

**FACTORS INFLUENCING GENDER PARITY IN ADULT BASIC  
EDUCATION PROGRAMMES IN MASABA NORTH DISTRICT, KENYA**

**By**

**Ragira Henry Mogeni**

UNIVERSITY OF NAIROBI  
LIBRARY  
10.601.30197  
NAIROBI

**A Research Project Submitted in Partial Fulfillment of the Requirements for  
the Award of the Degree of Master of Education in Curriculum Studies,**

**University of Nairobi**

**2012**

## DECLARATION

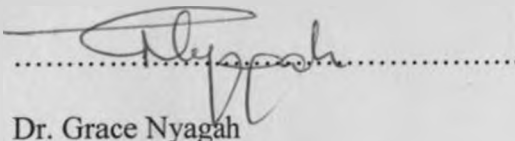
This research project is my original work and has not been submitted for award of degree in any other university.



Ragira Henry Mogeni

E55/78755/2009

This research project has been submitted for examination with our approval as the University Supervisors.

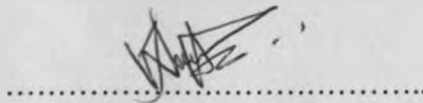


Dr. Grace Nyagah

Senior Lecturer and Chairman

Department of Educational Administration and Planning

University of Nairobi



Mrs. Lucy Njagi

Lecturer

Department of Educational Administration and Planning

University of Nairobi

## **DEDICATION**

This project is dedicated to my wife Penninah Moraa Mogeni, my children Sherly Kerubo, Jimmy Mokaya and Samson Ragira Raisi; my parents Hezron Nyangicha and Mama Peris Obonyo.

## **ACKNOWLEDGEMENT**

I would like to express my gratitude to all those who gave me the possibility to complete this project. I would like to acknowledge with profound thanks to my Supervisors Dr. Grace Nyagah and Mrs Lucy Njagi for their valuable comments and intellectual guidance throughout the period of the project writing. Second I wish to convey my sincere thanks to the District Adult Education Officer Masaba North district for his assistance throughout the project writing period. Third I salute the adult education teachers and adult learners for participating in the study. Fourth I wish to thank my family and especially my wife Penninah for her moral support during the preparation of the project. Last but not least, I thank Nancy for her neat typing of this research project.

## TABLE OF CONTENTS

Title page .....	i
Declaration.....	ii
Dedication.....	iii
Acknowledgement .....	iv
Table of Contents.....	v
List of Figures.....	xii
Abbreviations and Acronyms .....	xiii
Abstract.....	xiv

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the study .....	1
1.2 Statement of the problem.....	7
1.3 Purpose of the study.....	8
1.4 The Objectives of the study .....	8
1.5 Research questions.....	9
1.6 Significance of the study .....	10
1.7 Limitations of the study .....	10
1.8 Delimitations of the study.....	11
1.9 Basic Assumptions of the study.....	12
1.10 Significant definition of terms .....	12
1.11 Organization of the study .....	13

## **CHAPTER TWO**

### **LITERATURE REVIEW**

2.1 Introduction.....	14
2.2 Meaning of adult basic education .....	14
2.3 The Socio-Cultural gender roles in adult education centres.....	17
2.4 Attitudes of both male and female adult learners towards adult education.....	18
2.5 Gender mix programmes in adult education.....	20
2.6 Teaching and learning resources in adult basic education Centres .....	21
2.7 The content offered in adult education programmes .....	24
2.8 Summary .....	24
2.9 Theoretical perspective.....	25
2.10 Conceptual framework.....	27

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

3.1 Introduction.....	28
3.2 Research design .....	28
3.3 Target population.....	28
3.4 Sample size and sampling procedures .....	29
3.5 Research instrument.....	30
3.6 Reliability and validity of the instruments.....	31
3.6.1 Validity .....	31
3.6.2 Reliability .....	32

3.7 Data collection procedures .....	33
3.8 Data analysis.....	34

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION**

4.1 Introduction.....	35
4.2 Questionnaires return rate.....	36
4.3 Background characteristics of respondents .....	36
4.3.1 Information about gender of adult learners .....	37
4.3.2 Education level of the learners .....	38
4.3.3 How Respondents earn their living .....	39
4.3.4 Whether adult Students attend their lessons regularly.....	39
4.3.5 Teachers attendance.....	40
4.3.6 Information about adult education teachers.....	41
4.3.7 Information from district education office .....	43
4.3.8 How often the DAES visit the centers for supervision.....	43
4.4 Social-Cultural gender roles in adult .....	44
4.4.1 Distribution of adult learners by gender .....	45
4.4.2 Information provided by AET on gender parity at adult center .....	46
4.4.3 AET Factors that contribute to gender parity in adult education.....	47
4.4.4 Recommendation from DAE on future plans on the gender parity .....	48
4.4.5 The Factors that motivates adult learners to join literacy classes.....	48
4.4.6 Learners response on whether they have difficulty on fees payment.....	49

4.4.7 Learners response on the need to pursue further education.....	50
4.5 Attitudes of male and female adult learners towards adult education.....	51
4.5.1 Possible causes of gender disparity .....	52
4.6 Teaching and learning resources used in adult basic education .....	53
4.6.1 Adequacy of learning resources as by adult education teachers.....	53
4.6.2 Number of learning literacy center as indicated by DAES.....	54
4.6.3 Annual returns about the enrollment and daily attendance .....	55
4.6.4 Majority Gender in enrollment and daily attendance .....	56
4.6.5 Problem of gender parity in literacy classes according to DAES.....	57
4.7 Gender mix education.....	58
4.7.1 Assigning activities during learning .....	59
4.8 Appropriateness of the teaching content in adult education.....	60
4.9 Summary of the findings .....	61

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction.....	65
5.2 Summary of the study .....	65
5.3 Conclusions .....	66
5.4 Recommendations.....	74
5.5 Recommendations for further study .....	76
<b>REFERENCES .....</b>	<b>77</b>



## APPENDICES

APPENDIX I: Letter of Introduction to Respondents .....	78
APPENDIX II: Research Questionnaire for the DAES.....	79
APPENDIX III: Research Quesitonnaire for AET .....	82
APPENDIX IV: Interview Schedule for Adult Learners .....	85
APPENDIX V: Research Permit .....	87
APPENDIX VI: Condition to Carryout the Research .....	88
APPENDIX VII: Research Authorization Letter .....	89

## LIST OF TABLES

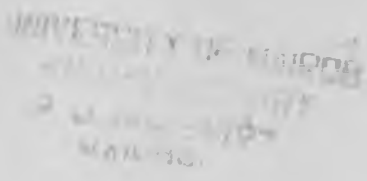
Table 1: Sample size in the study .....	30
Table 4.1: Questionnaires return rate.....	36
Table 4.2 Information about gender of adult learners .....	37
Table 4.3 How respondents earn their living.....	39
Table 4.4 Whether adult students attend their lessons regularly .....	40
Table 4.5 Whether teachers attend lessons regularly.....	40
Table 4.6 General information about adult education teachers .....	42
Table 4.7 Information from district education office about adult teachers .....	43
Table 4.8: How often the DAES visit the centers for supervision.....	44
Table 4.9: Information provided by AET on gender parity at adult center .....	46
Table 4.10 Recommendation from DAE on future plans on the gender parity .....	48
Table 4.11 The factors that motivates adult learners to join literacy classes .....	49
Table 4.12 Learners response on whether they have difficulty on fees payment..	50
Table 4.13 Learners response on the need to pursue further education.....	50
Table 4.14 Attitudes expected from male towards adult education.....	51
Table 4.15: Possible causes of gender disparity .....	52
Table 4.16: Adequacy of teaching and learning resources .....	53
Table 4.17: Adequacy of learning resources as by adult education teachers .....	54
Table 4.18: Number of learning literacy center as indicated by DAES .....	55
Table 4.19: Annual returns about the enrollment and daily attendance .....	56
Table 4.20: Majority gender in enrollment and daily attendance .....	56

Table 4.21: Problems of gender parity in literacy classes according to DAES.....57

Table 4.22: Gender mix education.....58

Table 4.23: Assigning activities during learning.....59

Table 4.24: Appropriateness of adult teaching content according to learners.....60



## LIST OF FIGURES

Figure 2.1 Factors influencing gender parity in adult basic education.....	27
Figure 4.1 Education level of the learners.....	38
Figure 4.2: Distribution of adult learners by gender.....	45
Figure 4.3 AET Factors that contribute to gender parity in adult education.....	47

## ABBREVIATIONS AND ACRONYMS

<b>AET</b>	Adult Education Teacher
<b>BAE</b>	Board of Adult Education
<b>CBO</b>	Community Based Organization
<b>DAEO</b>	District Adult Education Officer
<b>DEAS</b>	Divisional Education Adult Supervisor
<b>EFA</b>	Education for All
<b>FBO</b>	Faith Based Organization
<b>FPE</b>	Free Primary Education
<b>KESSP</b>	Kenya Education Sector Support Programme
<b>KIE</b>	Kenya Institute of Education
<b>LIFE</b>	Literacy Initiative For Empowerment
<b>LLL</b>	Life-Long Learning
<b>MDG</b>	Millennium Development Goals
<b>NGO</b>	Non-Governmental Organization
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural
<b>UNLD</b>	United Nations Literacy Decade

## ABSTRACT

Adult education is the art and science of teaching and educating adults. Adult education takes place in the work place through extension school or school of continuing education. Other learning places include community colleges, folk high schools and life-long learning centers. The purpose of the study was to investigate the factors influencing gender parity in adult basic education programme in Masaba North district, Nyamira county. The following objectives guided the study. To establish whether the social-cultural gender roles influence adult learner-enrolment in the adult basic education programmes, to establish the attitudes of both male and female adult learners to adult basic education programmes and their influence on enrolment; to examine the teaching and learning resources used in adult basic education programmes and their influence on enrolment, to find out whether the gender-mix education influence adult learner enrolment in the adult basic education programmes, to examine the appropriateness of teaching content used in adult basic education programmes and their influence on enrolment. The theoretical framework that guided the study was based on the curriculum implementation theory propounded by Gross (1971). The dysfunctional theory states that any educational programme brings in mind the question of learning resources teachers training, teaching resources, learning facilities, attitudes of the learners and the content covered. The study employed the use of simple random sampling to select the adult learners who were interviewed. The study sample comprised of 10 adult education centres, 40 adult learners, 10 adult education teachers, and 3 District Adult Education Supervisors. The research instruments used in this study were questionnaires and interview schedules. A pilot study was taken to establish the instrument validity. To ascertain the reliability of the instrument the test –retest technique was used. The findings of the study , teaching and learning resources are not adequate, most of the adult learners are female and have positive attitude towards adult basic education. The social – cultural factors was the leading factors for gender disparity. Theoretically the research was expected to contribute to the advancement of the knowledge about gender sensitive curriculum development by the Kenya Institute of Education. The data was analyzed using Statistical software and presented using frequency tables, pie chart and bar chart. The study concluded that there is a widespread and systematic gender parity in enrollment of adults in literacy centers and was being caused by several factors such as lack of teaching and learning resources. The research recommends that adult education literacy programmes should be restructured to suit the learners needs and equip them with relevant skills and knowledge. The government should also employ more trained teachers. This could help to boost enrolment of adult learners and in areas where male learners do not want to share a class with female learners separate classes or different days should be put in place to cater for all. The following were suggestions for further study. The study needs to be carried out to

ascertain how best adult basic education programmes can be structured so as to realize vision 2030 and attain over 90 percent literacy levels in the country. A qualitative approach using a larger sample should also be used to find out whether it will elicit different results.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the study

The right of all citizens to education was proclaimed by the Universal Charter of Human Right in 1948. A number of countries have also seen it fit to guarantee it by law or in their national constitutions. For example, in Kenya, the right to education is enshrined in the various Acts of Parliament such as the Education Act Chapter 211, The Board of Adult Education Act Chapter 223 of Laws of Kenya that provide for its regulation and provision. Kenya is also signatory to various international declarations and conventions in education and is committed to ensuring that every citizen access quality education as outlined in the world declaration on Education for All (Jomtien Thailand, 1990), Dakar framework for action on Education For All (EFA) (Dakar Senegal, 2000) and the Belem framework for action (Belem Brazil, 2009).

