pupils and they had to wait for them to finish so that they can be allowed to use the facilities. This confirms the study by Ngau (1997) which indicated that classes held in public buildings caused learners to wait for long before they were allowed to us them.

#### 5.3.5.3 Suitability of the Facilities used by the Adult literacy learners

The study found that majority 71.2 % of the respondents refuted the notion that the facilities they were using were comfortable. 28.8 % indicating that the facility used were comfortable. The finding from this study confirms earlier study by Ngau (1997) which established that 69 % of the adult literacy centres involved were not suitable. Those conducted in primary school were not suitable for use by adult learners. Study by Murage (2007) reviewed that learners found discomfort from using such facilities. He also found that sharing of facilities with primary schools posed challenges to teachers especially in the storage of teaching and learning resources.

Responses were also sought from learners on whether rooms were well lit and conducive for learning. The findings indicated that 52.9 % disagreed with the statement showing that the rooms had no enough light and were not conducive for learning. Many of these facilities were not installed with electricity and since many of the classes took place in the afternoon there was no enough light. The rooms were fitted with small tables and benches which were either too small for the learners or not adequate at all. This study therefore confirmed studies by Wafula (2001) on women participation in adult literacy in Bungoma district reviewed that due to inadequate resources, there was the tendency of the coordinators of the literacy programme to allow use of existing physical facilities, mostly primary school as meeting venues. Apart from possible unsuitability of the seating arrangements, these kinds of premises

are likely to bring adults face to face with children both in quest for knowledge and life skills.

### 5.4. Conclusion

Despite the government effort to eradicate illiteracy in the country, an enrolment level in adult literacy in Gatanga District remains low. These may be attributed many factors some of which these study was conducted. The research study had various objectives which aimed at investigating the factors influencing the implementation of the adult literacy in the district which it has achieved and also confirmed studies done by other scholars.

The research study has found that majority of those enrolled in the literacy programme are female while the number of men remain low. At the same time the literacy programmes in the district have learners most of whom are in their productive ages. These shows that many of them aim at making their life better. Majority of them had prior basic education something that may have contributed positively to the literacy programme. However majority of the learners are from low income levels and hence their participation in the adult literacy is usually affected especially because of their family responsibilities. This means that they are not in a position to supplement for the resources required for learning

The study have established that the adult literacy programme have resources which include text books, primers, teaching and learning resources. However these resources are not adequate. The centres are also lacking resources such as radio, video and tapes which should go a long way in enhancing teaching and learning of practical knowledge outside the text books.

Many of the learners have a positive attitude toward education which should be harnessed to pull many to the program. We are in a changing world where new technologies are being introduced by the day. As such a literate society must be created among the youth and adults. Proper activities in the adult literacy programs should be put in place so as to motivate many to join the programme.

From the findings of the study the learners are motivated by many factors to attend the adult literacy programme. First many of the learners are in their productive ages and as such the many years ahead of them are causing them to forge ahead. The desire to assist their children and at the same time avoiding being seen by their children and peers are some of the motivating factors. Many of the respondents were also eager to acquire certificates that may eventually make them to earn a living.

According to this study, government funding has hampered the implementation of the adult literacy programme in the district. Despite government providing fund to the programme, all the funds goes to paying of teachers and meeting other overhead expenses. Important facilities such as adult classes, vehicles for inspection purposes are lacking, ICT infrastructures are missing. This leaves the adult literacy programme begging for existing facilities in nursery school, primary school and churches. These premises are not conducive for adult learners as the furniture; lighting and entire environment was modeled for pupils.

Other issues emerging from this study involves the teacher factor. Many of the teachers involved are operating on part time or on voluntary bases hence their motivation is low and occasionally may seek for better opportunities elsewhere.

**5.5 Recommendations**

Based on the findings of this study, the following recommendations were made;

1) There is need for massive campaign by all the stakeholders to sensitize people for the need of literacy education for out of school youth and adult
2) The government needs to set aside a budget for the department of adult education, not only for paying teachers but also for meeting other teaching and learning needs. More teachers should also be employed and their salaries reviewed so that they are well motivated to undertake their work more seriously.
3) The department of adult education should be relocated to the ministry of education so that its needs are not given a low deal where else education whether

so the young or old remain the same. The ministry of education has well trained personnel and supervisory teams that are able to lift the standard of adult literacy.