Education For All in Kenya targets for adults and continuing education are to promote learning and life skills for young people and adults through equal access to appropriate learning and life-skills programmes. It also aims at reducing adult literacy levels by 50 percent by the year 2015. The Belem framework for action (Belem Brazil, 2009) affirmed that literacy is the most important foundation upon which to build a comprehensive, inclusive and integrated lifelong learning for all young people and adults. Due to the global literacy challenge, the international



community resolved that nations should redouble their efforts to ensure that literacy goals and priorities as outlined in the Education for All (EFA), the United Nations Literacy Decade (UNLD) and the literacy initiative for empowerment (LIFE) are achieved.

In South Africa the Apartheid policies are blamed on the low levels of literacy among adults. According to the 2001 census figures 4.7 million adults have had no schooling and therefore considered illiterate McKay (2007). Based on its vision of providing a better life for all the South Africans the New government reconstruction and development policy placed great emphasis on community development in which adult literacy and community development linked.

Adult education is essential for the success of any social, economic development programs. It is important for the achievement of desirable quality learning outcomes which are attainable only with improved opportunities for equal access, inclusion, equity and high literacy levels. (Republic of Kenya, 2007). Today many countries such as Canada, Portugal, South Africa, Nigeria, Latin America among others have aggressively pursued ABE programmes with the aim of achieving the world Declaration Education For All (EFA) Framework.

Adult Basic Education has been Kenya's development agenda since independence in 1963. This is evident in the commitment made in the Sessional Paper No. 10 of 1965 which declared to fight poverty, diseases and ignorance in order to achieve social justice, human dignity and economic development for all. In this Sessional Paper, literacy was seen essential in fighting these ills and hence necessary for development.

Since then, the country has adopted a number of approaches for promoting adult basic education programmes. Some of the approaches were the general programme approach and the main providers of adult basic education were Non-Governmental Organizations (NGOs) and Faith Based Organizations (FBOs). The government efforts were also channeled through the department of social services. In 1966, a national conference on education and rural development was held at Kericho. From the conference, it was realized that a significant contribution to rural development could be made through strengthening educational services for adults. This led to the creation of the Board of Adult Education (BAE). The board is mandated to co-ordinate, regulate and advice providers on all matters concerning adult education.

The mass literacy campaign of 1979 – 1983 was started so as to eradicate illiteracy through massive mobilization of resources in order to get rid of illiteracy among the adults. Several commissions of inquiry, working committees and

working parties have been set up to achieve the overall national education objectives. Their findings have been documented in various government reports and Sessional Papers which have guided and influenced the development of education policies. Some of the commissions and reports include poverty reduction strategy paper (2001 – 2003), Economic Recovery Strategy for wealth and Employment Creation (2003 – 2007) and national poverty eradication strategy 1997 – 2010 recognizes that education for adults can play an important role in human resource development and it's a key determinant of earnings and is an important strategy for poverty reduction and economic recovery.

The Free Primary Education Programmes (2003) which is a strategy of achieving Education for All (EFA) goals which are aimed at increasing literacy for adults and out of school youths. The Sessional Paper No. 1 of 2005 on Policy Framework of Education Training and Research recognized Adult Basic Education as a vehicle for transformation and empowerment of individuals and the society as a whole.

The Kenya Education Sector Support Programme (KESSP) 2005-2010 which is a government and donor initiative for funding programmes in the education sector to fulfill the MDGs and EFA goals in Kenya recognizes Adult Education as one of its 23 investment programmes. The Gender Policy on Education 2007 that

underlines the need to increase participation of illiterate adults especially women and out of school youth in gender equitable basic literacy programmes.

- Under Kenya Vision 2030, Kenya will provide globally competitive quality education, training and research to the citizens for development and individual well being. The overall goal in the medium term plan is to reduce illiteracy by improving access to education and achieving 80 percent adult literacy rate.

In Masaba North district, Adult Basic Education is one of the district development agenda. This is evident in the number of adult basic education centres which have been opened so as to ensure more adult and out of school youth acquire the basic knowledge and skills which will enable them to participate in the development of the country. Women are discriminated against in all spheres of life, that is; economically, socially and politically MOE (2010) National Adult Education Policy. There is need to address the plight of women in the adult basic education. This can be done through greater participation in schooling so as to attain the skills and knowledge needed.

The social and cultural gender identity comes from nurture rather than nature. The fact that gender attributes are socially constructed, it means that they can be changed in ways that make a society more just and equitable. As a result of these socially constructed attributes, there is a concept of masculinity and femininity

coming in. The patterns of beliefs as seen as feminine and others as masculine in this context makes men and women to be treated unequally on the basis of gender. The ideology of gender determines nature parity and discrimination in the society. This is detrimental in terms of the men enrollment and development in adult basic education. In order to ensure gender equality in all spheres of life and to ensure that men and women are accorded equal chances to develop economically, politically and socially, it is crucial to offer education for both male and female.

Adult Basic Education is an important development that both male and female adult learners should attain. The view which is widely held today among behavioural scientists that the literacy levels of parents and particularly that of the mothers have direct relationship with education of their children and have an impact on the health status of the entire family, adult education is essential if UPE is to be achieved because literacy creates opportunities for continuing and further education. It also enables adults and out of school youth to keep a breast with the changes in vocational skills and modern technology resulting from globalization.

Adult education programmes helps in the reduction of illiteracy levels and sustainability of literacy through basic education activities such as small income generating projects. The easiest way of developing a country is to train the adults.

It provides opportunities for further education, training and promotes life long education in all levels. This helps in the acquisition of relevant knowledge, skills, attitudes and values in the changing world of technologies. The adult learners should not be left behind in this process of life-long education.

It is not easy to change the attitudes of people more especially adults, thus adult education provides an opportunity for this kind of adults and helps them in changing their attitudes and actions through the literacy programmes. Adult basic education is focused to the achievement of an egalitarian society and equal opportunities between men and women population through the adult education programmes. However, the problem of gender parity in the adult education enrolment inhibits this noble course. Adult basic education is important in Masaba District without the society deciding who should nor should not be given an opportunity to attend school because he or she is a man or a woman.

### **1.2 Statement of the problem**

Adult education programmes play a crucial role in instilling knowledge, technical and vocational skills, values and positive attitudes. It helps citizens to participate effectively in the management of their resources, conservation of environment, natural resources and cultural heritage hence it is critical to the achievement of the national goals of education. Kenya pursues policies of social equality and non discrimination. It is a signatory to international conventions on human rights and

gender equality including the convention on the elimination of all forms of discrimination against women (1979) and the Beijing Declaration and Platform for Action (1995). The government is also committed to the realization of MDGs and EFA goals on gender parity in education. Regional and gender disparities still exist as revealed by the Kenya National Adult Literacy Survey. The national functional adult literacy rate for females (58.9%) is lower than that of males 64.2 percent. In Masaba North district gender disparities exist as revealed by the Department of Adult Education. The enrolment of adult female learners is 68.2 percent higher than that of males 38.4 percent. While FPE addresses equity issues in education for children of school age inequalities will persist until education for adults is addressed with equal force and commitment. Therefore, the study attempted to investigate factors that influence gender parity in adult basic education enrolment in Masaba North District, Nyamira County.

### **1.3 Purpose of the study**

The purpose of the study was to investigate the factors influencing gender disparity in adult basic education programme enrolment in Masaba North District, Nyamira County.

### **1.4 The Objectives of the study**

The study was guided by the following objectives.

- (i) To establish whether the social-cultural gender roles influence adult learner-enrolment in the adult basic education programmes.
- (ii) To establish the attitudes of both male and female adult learners to adult basic education programmes and their influence on enrolment.
- (iii) To examine the teaching and learning resources used in adult basic education programmes and their influence on enrolment.
- (iv) To find out whether the gender-mix education influence adult learner enrolment in the adult basic education programmes.
- (v) To examine the appropriateness of the teaching content used in adult basic education programmes and their influence on enrolment.

### **1.5 Research questions**

The following were the research questions which were derived from the stated objectives:

- (a) To what extent do socio-cultural gender roles influence enrolment of Adult Basic Education learners
- (b) What are the attitudes of both male and female adult learners to adult basic education enrolment?
- (c) What are the teaching and learning resources used and how do they influence adult learner enrolment?
- (d) How does the gender-mix influence the adult learner enrolment?



(e) How does the teaching content in adult education curriculum influence adult learner enrolment?

### **1.6 Significance of the study**

The findings of this study are important to curriculum planners and developers the Adult Education teachers, District Adult Education Officers, Adult Education Administrators and Adult Learners. The study came up with recommendations on how to improve adult education programmes so as to increase enrolment of adult learners.

The curriculum planners at KIE may benefit a lot from this study. The study will contribute to the advancement of the knowledge about gender sensitive curriculum. The research also came up with recommendations on how planners can gain by designing appropriate teaching and learning resources.

The findings of the study may be useful to policy makers who make decisions on how adult education programmes should be conducted. The administrators may also gain from this study as their roles were discussed and appropriate recommendations were made. The findings may also encourage further research in the area which is necessary for the improvement of adult education programmes.

### **1.7 Limitations of the study**

There were several challenges that the researcher encountered in carrying out the research. The administrators and adult education teachers viewed the exercise

with suspicion. This was taken care of by assuring the respondents on the confidentiality of their identity.

The centres under study were situated far apart hence the distance covered was long and the problem was further compounded by the nature of the landscape of the area of study. These limitations, however, were taken care of by using other means of transport so as to reach the centres in good time.

### **1.8 Delimitations of the study**

Mugenda and Mugenda (2003) define delimitation as the process of reducing the target population to a manageable size. The study confined itself to Masaba North district in Nyamira County as this is where the problem of gender disparity in adult basic education enrolment exists. The research was carried out in public adult basic education centres which are situated within Masaba North district as this is where proper records or enrolment are kept. The respondents of the study were the adult education learners, the adult education teachers, the administrators of adult basic education centres in the district and divisional levels because they play a great role in the implementation of the adult education curriculum. The area of concern was to identify the factors influencing gender parity in adult education enrolment in Masaba North District.

## 1.9 Basic Assumptions of the study

The study was based on the following assumptions:

- (a) All respondents co-operated and provide reliable responses.
- (b) The findings from the study led to the bridging of gender disparity in other areas.
- (c) Most of the people in the area had positive attitude towards adult education.

## 1.10 Significant definition of terms

The following are the definitions of significant terms used in the study.

**Adult Learner** refer to any person over fifteen years old and does not know how to read and write.

**Attitudes** refers to sum total of one's inclination and feelings, prejudices or biased preconceived notions ideas and convictions.

**Co-education or gender - mix education** refers to male adult learners sharing classes with their wives.

**Curriculum** refers to all that is planned to enable learners to acquire and develop desirable knowledge, attitudes and skills.

**Gender** refers to the socially determined power relations, roles, responsibilities and entitlements for men and women, boys and girls.

**Gender identity** refers to one's perception as either masculine or feminine.

**Gender roles** refers to the behaviour actually exhibited by a typical male or female in a given culture.

**Gender stereotype** refers to a fixed impression, opinion or belief that members of the culture hold about how female and male are acceptable and appropriate for each.

**Literacy education** refers to literacy education deals with the art of reading and writing.

**Proficiency test** refers to a test administered to adult learners who have been taught for at least a year and have known how to read and write.

**Teaching and learning resources** refers to text books, teaching aids, pictures, books and other materials.

### **1.11 Organization of the study**

The study is divided into five chapters e.g. Chapter One discussed the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study and definition of significant terms and the organization of the study.

Chapter Two is the literature review to the current study was discussed. Chapter Three deals with research design and methodology used in the study namely the research design, area of study, target population and the sampling procedures, data collection procedures and development of data collection instruments. Data collection is analyzed and presented in Chapter Four. Lastly in Chapter Five, the findings of the study were discussed and recommendations made then the chapter closing with suggestions for further study.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The literature is divided into the following section that is the meaning of adult basic education. The overview of adult basic education, attitude of both male and female adult learners, the co-education programmes in adult education, teaching and learning resources in adult basic education, the content offered in adult basic education, summary, theoretical perspective and conceptual framework.

#### 2.2 Meaning of adult basic education

Adult education is the entire body of learning processes within the perspective of lifelong learning whereby adults and out of school youths are given opportunities to develop their abilities, enrich their knowledge and improve their skill to meet their own needs and those of the society (Ministry of Education Adult Education policy, 2010).

Adult education is the practice of teaching and educating adults. Adult education takes place in the work place through extension school or school of continuing education. Other learning places include community colleges, folk high schools and life-long learning centers. The practice is also often referred to as 'Training and Development'. It has also been referred to as 'Andragogy.' Adult education is different from vocational education which is mostly work place-based for skill

improvement and also from non-formal adult education including learning skills or learning for personal development.

Educating adults differ from educating children in several ways. One of the most important differences is that adults have accumulated knowledge, work experience or military experience that can add to the learning experience. Most adult education is voluntarily hence the participants are generally motivated.

A common problem in adult education in the United States of America is the lack of professional development opportunities for adult learners. Adult basic education programmes are to provide instruction in the basic skills of reading, writing and mathematics to adult learners in order to prepare them for transitioning into the labour market or higher academic or vocational training. The Adult Basic Education provides the following activities: - instruction in the basic skills of reading, writing and mathematics.

All adult basic education programmes provide instructions in basic academic skills and general education. They also provide pre and post-assessments to determine the grade level equivalency. One of the major difficulties of adult education globally is the parity between illiterate adult males and females. For every ten adults, six of those are women (UNESCO, 2006).

In Kenya, adult literacy is viewed by many as women's education. The key to education for all targets on literacy are to promote learning and life skills for young people and adults and improve adult literacy levels by 50 percent as well as achieve gender parities by the year 2015. It is in this connection that the end of decade assessment of Jomtien goals conference says the challenges of literacy is to reduce gender disparities and make basic literacy education available to all those who have remained outside the formal education system (BAE, 2000).

Adult education is focused to the achievement of an egalitarian society and equal opportunities between men and women population through adult basic education programmes. During the colonial periods educational and economic opportunities that were offered to the Africans were predominantly accorded to males. Females were left at home while male were educated, recruited into wage employment. These colonial educational arrangements that favoured males continued for many years and its effects are felt to date. When Kenya attained independence in 1963, illiteracy, poverty and diseases were identified as the major challenges to the newly independent Kenya. It is now over forty eight years since independence that the same problems affect our society. Although important steps have been made in education illiteracy still remains one of the major challenges in modern Kenya.

Kenya acknowledge that a significant percentage of the adult population are unable to read and write sufficiently well to communicate or to participate in retraining activities (Giere Hauteceur, 1990)

### **2.3 The Socio-Cultural gender roles in adult education centres**

From the Kenya Central Bureau of Statistics (2009), population census and housing report. There are more female illiterates compared to male illiterates thus this could be the reason for gender parities in the adult basic education programmes enrolment whereby there are more female attending than males.

Having been denied the opportunities to learn and to be independent, women do not have confidence in their abilities (UNESCO institute of education, 1993). In order to acquire psychological and social satisfaction and access to information, it is for them to have education hence adult basic education remains their option into achieving their dream. Women are the most oppressed and most neglected group of the society. If they are to raise their standards or status, they must have access to education compared to male enrolment. The illiterate women have a platform in adult education literacy programmes to forge collective actions towards changing their lives. This is possible as adult education gives them economic and personal independence. An educated female adult population can have a positive impact on their children and the society around them. (Coombs, 1984).



The impact of traditional beliefs or what one can refer to as cultural fixation on the classroom behaviour appears to have contributed to the decline in male adult literacy. A study carried revealed that male students left their classes because females were performing better. Cases have been reported where husbands denies their wives access to literacy classes for fear that on completion of their studies and attainment of certificates, the women would be educationally superior and thus undermine their primary role in the family thus affecting the enrolment of the adult basic education learners (Nasira Habib 1999).

#### **2.4 Attitudes of both male and female adult learners towards adult education**

Attitude plays a major role in human activity in that they determine the degree to which an individual is either accepting or rejecting. Kidd states that attitudes are learned and have their sources in cognitive, affective and action components.

The attitude of adult basic education learners in the society varies. For some adult learners, acquiring literacy is “mistakenly” seen as an avenue to government employment. With this assumption in mind, they spend money and time they could have spent on personal commitments such as farming to attend the literacy classes.

In practical, very few adult learners have been employed since the programme started. This is a considerable effect on getting the adults interested in the literacy

programmes because they do not see the immediate benefits of literacy. Male adult learners have poor attitude towards adult basic education, joining the literacy classes to learn, they term it as a waste of time instead they should be involved in projects or work which they can earn or generate income immediately instead of attending the classes of adult basic education. The poor attitudes of male adult learners affect the enrolment of the adult basic education learners.

Most female adult learners have a positive attitude towards adult basic education learning. They are ready to learn and they have formed self-help groups income generating projects as they participate in learning. The projects are incorporate adult basic education programmes for development. The adult female learners have a desire to learn despite the many obstacles on their pursuit to adult basic education programmes; thus they attend in large numbers. Annual report of 2007 – 2011 Department of Adult Education.

Most young adult illiterates have shunned adult basic education programmes with the justification that even the illiterate are rich hence they have chosen to live with illiteracy such a justification has affected the enrolment of male adult learners leading to gender parity in adult basic education centres.

Most of the adult education centres are found or situated in public primary schools. Such learning centres are shunned by male adult learners because their

children see them learning basic literacy hence they do not want to be seen by their children. Such attitude towards adult basic education affects the enrolment which will lead to gender parity.

The adult basic education programmes activities culminate to the awarding of proficiency certificates to those who pass the test. There is no further learning after literacy and sometimes the certificates have no help to the adult basic education graduates. Those who have attained the proficiency certificates without further education after literacy discourages others from joining the adult basic education programmes terming them as a waste of time.

The contributions of some little money by learners to pay their self-help teachers discourage some male adult learners who see it as being inappropriate. Sometimes the learners are told to buy writing materials. This is a discouragement to the adult learners especially adult male who are always critical.

### **2.5 Gender mix programmes in adult education**

In the gender mix programmes, some male adult learners complain of sharing classes with their wives and daughter in-laws. Such programmes will make the adult male to drop out of classes and stop their wives from joining the literacy classes for fear that the adult female will be educationally superior hence lowering

adult male status in the family. The opportunities of education for all is important for the complexity and rapidity of social and economic changes (SMOCK, 1977)

Sometimes male adult learners drop out of class when they realize that female adult learners are performing better than them. This notion will greatly affect the enrolment of male adult learners.

## **2.6 Teaching and learning resources in adult basic education Centres**

Adult basic education programmes are hampered by inadequate resources both financial and human resources that are required to meet the needs of the adult population who have not attained the desired mastery level of literacy. (Ministry of Education National Adult Education Policy, 2010). More resources are needed to recruit and train adequate numbers of adult education facilitation and managers at various levels in order to ensure the delivery of quality services. Lack of proper supervision, co-ordination and name recognition has affected the development of adult basic education learners. Teachers of the adult basic education programmes do not take their work seriously. Due to inadequate incentives, teachers tend to engage in other financially beneficial activities in addition to their jobs. This results to absenteeism and the frequent absenteeism by the teachers ultimately discourages adult learners from attending the programmes especially men (Anderson S.E, 1990).

Adult basic education programmes take place in varied places including community centres, churches and even mosques. Such places are not suitable for adult learning. The places do not have enough facilities and equipment for the adult basic education learners. This discourages adult learners who need to learn in a good environment which is conducive for learning (A handbook of research on Educational Administration, 2010).

Education should create the right environment for learning to take place. The Ministry of Education, Science and Technology (2001) reported that for effective learning to take place, the human and physical environment needs to be conducive for the adult learners. A conducive environment is the one which takes care of the social needs, emotional needs and cultural needs. However, recent studies show that learning environment in adult basic education centres is not conducive. This affects the enrolment of the adult education learners.

Without teaching and learning materials, no learning can take place. They will be quality education to adult basic education learners if instructional materials are provided in the adult education centres. The learning and teaching material attracts the attention of the adult learners and becomes active and interested in learning. Through the use of the learning materials, adult learners are able to understand unfamiliar objects when they interact with them Kaburu (2007).

Learning resources involves buildings and their surroundings. Availability of learning resources and the effective use reflects on the quality of teaching of the subject. This is because most of the learning resources play an important role in understanding the concepts and imparting skills to the learners Davis (1975).

The problem which is faced is that adult basic education is marginal or supporting role with scarce resources. Adult participants are not enrolled in the education programme unless they want to be. This means therefore that the adult administrator must thoroughly understand how to involve the adult students in the learning endeavour design programme based on adult needs and set-up learning activities that are based on what is known about how adults learn. The field of adult education is in an evolving stage compared to other professions. The largest share of adult trainers has had very little specific training related to the adult learner.

The Ministry of Education should establish a learning resource centre facilitator who has teaching skills, counseling skills and administrative skills. They must be skillful in directing individualized learning and discovering various resources for learning outside the normal classroom setting, he must also co-ordinate the learning efforts of several learners progressing at various rates.