4) The department of adult education should explore ways of creating one single gender classes to remove the fear among the male learners of competing together. This may solve the problem of under enrolment of men.

### 5.6 Suggestion for further research

The study made the following suggestion

1) The study carried out in Gatanga district can be done in other areas or in a wide scale to explore the study in more detail.
2) Assessment on non participation of many male learners in adult literacy programme should be carried out.
3) A study should be carried out on the motivation behind enrollment of young adults in adult literacy programmes.

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## APPENDIX 1 – LETTER OF INTRODUCTION

University of Nairobi
School of Continuing and
Distance Educations
P.O. Box 92,
**KIKUYU**

**25th April 2012**

The District ACE Officer
Gatanga District
P.O. BOX 259
**THIKA**

Dear Sir/ Madam,

**RE: RESEARCH STUDY**

I am a student at the University of Nairobi pursuing a Master of Art in project planning and Management degree.

I am carrying out a study on factors influencing the implementation of adult literacy program in Gatanga district.

I am kindly requesting for your permission to seek responses from the ACE teacher and Learners in your centres.

Your assistance will be highly appreciated.

Thanking you in advance

Yours faithfully,

**Elias Murage Maara**

**APPENDIX II**

**QUESTIONNAIRE FOR LEARNERS**

This questionnaire is meant for collecting data on the factors influencing the implementation of adult literacy programs in Gatanga District, Muranga County in Kenya. Please respond to questions and statement honestly. Your identity will be treated with confidentiality. Don't indicate your name.

**SECTION I: Background or demographic information of the learners.** (Please tick / fill where appropriate)

1. What is your gender? Male [ ] Female [ ]

2. What is your age bracket?
   20—29years [ ]
   30---39years [ ]
   40—49years [ ]
   50—59 years [ ]
   60years and above [ ]
3. a) Indicate your occupation. Farming [ ], Business [ ], Public service [ ], others [ ], specify .....

   b) Indicate your approximate monthly income bracket from the above occupation. Less than Ksh 5000, [ ], Ksh 5000-Ksh 10000 [ ], Ksh 10000- Ksh 15000 [ ], Ksh 15,000 and above.
4. a) Have you had any formal education before you started the adult classes? Yes. [ ] No. [ ]
   b) If yes, up to which level? Class [ ]

5. How often do you attend adult literacy classes?
   Once a week [ ] Twice a week [ ] others (please specify)

**SECTION II: Teaching and learning Resources.** Please tick/ fill where appropriate.

6 Do you have easy access to resource materials for adult education? Yes [ ] No [ ]

b) If yes, indicate in the following table the type of resources available.

| RESOURCES | RESPONSE | |
|---|---|---|
| | YES | NO |
| Text books | | |
| Writing materials e.g exercise bks, | | |
| Radio / Video / Tapes | | |
| Primers | | |
| Teaching Aids e.g flip charts, cards etc | | |

6. b) Do you have the following facilities in your learning centre? (Please tick where appropriate)

| **Facilities** | **Yes** | **No** |
|---|---|---|
| Classrooms | | |
| Electricity | | |
| Desks/ tables | | |
| Chairs | | |
| Demonstration plots | | |

If yes, do you generally consider them as sufficient? Explain.....

7 a) In which language are the text books commonly used in your centre written in? English [ ] Swahili [ ] Kikuyu [ ] others (specify) ----------

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b) Are you comfortable when reading text books written in the language in 7(a) above?

Yes [ ] No. [ ]

c) If your answer is No explain why? ----------

**SECTION III: Attitude of adult literacy learners.** (Please tick where appropriate)

8. Please tick under the level that best represents your opinion as indicated in the key below.

Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

| **STATEMENT** | **RATING** | | | | |
|---|---|---|---|---|---|
| | SA | A | U | D | SD |
| Adult literacy classes are important for all people without formal education | | | | | |
| Adult literacy should be made examinable | | | | | |
| Adult literacy can greatly improve the life of learners | | | | | |
| Adult literacy is applicable in my daily activities. | | | | | |
| Adult literacy is worthy investing in it. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Attendance of adult literacy classes is a waste of time. | | | | | |
| Attendance to adult literacy classes should be reduced to once a month | | | | | |
| Adult literacy teachers should not question those who don't show up for classes | | | | | |
| Not many people are willing to enroll in adult literacy due to public perception | | | | | |
| Adult learners should cost share for their education | | | | | |