## **2.7 The content offered in adult education programmes**

In adult basic education programmes they do not have a common curriculum or content to learn, this is due to the varied nature of the clientele. The facilitators use various written and unwritten curriculum in their programmes (MOE adult education policy, 2010). Sometimes the local community is not involved in identifying the needs to be addressed by their facilitators and the curricular is not learner-centred; such curriculum discourages the adult basic education learners because they are not involved in the formulation of the curriculum which will suit them hence leading to low enrolment of the learners. There is no clear language policy for the literacy programmes. The problem of language is compounded by the linguistic diversity of the people of Kenya. Due to language barriers, some adult learners will drop from adult basic education. The language barriers also affect the enrolment of adult basic education learners.

## **2.8 Summary**

Adult basic education provides opportunities for further education, training and promotes life-long education in all levels. This helps in the acquisition of relevant knowledge skills, attitudes and values in the changing world of technologies. The male adult learners should not be left behind in this process of life-long education. The adult basic education facilitates in the development of economic opportunities through improved entrepreneur and production skills to the disadvantaged groups as there is no fee or other charges attached or paid in the

provision of adult basic education in this regard therefore it helps in capacity building for the various individuals to be self-reliant and able to cope up with the challenges in the society.

## **2.9 Theoretical perspective**

The theoretical framework that guided the study was based on the curriculum implementation theory propounded by Gross (1971). The dysfunctional theory states that any educational programme brings in mind the question of learning resources teachers training, teaching resources, learning facilities, attitudes of the learners and the content covered. In this study some of the mentioned elements are applicable.

The content to be covered, if there content to be covered is clear and teachers are clear about the content they are handling they will facilitate the learning process effectively and this will lead to improved enrolment of adult learners.

On teaching if teachers have relevant skills and knowledge in teaching they will be able to pass the information appropriately hence more adult learners will be encouraged to attend and learn.



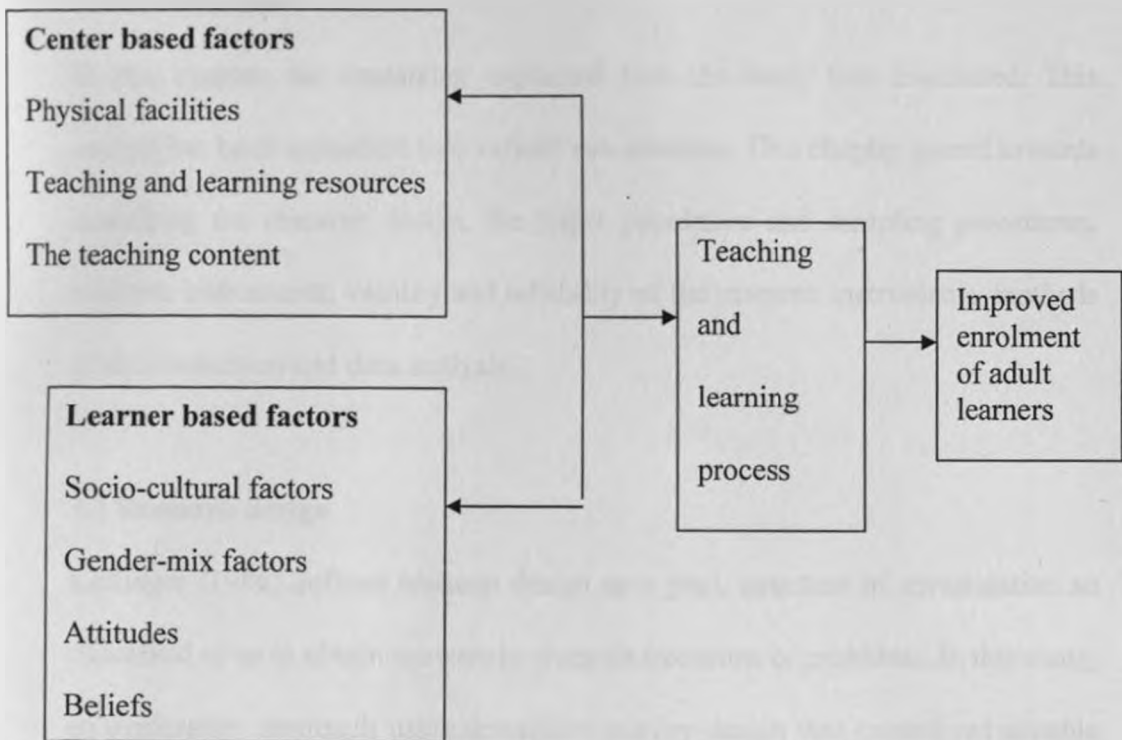
On the availability of the teaching resources the teachers should be provided with adequate and relevant resources so as to be in a better position to teach the adult learners properly which will lead to improved enrolment.

The learners should have adequate learning resources and physical facilities so that they can be able to get the difficult concepts learnt in class.

The learners attitudes should be boosted by treating them equally without discriminating. The theory points out some factors that influence gender parity in Adult Basic Education Programmes which are key in the enrolment of adult learners.

## 2.10 Conceptual framework

Figure 2.1 Factors influencing gender parity in adult basic education



The inputs in adult education programme are materials such as adequate learning and teaching resources, physical facilities, socio-cultural factors, attitudes, beliefs and commitment. Teaching process is the learning that goes in the centre. The output refers to the adult enrolment in the centre. The input such as learning resources, physical facilities will lead to higher enrolment. A relationship exists between the independent variables and the dependent variable in that without the independent the teaching and learning process cannot take place. The end product after the teaching and learning process will be an improved enrolment of adult education learners.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

In this chapter, the researcher explained how the study was conducted. This section has been organized into various sub-sections. This chapter geared towards describing the research design, the target population and sampling procedures, research instruments, validity and reliability of the research instruments, methods of data collection and data analysis.

#### **3.2 Research design**

Kerlinger (1986) defines research design as a plan, structure of investigation so conceived so as to obtain answers to research questions or problems. In this study, an exploratory approach using descriptive survey design was considered suitable survey design because the population to be studied is too large to be observed directly. The feature of descriptive survey is the systematic collection of data in the standardized form from the representative sample. The descriptive research was to produce statistical information about factors influencing gender parity in adult basic education programmes enrolment.

#### **3.3 Target population**

The study targeted all public adult basic education centres, students, District Adult Education Officers, Divisional Adult Education Supervisors and adult

Education Teachers. This population was involved in the study because they are directly involved in the implementation and supervision of adult basic education programmes in the adult education centres. Records from the district adult education department by the time of the study showed that there were 20 public adult education centres in the district, 20 teachers and 1000 students. The population and sample for the study is 1044.

### **3.4 Sample size and sampling procedures**

Sampling is a process of selecting a number of individuals from a population such that the selected group contains elements that are representative of the characteristics found in the entire group. Mugenda & Mugenda (2003) suggest that in descriptive survey studies, ten percent of the survey population is representative enough to generalize the characteristics being observed. In this study therefore, ten percent of the accessible population was made the sample size. The study used purposive sampling techniques. The purposive sampling was used to select people with the desired qualities who are represented in the study.

The research also used simple random sampling to select the adult learners who were interviewed. The study sample therefore comprised of 10 adult education centres out of the 20 centres in the district. A total of 40 adult learners were sampled; four from each of the 10 adult centres, 10 adult education teachers, one from each school and 3 DAES one for each division.

**Table 1: Sample size in the study**

<b>Respondents Adult Education</b>	<b>Population</b>	<b>Sample Size</b>
DAEO	01	01
DAES	03	03
Adult Education Teachers	20	10
Adult Learners	100	40
Adult Education Centres	20	10
<b>Total</b>	<b>144</b>	<b>64</b>

### **3.5 Research instrument**

The researcher used both primary and secondary research instruments. The study used observation, interview schedules and questionnaires as the primary data collection instruments. The data analysis is the only secondary research instrument which is relevant in collecting data for the study. The questionnaires were prepared for the district adult basic education officer, divisional adult education supervisors and for the education teachers of the selected centres. The questionnaires for DAEO and DAES were found to be important in the view that the officers are instrumental in the mobilization and recruitment of adult education learners to the literacy classes they supervise and inspect. Thus, they had first hand information for the reason influencing gender parities in their centres.

Another questionnaire for the adult education teacher was prepared. The teacher provided information on gender parities in adult education enrolment. The questionnaires are appropriate for this group of respondents because they could individually record and interpret the instruments.

An interview was also prepared to collect information from adult learners as they will not be able to read, write and answer questions for the required data. This is a personal interview. The research also used observation method in the adult education classes and the learning environment within the adult learners operate in.

### **3.6 Reliability and validity of the instruments**

The reliability and validity of the research instruments was tested before being used in data collection.

#### **3.6.1 Validity**

Validity indicates the degree to which an instrument measures what is supposed to measure (Kothari, 2004). To validate the research instruments, the researcher sought the opinion of research experts from the department of educational administration and planning of University of Nairobi. Through this, the researchers identified loop-holes in them and made the necessary corrections.

### 3.6.2 Reliability

Mugenda & Mugenda (2003) define reliability of an instrument as the measure of the degree to which a research instrument yields consistent results after repeated several times. In order to test the reliability of the instrument to be used in the study, the test-retest method was used during the pilot stage. The questionnaires were administered twice within an interval of two weeks in the adult education centres in the adult education centres. The responses given in the second administration of the questionnaire was compared to the response of the first administration.

The researcher used Pearson Product Moment Correlation Formula to correlate the scores from both tests to obtain correlation coefficient. According to Orodho (2005) Pearson Product Moment Correlation establishes the extent to which content of the instruments are consistent is eliciting the same responses every time the instrument is administered. The Pearson Product Moment was calculated using the following formula:

$$r = \frac{N \sum xy - (\sum x)(\sum y)}{N \left[ \sum x^2 - (\sum x)^2 \right] \left[ \sum y^2 - (\sum y)^2 \right]}$$

Where x = First test

y = second

$\sum$  is the summation sign

N is the number of scores within each distribution

If the reliability coefficient alpha was to be greater than 0.5 then there was to be considered reliable for collecting data and if it is less than 0.5, they were considered unreliable hence requires modification. The reliability score obtained was 0.5 and this was considered reliable for the study.

### **3.7 Data collection procedures**

This refers to the collection or gathering of information to serve or proof some facts (Kombo & Tromp, 2006). The researcher first obtained an introductory letter from the national council for science and technology before proceeding to the field. The researcher further sought permission from the district department of adult education programmes officer to enable him collect information from the selected schools. The authority letter stated about the research area, purpose of the research and the exact dates when the research was expected to take place.

On the actual dates of the study, the researcher visited each individual schools to conduct the research. The questionnaires were issued to the selected respondents. Some questionnaires were collected on the same day while others were collected later to allow more time to enable proper completion of the questionnaires. The interview schedules were taken to the selected centres. The interview schedules and observations were used to collect information.



### **3.8 Data analysis**

Data analysis refers to the examination of the coded data critically and making inferences (Kombo & Tromp, 2006). After data collection, the data was recorded down. The closed items were written on a matrix and the open-ended items will be categorized and tallied. From both the matrix and categorized responses, tables were constructed. The descriptive statistics mainly percentages and frequencies were used in analyzing the data which is obtained from the questionnaires and interview schedules from the sampled adult education centres. The attendance registers and admission books of the sampled centres were also analyzed so as to help the researcher to find the exact enrolment of the adult learners. This was useful in explaining variable distribution and summary to make meaning.