**SECTION IV: Attitude of adult literacy learners. (Please tick/fill where appropriate)**

9. a). Would you expect a reward after completing adult literacy programs? Yes [ ] No [ ]

b) If yes, in what form? A job [ ] A Certificate [ ] others (Please specify) - ---

**SECTION V: Government Funding. (Please tick/fill where appropriate)**

10a). Does the government fund adult education in your area? Yes [ ] No.[ ] I don't know [ ]

b). If Yes, in what form? Tick in the table below.

| **Form in which the government fund the adult literacy program.** | **RESPONSE** | |
|---|---|---|
| | **Yes** | **No** |
| Paying the teachers | | |
| Building classrooms | | |
| Paying fees for learners sponsoring feeding programs | | |
| Sponsoring feeding programs | | |
| Providing resource materials e.g. books, chalks | | |
| Electing sign posts for ACE | | |
| Vehicles for routine supervision | | |
| Trips / educational tours | | |

11. a). Who owns the facilities you use for adult literacy classes?

i) Nursery School [ ]
ii) Primary School [ ]
iii) Community [ ]
iv) Resource centres

v) Others ( specify)

b) Are the classes available every time the adult classes are scheduled to take place?
Yes [ ] No [ ]

c) If No, Explain.....

12 Indicate true or false in the following statements.

i) The facilities we use are comfortable. True [ ] False [ ]

ii) The rooms are well lit and conducive for learning. True [ ] False [ ]

13. Please list down what is in your opinion, what can be done to improve adult learning in your centre ----------
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**APPENDIX III**

**QUESTIONNAIRE FOR ACE TEACHERS**

This study is designed to gather information on the factors influencing the implementation of adult literacy programs in Gatanga district. The results of this study are expected to contribute in the improvement of the implementation of the adult literacy programs. Your identity will be treated with utmost confidentiality.

**SECTION I: Background information** (please tick/fill in the spaces provided)

1. Gender? Male [ ] Female [ ]
2. What is your age bracket? 20---29 years [ ], 30---39years [ ] 40—49 years [ ] 50—59 years [ ] 60year and above [ ]
3. What level of training have you attained? a) Basic level [ ]
   Secondary level [ ] certificate level [ ] Diploma [ ] Degree [ ]
4. What is your teaching experience in ACE classes?
   Below 5yrs [ ], 5—10 yrs, [ ] 11—15 yrs [ ]
   15—19 yrs [ ] 20 and above years [ ]
5. Under what status are you employed? Full time [ ] Part- time [ ]
   Volunteers [ ] Others (specify)----------
6. a) How many days do you teach your learners? Once a week [ ]
   Twice a week [ ] A forty night [ ] Once a month [ ]
   Others (specify) ----------
   b) Which part of the day are your learners available to attend classes?
   Morning [ ] Mid- morning [ ] Afternoon [ ] Evening [ ]

7.a) Do you teach more than one centre? Yes [ ] No [ ]

b) If yes, how far is one centre from the other?

Less than 1Km [ ] 1—2 Km [ ], 2—3 Km [ ], 3—4 Km [ ], Above 4Km [ ]

8.a) How many learners do you handle in you centre?

Less than 5 [ ], 5—9 learners [ ] 10—14 learners [ ], 15 and above [ ], others (specify) ----------

b). On average, how far do learners travel to the centre? Less than 1 Km [ ], 1—2 km [ ], 2—3 Km [ ], 3—4 Km [ ] 5 and above [ ]

**SECTION II: Teaching and Learning Resources. (Please tick/ fill where appropriate).**

9 a). Do you have teaching/ learning resources in your centre? Yes [ ] No [ ]

b) If yes, indicate in the following table the type of resources available.

| Resources | Yes | No |
|---|---|---|
| Textbooks | | |
| Writing materials | | |
| Radio /video/ tapes | | |
| Primers | | |
| Teaching Aids | | |

c). Are the resources indicated above adequate for your learners? Yes [ ] No [ ]

d) If yes, indicate the ratio of each resource materials.