## CHAPTER FOUR

### DATA ANALYSIS AND INTERPRETATION

#### 4.1 Introduction

This chapter highlights the findings of the study based on the data collected from respondents. The chapter is organized under sub-sections guided by the research questions which were stated as follows:

- i. To what extent do socio-cultural gender roles have any influence on the enrolment of adult basic education learners?
- ii. What are the attitudes of both male and female adult learners to adult basic education enrolment?
- iii. What are the teaching and learning resources used and how do they influence adult learner enrolment?
- iv. How does the gender-mix influence the adult learner enrolment?
- v. How does the teaching content in adult education curriculum influence adult learner enrolment?

The analyzed research findings were presented in frequency tables, percentages, pie and bar charts.

## 4.2 Questionnaires return rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures (Mugenda and Mugenda, 2003) as presented in table 4:1.

**Table 4.1: Questionnaires return rate**

<b>Response</b>	<b>Targeted</b>	<b>Actual Respondents</b>	<b>Percentage</b>
Adult learner	40	40	100
Adult teachers	10	10	100
DAES	3	3	100
<b>Total</b>	<b>53</b>	<b>53</b>	<b>100</b>

The response rate achieved for the three sets of questionnaires and the interview guide yielded 100 percent response rate which was considered adequate in providing valid and reliable data from the targeted population. This was attributed to the fact that the researcher administered the questionnaires and interview guide personally.

## 4.3 Background characteristics of respondents

Information about background characteristics of adult learners as the main respondents in Masaba North District, Nyamira County is presented in this

section. It includes; gender, age, education level and, how they earn their living and frequency of attending adult basic education.

#### 4.3.1 Information about gender of adult learners

The respondents were asked to indicate their gender. The results are presented in table 4.2.

**Table 4.2 Information about gender of adult learners**

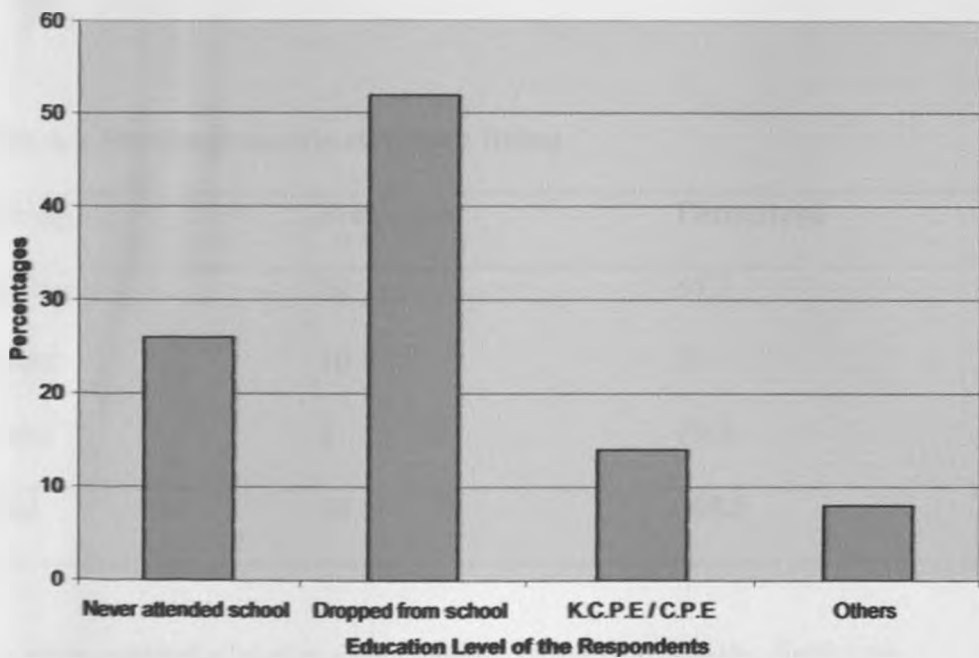
<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	15	37.5
Female	25	62.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

The study established that majority of adult learners in Masaba district were female accounting for 62.5 percent, while men were found to be 37.5 percent. The finding collaborate with a study done by Department of Adult Basic Education, 2007-2011 which established that male adult learners have poor attitudes toward adult basic education which they consider as a waste of time. The poor attitudes of male adult learners affect the enrolment of the adult basic education learners.

### 4.3.2 Education level of the learners

The respondents were asked to indicate their education level. The results are as presented in the figure 4.1.

Figure 4.1 Education level of the learners



This findings implies that majority of adult learners in Masaba district schools had reasons why they were seeking adult basic education as grown-up as an indication that 52 percent had dropped out of school at primary level, 26.0 percent never attended the school, with KCPE / CPE level accounting for 14.0 percent. Having been denied the opportunities to learn and to be independent, women do not have confidence in their abilities (UNESCO Institute of Education,

1993). In order to acquire psychological and social satisfaction and access to information, it is necessary for them to have education hence adult basic education remains their option into achieving their dream.

#### 4.3.3 How Respondents earn their living

The respondents were asked on how they earn their living. Table 4.3 shows the results.

**Table 4.3 How respondents earn their living**

<b>Activity</b>	<b>Frequency</b>	<b>Percentage</b>
Farming	22	55.5
Traders	10	25
Others	8	19.5
<b>Total</b>	<b>40</b>	<b>100.0</b>

The study established that majority of adult learners in Masaba district are peasant's farmers and followed by traders.

#### 4.3.4 Whether adult Students attend their lessons regularly

The respondents were asked whether they attend their lessons regularly. Table 4.4 shows the results.

**Table 4.4 Whether adult students attend their lessons regularly**

<b>Responses</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	8	8
No	32	82
<b>Total</b>	<b>40</b>	<b>100.0</b>

The study established that majority of adult learners do not attend their lessons regularly.

#### **4.3.5 Teachers attendance**

The respondents were asked whether teachers attend lessons regularly. Table 4.5 shows the results.

**Table 4.5 Whether teachers attend lessons regularly**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	14	35
No	26	65
<b>Total</b>	<b>40</b>	<b>100.0</b>

The study established that majority of teachers accounting for 65% do not attend their lessons regularly. This finding collaborate with Anderson,(1990) who mentions that teachers of the adult basic education programmes do not take their

work seriously. Due to inadequate incentives, teachers tend to engage in other financially beneficial activities in addition to their jobs. This results to absenteeism and the frequent absenteeism by the teachers ultimately discourages adult learners from attending the programmes especially men.

#### **4.3.6 Information about adult education teachers**

The respondents were asked to give general information about Adult Education Teachers. Table 4.6 shows the general information.



**Table 4.6 General information about adult education teachers**

<b>Highest Academic Qualifications</b>	<b>Percentage</b>
K.C.S.E	42
K.J.S.E	33.3
K.C.P.E	34.7
<b>Total</b>	<b>100.0</b>

<b>Professional Qualifications</b>	
Certificate	29.8
Diploma D.A.E	53.8
Degree A.E	5.6
Other	10.8
<b>Total</b>	<b>100.0</b>

<b>Experience</b>	
Below 5 years	27.9
5 – 10 years	43.8
Above 15 years	28.3
<b>Total</b>	<b>100.0</b>

In order to understand the capacity of both DAES and AET the study obtained information about their academic qualification, experience and number. The study established that majority of AET highest academic qualification is KCSE, and had acquired diploma in adult education with experience ranging from 10-15 years.

#### 4.3.7 Information from district education office

The district adult education officers were asked to give the information about available adult education teachers. Table 4.7 shows the information.

**Table 4.7 Information from district education office about adult teachers**

<b>Basic Adult Teachers</b>	<b>Frequency</b>	<b>Percentage</b>
Male	4	47.9
Female	5	52.1
<b>Total</b>	<b>9</b>	<b>100.0</b>
Part –time	4	46.9
Full-time	2	22.3
Self-help	3	30.8
<b>Total</b>	<b>9</b>	<b>100.0</b>

The study establish that there are as many male as female teachers in the division but many teachers are engaged in part-time as well as a self-help and so indicating that we have few full dedicated teachers in the district.

#### 4.3.8 How often the DAES visit the centers for supervision

The respondents were asked to indicate how often they visit centres for supervision. Table 4.8 shows the results.

**Table 4.8: How often the DAES visit the centers for supervision**

<b>Inspection</b>	<b>Frequency</b>	<b>Percentage</b>
Once in a month	2	35.9
Once in two months	1	64.1
<b>Total</b>	<b>3</b>	<b>100.0</b>

The study established that the inspection and supervision of literacy centers in Masaba district is done in a frequency of once in two months indicating it is not often enough to ensure maintenance of high standards of performance.

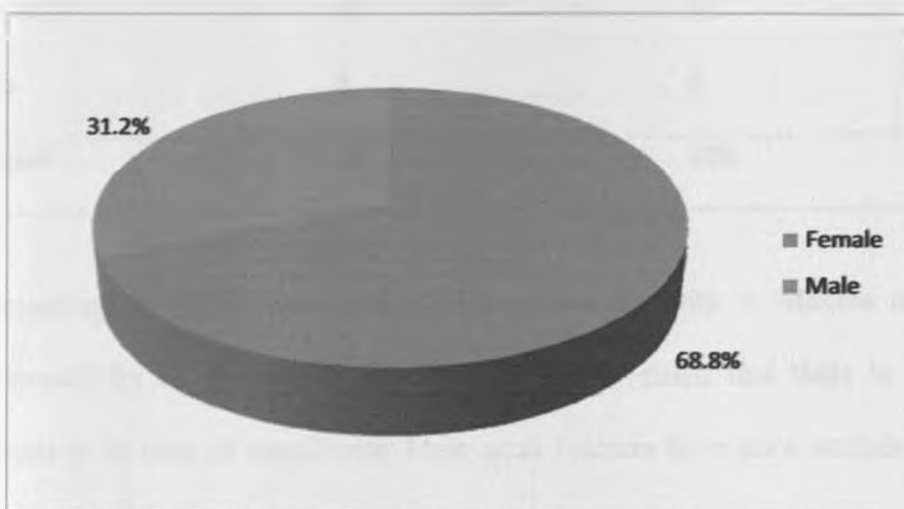
#### **4.4 Social-Cultural gender roles in adult**

The impact of traditional beliefs or what one can refer to as cultural fixation on the classroom behaviour appears to have contributed to the decline in male adult literacy. A study carried by the adult education department in Masaba North district revealed that male students left their classes because females were performing better. Cases have been reported where husbands denies their wives access to literacy classes for fear that on completion of their studies and attainment of certificates, the women would be superior and thus undermine their primary role in the family thus affecting the enrolment of the adult basic education learners (Nasira Habib 1999).

#### 4.4.1 Distribution of adult learners by gender

The respondents were asked to indicate their gender. The findings are presented in figure 4.2.

**Figure 4.2: Distribution of adult learners by gender**



The study established that majority of students in adult schools in Masaba district were female accounting for 68.8 percent and 31.2 percent were male. Therefore the findings show that female adult learners had acquired positive attitudes toward adult education hence enrolling more than male learners. These results agree with McKay's (2002) view that literacy programmes for adults are seen as a woman domain.

#### 4.4.2 Information provided by AET on gender parity at adult center

The respondents were asked on gender disparity at adult centres. The results are presented in the table 4.9.

**Table 4.9: Information provided by AET on gender parity at adult center**

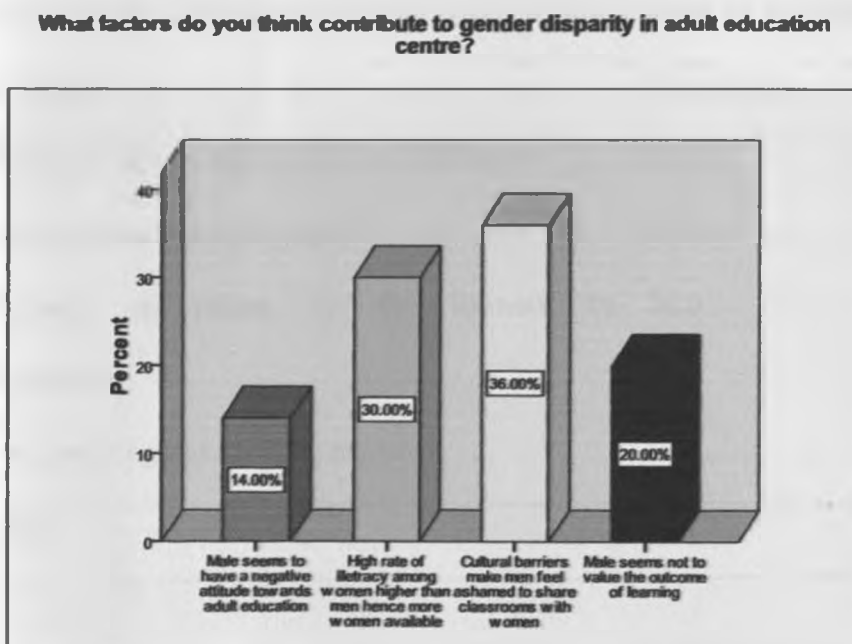
<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	32	92
No	8	8
<b>Total</b>	<b>40</b>	<b>100</b>

According to AET, There is a notable gender disparity in Masaba district as indicated by 82 percent of the respondents who stated that there is a gender disparity in term of enrollment. Male adult learners have poor attitude towards adult basic education, joining the literacy classes to learn, they term it as a waste of time instead they should be involved in projects or work which they can earn or generate income immediately instead of attending the classes of adult basic education. The poor attitudes of male adult learners affect the enrolment of the adult basic education learners. Most female adult learners have a positive attitude towards adult basic education learning.

#### 4.4.3 AET Factors that contribute to gender parity in adult education

The respondents were asked on the factors that contribute to gender parity in adult education centres. The findings were presented in figure 4.3.

Figure 4.3 AET Factors that contribute to gender parity in adult education



The study establish that there are various factors which promote the gender parity in enrollment of adults men for the adult classes, among them the cultural barriers which make men feel ashamed to share classrooms with women. The impact of traditional beliefs or what one can refer to as cultural fixation on the classroom behaviour appears to have contributed to the decline in male adult

literacy. A study carried revealed that male students left their classes because females were performing better.

#### **4.4.4 Recommendation from DAE on future plans on the gender parity**

The DAE was asked to give recommendations on future plans on gender parity.

The recommendations are presented in table 4.10.

**Table 4.10 Recommendation from DAE on future plans on the gender parity**

<b>Attitudes</b>	<b>Percentage</b>
Additional classes especially for male learners	30.0
More teachers to be employed	30.0
Improved motivation by the learners by government	30.0
More teaching and learning resources	10.0
<b>Total</b>	<b>100.0</b>

#### **4.4.5 The Factors that motivates adult learners to join literacy classes**

The respondents were asked on the factors that motivate adult learners to join literacy classes. The results are presented in the table 4.11.

**Table 4.11 The factors that motivates adult learners to join literacy classes**

<b>Response</b>	<b>Percentage</b>
Income generating projects	30.0
Incentives like opportunities in community	30.0
Improving of facilities and training equipments	30.0
Others	10.0
<b>Total</b>	<b>100.0</b>

According to the opinion of district adult education office, the best way to promote enrollment of adult literacy classes is to model it in a way that it can contribute to development of individuals who take up the courses in terms of opportunities to earn a living to improve the perceived outcome of the training. This has also been established that additional of incentives and facilities can improve the outcomes.

#### **4.4.6 Learners response on whether they have difficulty on fees payment**

The respondents were asked whether they have difficulty on fees payment. The findings were presented in the table 4.12.



**Table 4.12 Learners response on whether they have difficulty on fees payment**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	10	40.0
No	30	60.0
<b>Total</b>	<b>40</b>	<b>100.0</b>

The study established that currently majority of adult learners in the district seems not to directly associate outcome of learning with improvement of their wellbeing and so majority of learners find that the centers are not as would be expected.

#### **4.4.7 Learners response on the need to pursue further education**

The response were asked on the need to pursue further education. The findings are presented in the table 4.13.

**Table 4.13 Learners response on the need to pursue further education**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	30	80
No	10	20
<b>Total</b>	<b>40</b>	<b>100.0</b>

The study established that majority of learners would wish to continue with the education to higher levels.

#### 4.5 Attitudes of male and female adult learners towards adult education

The respondents were asked to indicate the attitudes towards adult education. The results are presented in table 4.14.

**Table 4.14 Attitudes expected from male towards adult education**

<b>Attitude</b>	<b>Frequency</b>	<b>Percentage</b>
Positive	8	18
Negative	32	82
<b>Total</b>	<b>40</b>	<b>100.0</b>

The study established that majority of male accounting for 82 percent have a negative attitude towards adult basic education. Attitude plays a major role in human activity in that they determine the degree to which an individual is either accepting or rejecting. Kidd states that attitudes are learned and have their sources in cognitive, affective and action components. Male adult learners have poor attitude towards adult basic education, joining the literacy classes to learn, they term it as a waste of time instead they should be involved in projects or work which they can earn or generate income immediately instead of attending the

classes of adult basic education. The poor attitudes of male adult learners affect the enrolment of the adult basic education learners.

#### 4.5.1 Possible causes of gender disparity

The respondents were asked on the possible causes of gender disparity. The findings were presented in table 4.15.

**Table 4.15: Possible causes of gender disparity**

<b>Causes</b>	<b>Frequency</b>	<b>Percentage</b>
Social –cultural	16	38.9
Social-economic	12	28.9
Learners' attitudes	8	20.0
Community attitudes	5	12.2
<b>Total</b>	<b>40</b>	<b>100.0</b>

The study sought to establish from AET about the possible causes of gender disparity in majority of adult school centers in Masaba district and found that majority of respondents 38.9% indicated social-cultural factors as the leading factors, followed by learners attitudes accounting for 29.8%,social economic with 20%.

#### 4.6 Teaching and learning resources used in adult basic education

The learner respondents were asked to indicate the extent to which they are enough or not enough with statements regarding the adequacy and availability of teaching – learning resources. Their responses are presented in table 4.16.

**Table 4.16: Adequacy of teaching and learning resources**

	Frequency	Percentage
Enough	6	18.9
Quite enough	8	20.9
Not enough	26	60.2
<b>Total</b>	<b>40</b>	<b>100.0</b>

The study sought opinion of adults learners in Masaba district on whether the teaching and learning resources are adequate and conducive to learning in their respective centers establishing that majority were of opinion that the facilities are not enough. These findings agree with Lauglo 2001 that many literacy programmes lack resources.

##### 4.6.1 Adequacy of learning resources as by adult education teachers

The Adult Education Teachers were asked to indicate the adequacy of learning resources. The findings were presented in table 4.17.

**Table 4.17: Adequacy of learning resources as by adult education teachers**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	7	70.0
No	3	30.0
<b>Total</b>	<b>10</b>	<b>100.0</b>

The study established learning resources dedicated for teaching and training adult learners was found not to be adequate. More resources are needed to recruit and train adequate numbers of adult education facilitation and managers at various levels in order to ensure the delivery of quality services. Lack of proper supervision, co-ordination and name recognition has affected the development of adult basic education learners. Teachers of the adult basic education programmes do not take their work seriously. Due to inadequate incentives, teachers tend to engage in other financially beneficial activities in addition to their jobs. This results to absenteeism and the frequent absenteeism by the teachers ultimately discourages adult learners from attending the programmes especially men.

#### **4.6.2 Number of learning literacy center as indicated by DAES**

The District Adult Education Supervisors were asked to indicate the number of learning literacy centres. The findings were presented in table 4.18.

**Table 4.18: Number of learning literacy center as indicated by DAES**

<b>Literacy centres</b>	<b>Percentage</b>
1- 10	18.9
11 – 20	20.9
More than 21	60.2
<b>Total</b>	<b>100.0</b>

The study established that in the entire Masaba district there are few adult literacy centers ranging from 1-10, implying that the facilities are inadequate. Adult basic education programmes are hampered by inadequate resources both financial and human resources that are required to meet the needs of the adult population who have not attained the desired mastery level of literacy. (Ministry of Education National Adult Education Policy, 2010). More resources are needed to recruit and train adequate numbers of adult education facilitation and managers at various levels in order to ensure the delivery of quality services.

#### **4.6.3 Annual returns about the enrollment and daily attendance**

The respondents were asked were asked to give annual returns about the enrolment and daily attendance. Table 4.19 shows the results.

**Table 4.19: Annual returns about the enrollment and daily attendance**

<b>Attendance</b>	<b>Frequency</b>	<b>Percentage</b>
Remained the same	80	18.8
Increasing	20	50.0
Decreasing	12	31.2
<b>Total</b>	<b>40</b>	<b>100.0</b>

From the findings from annual returns and statistics on the enrolment and daily average attendance it indicated that in last 5 years the enrollment is increasing despite the strain of resources and facilities.

#### **4.6.4 Majority Gender in enrollment and daily attendance**

The respondents were asked to give who are the majority in both the enrolment and daily attendance. Table 4.20 shows the results.

**Table 4.20: Majority gender in enrollment and daily attendance**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	13	34.1
Female	27	65.9
<b>Total</b>	<b>40</b>	<b>100.0</b>

The study established that currently there is more female adult learner enrolled at the literacy centers than male. This finding is further confirmed by the Kenya Central Bureau of Statistics (2009), population census and housing report which established that there are more female illiterates compared to male illiterates thus this could be the reason for gender parities in the adult basic education programmes enrolment whereby there are more female attending than males. Having been denied the opportunities to learn and to be independent, women do not have confidence in their abilities (UNESCO institute of education, 1993). In order to acquire psychological and social satisfaction and access to information, it is for them to have education hence adult basic education remains their option into achieving their dream.

#### 4.6.5 Problem of gender parity in literacy classes according to DAES

The District Adult Education Supervisor was asked to give problems of gender parity in literacy classes. Table 4.21 shows the results.

**Table 4.21: Problems of gender parity in literacy classes according to DAES**

<b>Challenges</b>	<b>Percentage</b>
Not at all	14.1
Moderately	15.9
Quite a lot	39.8
Others	31.2
<b>Total</b>	<b>100.0</b>



The study established that DAE experiences a lot of problems of gender disparity in literacy classes as was indicated by majority of respondents. According to EFA(2000), the says the challenges of literacy is to reduce gender disparities and make basic literacy education available to all those who have remained outside the formal education system. The need for adult education for all and the study on the factors influencing gender disparity in Adult Basic Education enrolment in Masaba North District is the major issue to be tackled.