Textbooks ----------

Writing materials ----------

Primers ----------

Teaching Aids ----------

e) Who provide the resources listed above? Government [ ], learners [ ] NGOs [ ], others ?(specify)----------

10.a) Do you have the following facilities in your centre?

| Facility | Yes | No |
|---|---|---|
| Classroom | | |
| Chairs | | |
| Desks | | |
| Chalkboard | | |
| Demonstration plots | | |
| Implements | | |
| Vehicles | | |

b) What is the condition of the above facilities? Very good [ ], Good [ ], Fair [ ], Poor [ ], Very Poor [ ].

c) Who owns the facilities named above?

Department of adult education [ ]

Community [ ]

Church/ NGOs [ ]

Resource Centres [ ]

d) Are your learners comfortable with the above facilities?

Yes [ ], No [ ]

a) If No, suggest the possible improvement on the facilities----------

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b) Do you use radio, video, and computers in your teaching? Yes [ ] No [ ]

c) If No, please explain----------

**SECTION III. Adult literacy learner's motivation. (Please tick where appropriate).**

11. a) How can you rate the attendance of the learners in your centre?
Very good [ ], Good [ ], Fair [ ], Poor [ ], Very Poor [ ]

b) Do you encounter drop out or absenteeism in your Centre? Yes [ ] No [ ]
c) If Yes, state the possible reasons.----------
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**SECTION IV. Motivation of adult literacy learners.**

12. Please tick under the level that best represents your opinion as indicated in the key below. Strongly Agree (A), Agree (A), Undecided (U), Disagree (D), Strongly Disagree (SD).

| STATEMENT | RESPONSE | | | | |
|---|---|---|---|---|---|
| | SA | A | U | D | SD |
| The learners are willing to read and write | | | | | |
| The learners are always willing to do assignment and Exams | | | | | |
| The learners are always punctual for classes | | | | | |
| The learners are always willing to cost sharing | | | | | |
| The learners are willing to sensitize other about the ACE programs | | | | | |
| The learners always like to critics the literacy programs | | | | | |
| The learners do not like to attend classes more than two days a week | | | | | |
| Very few learners are willing to enroll for post literacy programs | | | | | |
| Many adult learners demand reward for any effort done. | | | | | |
| Many learners are not willing to participate in community. | | | | | |

13. Apart from the certificate if any, how else do you recognize the efforts of your learners after completing the literacy level?
Explain ----------
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---

14. Do you expose your learners in the following activities?

| ACTIVITIES | YES | NO |
|---|---|---|
| Field trips | | |
| Exchange programs | | |
| Guidance & counseling | | |
| Entrepreneurial projects | | |
| Community work | | |
| Welfare groups | | |
| Price giving | | |

**SECTION V. Government Funding**

16. Where does the fund to run adult literacy programs comes from?
From government [ ]
Church /NGOs [ ]
Learners [ ]
I don't know [ ]

17. How often are you supervised? Very often [ ], Often [ ], rarely [ ] very rarely [ ]

18.a). Do you attend in-service training courses? Yes [ ], No [ ]
b) If Yes, how often? Twice a year [ ], Once a year [ ], Once in two years [ ]
Never [ ], others (specify) ----------

19. Please suggest ways in which the implementation of adult literacy programs can be achieved effectively
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REPUBLIC OF KENYA

# NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
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secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/012/946**

Date: **6th July 2012**

Elias Murage Maara
University of Nairobi
P.O Box 30197
Nairobi

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on ***"Factors influencing the implementation of adult literacy education programme in Gatanga District, Murang'a County in Kenya"*** I am pleased to inform you that you have been authorized to undertake research in **Murang'a County** for a period ending **31st August, 2012.**

You are advised to report to **the District Commissioner and the District Education Officer, Murang'a County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**DR. M. K. RUGUTT, PhD, HSC.**
**DEPUTY COUNCIL SECRETARY**

Copy to:

District Commissioners
District Education Officers
Murang'a County.

MINISTRY OF GENDER AND SOCIAL SERVICES

ADULT AND CONTINUING EDUCATION

P.O. BOX 782

THIKA

**2nd July 2012**

**REF: RESEARCH AUTHORILIZATION**

This is to certify that Elias Murage Maara has been granted permission to undertake a research on **"Factors Influencing implementation of adult literacy education programme"** in Gatanga District in our Centres.

Kindly accord him the necessary assistance.

**Consolata W. K.**

**District Adult Education Officer**

UNIVERSITY OF NAIROBI
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