#### 4.7 Gender mix education

In the co-education programmes, some male adult learners complain of sharing classes with their wives and daughter in-laws. Such programmes will make the adult male to drop out of classes and stop their wives from joining the literacy classes for fear that the adult female will be educationally superior hence lowering adult male status in the family.

**Table 4.22: Gender mix education**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	12	34.1
No	28	65.9
<b>Total</b>	<b>40</b>	<b>100.0</b>

The study sought information on whether male and female learn together and established that they do not as indicated by 65.9% of the respondents. In the co-education programmes, some male adult learners complain of sharing classes with their wives and daughter in-laws. Such programmes will make the adult male to drop out of classes and stop their wives from joining the literacy classes for fear that the adult female will be educationally superior hence lowering adult male status in the family.

#### 4.7.1 Assigning activities during learning

The respondents were asked on how learning activities are assigned to learners.

Table 4.23 shows the results.

**Table 4.23: Assigning activities during learning**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	27	63.1
No	13	26.9
<b>Total</b>	<b>40</b>	<b>100.0</b>

The study established that in most cases assignment of activities during learning are gender based. The social and cultural gender identity comes from nurture rather than nature. The fact that gender attributes are socially constructed, it means that they can be changed in ways that make a society more just and

equitable. As a result of these socially constructed attributes, there is a concept of masculinity and femininity coming in.

#### 4.8 Appropriateness of the teaching content in adult education

The respondents were asked on the appropriateness of teaching content in adult education centres. The findings are presented on table 4.24.

**Table 4.24: Appropriateness of adult teaching content according to learners**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	3	24.1
No	7	75.9
<b>Total</b>	<b>10</b>	<b>100.0</b>

The study established that majority of learners are of the opinion that curriculum for the adult education learners is not well organized and so require overhaul. Sometimes the local community is not involved in identifying the needs to be addressed by their facilitators and the curricular is not learner-centred, such curriculum discourages the adult basic education learners because they are not involved in the formulation of the curriculum which will suit them hence leading to low enrolment of the learners. There is no clear language policy for the literacy programmes. The problem of language is compounded by the linguistic diversity of the people of Kenya. Due to language barriers, some adult learners will drop

from adult basic education. The language barriers also affect the enrolment of adult basic education learners.

#### **4.9 Summary of the findings**

The response rate achieved for the three sets of questionnaires and the interview guide yielded 100% response rate which was considered adequate in providing valid and reliable presentation of the targeted population. This was attributed to the fact that the researcher administered the questionnaires and interview guide personally. The study established that majority of adult learners in Masaba district are female accounting for 62.5%, while men were found to be 37.5%. The finding collaborate with a study done by department of adult basic education,2007-2011 which established that Male adult learners have poor attitude towards adult basic education, joining the literacy classes to learn, they term it as a waste of time instead they should be involved in projects or work which they can earn or generate income immediately instead of attending the classes of adult basic education.

These findings implies that majority of adult learners in Masaba district schools had reasons why they are seeking adult basic education as grown-up with indication that 52.0% had dropped out of school, 26.0% never attended the school, with K.C.PE/C.P.E level accounting for 14.0%. The study established that majority of adult learners in Masaba district are peasant's farmers and followed

by traders. The study established that majority of adult learners attend their lessons regularly. In order to understand the capacity of both DAES and AET the study obtained information about their academic qualification, experience and number.

The study established that majority of A.ET highest academic qualification as K.C.S.E, and had acquired diploma in adult education with experience ranging from 10-15 years. The study establish that there are as many male as female teachers in the division but many teachers are engaged in part-time as well as a self-help and so indicating that we have few full dedicated teachers in the district. The study established that the inspection and supervision of literacy centers in Masaba district is done in a frequency of once in two months indicating it is not often enough to ensure maintenance of high standards of performance . The study established that majority of students in adult schools in Masaba district are female accounting for 68.75%.

According to AET, There is a notable gender disparity in Masaba district as indicated by 82% of the respondents who stated that there is a gender disparity in term of enrollment. The study establish that there are various factors which promote the gender parity in enrollment of adults men for the adult classes, chief among them the cultural barriers which make men feel ashamed to share classrooms with women. The study established that majority of male accounting

for 82% have a negative attitude towards adult basic education. The study established that in contrast to the finding for male students, majority of female has positive attitudes towards adult basic education. The study sought to establish from AET about the possible causes of gender disparity in majority of adult school centers in Masaba district and found that majority of respondents 38.9% indicated social-cultural factors as the leading factors, followed by learners attitudes accounting for 29.8%, social economic with 20%.

The study sought opinion of adults learners in Masaba district on whether the teaching and learning resources are adequate and conducive to learning in their respective centers establishing that majority were of opinion that the facilities are not enough. The study established learning resources dedicated for teaching and training adult learners was found not to be adequate. The study established that in the entire Masaba district there are few adult literacy centers ranging from 1-10, implying that the facilities are inadequate.

From the findings from annual returns and statistics on the enrolment and daily average attendance it indicated that in last 5 years the enrollment is increasing despite the strain of resources and facilities. The study established that DAE experiences a lot of problems of gender disparity in literacy classes as was indicated by majority of respondents.

The study sought opinions of adult learners on whether they attend literacy classes together with their spouses with majority indicating they do not with citing reasons like cultural barriers. The study sought information from AET on basis of assigning activities during learning and whether it is based on gender majority indicating that gender is a consideration on assignment of activities. The study established that majority of AET are of the opinion that curriculum for the adult education learners is not well organized and so require overhaul this was also confirmed in the study by establishing that majority of DAE are of the opinion that curriculum for the adult education learners is not well organized and so require overhaul.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents summary, conclusions and recommendations of the study.

The chapter aims at incorporating findings established in chapter four which provided insights into the specific outcomes of the study. The summary, conclusions and recommendation of the study are based upon outcomes of the study.

#### **5.2 Summary of the study**

The purpose of the study was to investigate the factors influencing gender disparity in adult basic education programme enrolment in Masaba North District, Nyamira County.. The review of the related literature was carried out in relation to the variables in the research questions. The study was carried out in Masaba North district, Nyamira County. The study sample therefore comprised of 10 adult education centres out of the 20 centres in the district. A total of 40 adult learners were sampled; four from each of the 10 adult centres, 10 adult education teachers, one from each school and 3 DAES one for each division. In this study therefore, ten percent of the accessible population made the sample size. The study used purposive sampling techniques. The purposive sampling was select people with the desired qualities who are represented in the study. The research will also use simple random sampling to select the adult learners who will be interviewed. The



study sample therefore comprised of 10 adult education centres out of the 20 centres in the district. A total of 40 adult learners were sampled; four from each of the 10 adult centres, 10 adult education teachers, one from each school and 3 DAES one for each division.

The following objectives guided the study: to establish whether the social-cultural gender roles influence adult learner-enrolment in the adult basic education programmes, to establish the attitudes of both male and female adult learners to adult basic education programmes and their influence on enrolment, to examine the teaching and learning resources used in adult basic education programmes and their influence on enrolment, to find out whether the gender-mix education influence adult learner enrolment in the adult basic education programmes, to examine the appropriateness of the teaching content used in adult basic education programmes and their influence on enrolment.

### **5.3 Conclusions**

The study established and concluded that the common problem in adult education in Masaba North District, Nyamira County is the lack of professional development opportunities for adult education. Gender parity in adult education poses a challenge to the economic, social and political development of the district. Facilities and other conditions should be put in place to help fight against gender parity in the literacy centers and enhance adult education. The study seems to

concur with the Kenya Central Bureau of Statistics (2009), population census and housing report, Which found that there are more female illiterates compared to male illiterates thus this could be the reason for gender parities in the adult basic education programmes enrolment whereby there are more female attending the literacy classes than males.

Having been denied the opportunities to learn and to be independent, women do not have confidence in their abilities (UNESCO institute of education, 1993). In order to acquire psychological and social satisfaction and access to information, it is for them to have education hence adult basic education remains their option into achieving their dream. Women are the most oppressed and most neglected group of the society. If they are to raise their standards or status, they must have access to education compared to male enrolment. The impact of traditional beliefs or what one can refer to as cultural fixation on the classroom behaviour appears to have contributed to the decline in male adult literacy. The study also concur with Habib, (1999) which revealed that male students left their classes because females were performing better. Cases have been reported where husbands denies their wives access to literacy classes for fear that on completion of their studies and attainment of certificates, the women would be educationally superior and thus undermine their primary role in the family thus affecting the enrolment of the adult basic education learners.

Another major conclusion from the study is the role through which attitude plays in determining decision making. Attitude plays a major role in human activity in that they determine the degree to which an individual is either accepting or rejecting. In this study male have a negative attitude towards basic literacy education than the female who were found to have a positive attitudes. Kidd states that attitudes are learned and have their sources in cognitive, affective and action components. The attitude of adult basic education learners in the society varies. For some adult learners, acquiring literacy is “mistakenly” seen as an avenue to government employment. With this assumption in mind, they spend money and time they could have spent on personal commitments such as farming to attend the literacy classes.

In practical, very few adult learners have been employed since the programme started. This is a considerable effect on getting the adults interested in the literacy programmes because they do not see the immediate benefits of literacy. Male adult learners have poor attitude towards adult basic education, joining the literacy classes to learn, they term it as a waste of time instead they should be involved in projects or work which they can earn or generate income immediately instead of attending the classes of adult basic education. The poor attitudes of male adult learners affect the enrolment of the adult basic education learners.

Most female adult learners have a positive attitude towards adult basic education learning. They are ready to learn and they have formed self-help groups income generating projects as they participate in learning. The projects are incorporate adult basic education programmes for development. The adult female learners have a desire to learn despite the many obstacles on their pursuit to adult basic education programmes; thus they attend in large numbers. Annual report of 2007 – 2011 Department of Adult Education. Most of the adult education centres are found or situated in public primary schools. Such learning centres are shunned by male adult learners because their children see them learning basic literacy hence they do not want to be seen by their children. Such attitude towards adult basic education affects the enrolment which will lead to gender parity.

Another conclusion made by the study in Masaba district is that the Adult basic education programmes are hampered by inadequate resources both financial and human resources that are required to meet the needs of the adult population who have not attained the desired mastery level of literacy. This finding concur with a study done by Ministry of Education National Adult Education Policy, 2010, Which established that even at national level there is a pitfall in resources allocated towards adult education in terms of curriculum development and resources allocation to ensure smooth learning of the program. More resources are needed to recruit and train adequate numbers of adult education facilitation and managers at various levels in order to ensure the delivery of quality services. Lack

of proper supervision, co-ordination and name recognition has affected the development of adult basic education learners. Teachers of the adult basic education programmes do not take their work seriously. Due to inadequate incentives, teachers tend to engage in other financially beneficial activities in addition to their jobs. This results to absenteeism and the frequent absenteeism by the teachers ultimately discourages adult learners from attending the programmes especially men (Anderson S.E, 1990).

Adult basic education programmes take place in varied places including community centres, churches and even mosques. Such places are not suitable for adult learning. The places do not have enough facilities and equipment for the adult basic education learners. This discourages adult learners who need to learn in a good environment which is conducive for learning (A handbook of research on Educational Administration, 2010).

Finally the study concluded that there is a need to improve curriculum of adult basic education to make it more relevant to the learners, this is mainly because majority of adult learners could not associate their learning with any outcome related to improvement of opportunities or gainful employment. It was established that although the adult basic education programmes activities culminate to the awarding of proficiency certificates to those who pass the test there is no further learning after literacy and sometimes the certificates have no help to the adult

basic education graduates. Those who have attained the proficiency certificates without further education after literacy discourages others from joining the adult basic education programmes terming them as a waste of time. The contributions of some little money by learners to pay their self-help teachers discourage some male adult learners who see it as being inappropriate. Sometimes the learners are told to buy writing materials. This is a discouragement to the adult learners especially adult male who are always critical.

In the co-education programmes, some male adult learners complain of sharing classes with their wives and daughter in-laws. Such programmes will make the adult male to drop out of classes and stop their wives from joining the literacy classes for fear that the adult female will be educationally superior hence lowering adult male status in the family. The opportunities of education for all is important for the complexity and rapidity of social and economic changes (SMOCK, 1977). Sometimes male adult learners drop out of class when they realize that female adult learners are performing better than them. This notion will greatly affect the enrolment of male adult learners.

Education should create the right environment for learning to take place. The Ministry of Education, Science and Technology (2001) reported that for effective learning to take place, the human and physical environment needs to be conducive for the adult learners. A conducive environment is the one which takes care of the

social needs, emotional needs and cultural needs. However, recent studies show that learning environment in adult basic education centres is not conducive. This affects the enrolment of the adult education learners.

Without teaching and learning materials, no learning can take place. They will be quality education to adult basic education learners if instructional materials are provided in the adult education centres. The learning and teaching material attracts the attention of the adult learners and becomes active and interested in learning. Through the use of the learning materials, adult learners are able to understand unfamiliar objects when they interact with them Kaburu (2007).

Learning resources involves buildings and their surroundings. Availability of learning resources and the effective use reflects on the quality of teaching of the subject. This is because most of the learning resources play an important role in understanding the concepts and imparting skills to the learners Davis (1975). The problem which is faced is that adult basic education is marginal or supporting role with scarce resources. Adult participants are not enrolled in the education programme unless they want to be. This means therefore that the adult administrator must thoroughly understand how to involve the adult students in the learning endeavour design programme based on adult needs and set-up learning activities that are based on what is known about how adults learn. The field of adult education is in an evolving stage compared to other professions. The largest

share of adult trainers has had very little specific training related to the adult learner.

The Ministry of Education should establish a learning resource centre facilitator who has teaching skills, counseling skills and administrative skills. They must be skillful in directing individualized learning and discovering various resources for learning outside the normal classroom setting, he must also co-ordinate the learning efforts of several learners progressing at various rates. In adult basic education programmes they do not have a common curriculum or content to learn, this is due to the varied nature of the clientele. The facilitators use various written and unwritten curriculum in their programmes (MOE adult education policy, 2010). Sometimes the local community is not involved in identifying the needs to be addressed by their facilitators and the curricular is not learner-centred; such curriculum discourages the adult basic education learners because they are not involved in the formulation of the curriculum which will suit them hence leading to low enrolment of the learners. There is no clear language policy for the literacy programmes.

The problem of language is compounded by the linguistic diversity of the people of Kenya. Due to language barriers, some adult learners will drop from adult basic education. The language barriers also affect the enrolment of adult basic education learners. Adult basic education provides opportunities for further



education, training and promotes life-long education in all levels. This helps in the acquisition of relevant knowledge skills, attitudes and values in the changing world of technologies. The male adult learners should not be left behind in this process of life-long education. The adult basic education facilitates in the development of economic opportunities through improved entrepreneur and production skills to the disadvantaged groups as there is no fee or other charges attached or paid in the provision of adult basic education in this regard therefore it helps in capacity building for the various individuals to be self-reliant and able to cope up with the challenges in the society.

#### **5.4 Recommendations**

- i. Being committed to promoting gender equality, Social structures that reproduce gender inequality should be addressed by acknowledging the complexity of social and cultural norms and by challenging them.
- ii. All the people regardless of gender should be accorded equal opportunities to enroll and participate effectively in adult education programmes and this can only be achieved if adult education programmes is made compulsory by the government.
- iii. The adult education literacy programme should be restructured to suit the learners needs and equip them with the relevant skills and knowledge for development. This will make the programme interesting and attractive to

all adult learners hence reducing gender parity in the adult education centres.

- iv. Employment of more trained teachers. This will help to boost enrollment of adult learners and in areas where male learners do not want to share a class with female learners separate class or different days should be put in place to cater for all.
- v. The divisional adult educational officers need to redouble their effort in making frequent visit to adult educational centers so as to offer professional guidance and advice to the adult teachers and learners. Frequent supervision improves all aspects of education in the adult education centers including gender balance.
- vi. Recommend countrywide changes to eliminate institutional and systematic gender disparities and bias. Working with national education systems, it can help to develop sound policies and to mobilize new resources education.
- vii. Education for gender equality must necessarily aim at transforming gender relations so that men and women can enjoy the same opportunities to reach their potential in all areas of society.
- viii. Setting up a national plans with clear strategies for overcoming the special barriers facing those currently excluded from educational opportunities, with a clear commitment to women education and gender equality.

## **5.5 Recommendations for further study**

- i. A qualitative approach, using a larger sample and finding out whether it will elicit different results.
- ii. Adult education continues to play an important role in development of an individual and the country. The study need to be carried out to ascertain how best adult basic education programmess can be structured so as to realize vision 2030 and attain 90% literacy levels in the country

## REFERENCES

- G.O.K. (2009); Population Census and Housing; Kenya Central Bureau of Statistics.
- G.O.K. (2000); Kenya Post-Literacy Curriculum Department of Adult Education.
- G.O.K. (2000); National Population Policy for Sustainable Development. Sessional Paper No. 1 of 2000; National Council for Population and Development.
- Hamadache H. et al (1998); Theory and Practice of Literacy Work, Policies, Strategies and Examples (UNESCO) – Paris.
- Henzen H. et al (1998); Adult Education Development Institute for International Co-operation of the German Adult Education Association Issue Number 51.
- Nzomo J. et al (2000); Non-Formal Education Alternative Approaches to Basic Education in Kenya. Published NFE – AABE Partners and GTZ.
- Kombo, Tromp (2006) Proposal and Thesis Writing Printed by Don Bosco Printing Press, Nairobi.
- MOE (2005); Sessional Paper 1. of 2005 on Policy Framework for Education, Training and Research.
- John Aluko Orodho (2004); Techniques of Writing Research Proposals and Reports in Education and Social Sciences. Published by Masola Publishers, Nairobi.
- MOE (2010); National Adult on Policy Framework for Education, Training and Research.
- Kothari, R.C. (2004); Research Methodology: Methods and Techniques, 2<sup>nd</sup> Edition; New Delhi. New Age International Limited.
- Mugenda O, and Mugenda A (2003); Research Methods: Quantitative and Qualitative Methods, Nairobi Acts Press.

## APPENDICES

### APPENDIX I

#### Letter of Introduction to Respondents

Henry M. Ragira

University of Nairobi

P.O Box 30197

NAIROBI KENYA

Date.....

Dear Respondent,

I am a student at university of Nairobi, undertaking master degree in curriculum studies. Currently I am doing research on factors influencing gender parity in adult basic education programmes enrolment in Masabe north district. You have been selected to participate in giving information as pertains to his research. Any information which you will give will only be used for the purpose of this research and will be treated with utmost confidence.

Your positive participation in this study is highly appreciated and will go along way to improving adult education in Kenya.

Your faithfully,

Ragira Mogeni Henry

## APPENDIX II

### Research Questionnaire for the DAES

Name of Division .....

1. How long have you served as DAES

(a) Below 5 years [ ]

(b) 5 – 10 [ ]

(c) 10 – 15 [ ]

(d) Above 15 years [ ]

2. How many teachers do you have in your division?

(a) Male [ ]

(b) Female [ ]

3. How many teachers do you have under the following categories?

(a) Full time [ ]

(b) Part time [ ]

(c) Self help [ ]

4. How many learning literacy centres do you have in your division?

(a) 1 – 10 [ ]

(b) 11 – 20 [ ]

(c) More than 21 [ ]

5. How often do you visit your centres for inspection and supervision?

(a) Once in a month [ ]

(b) Twice a month [ ]

(c) Once in two months [ ]

(d) Specify [ ]

6. What factors motivate adult learners to join literacy classes in your division?

.....  
.....

7. Are the physical facilities adequate and conducive to learning in your division?

(a) Not enough [ ] (b) Enough [ ] (c) Quite enough

8. Do you experience a problem of gender disparity in literacy classes in your monthly returns in your division?

(a) Not at all [ ]

(b) Moderately [ ]

(c) Quite a lot [ ]

(d) Specify .....

9. If you do in above number 8, what might be the factors influencing gender disparities that you might wish to bring to attention?

(i) .....

(ii) .....

(iii) .....

(iv) .....

10. Basing on your annual returns and statistics was the enrolment and daily average attendance of the adult literacy learners in the last five years in your division increasing or decreasing?

(a) Remained the same [ ]

(b) Increasing [ ]

(c) Decreasing [ ]

11. According to the above (number 10) who were the majority in both the enrolment and daily attendance?

(a) Male [ ] (b) Female [ ]

12. Give your recommendations for the future plans on the gender disparity in your division.

.....

.....

.....



### APPENDIX III

#### Research Questionnaire for AET

1. Name of centre .....

2. Division .....

(a) Public [ ] (b) Private [ ]

3. Sex (a) Male [ ] (b) Female [ ]

4. Highest academic qualification

(a) K.C.P.E. [ ]

(b) K.J.S.E [ ]

(c) K.C.S.E [ ]

(d) Any other [ ]

5. Professional qualification

(a) Certificate [ ]

(b) Diploma in DAE [ ]

(c) Degree in A.E. [ ]

(d) Any other [ ]

6. Experience

(a) Below 5 years [ ]

(b) 5 – 10 [ ]

(c) 10 – 15 [ ]

(d) Above 15 years [ ]

7. Is there gender disparity in your Adult Education Centre?

(a) Yes [ ] (b) No [ ]

If yes, why? .....

If no, why? .....

8. What factors do you think contribute to gender disparity in adult education centre?

(i) .....

(ii) .....

(iii) .....

(iv) .....

9. What attitudes do you expect the adult male exhibit towards adult basic education?

(a) Positive [ ]                      (b) Negative [ ]

10. What attitudes do you expect the adult female exhibit towards adult basic education?

(a) Positive [ ]                      (b) Negative [ ]

11. Do you assign learning activities according to gender?

(a) Yes [ ]                      (b) No [ ]

12. What are the causes of the gender disparity in your centre?

(a) Social-economic [ ]

(b) Social – cultural [ ]

(c) Learners attitudes [ ]

(d) Community attitudes [ ]

13. Is there enough learning resources in your centre?

(a) Yes [ ] (b) No [ ]

14. Is there a well organized curriculum for the adult education learners?

(a) Yes [ ] (b) No [ ]

If no, how do you carry on learning in your centre?

.....  
.....

15. Is there a well organized curriculum for the adult education learners?

(a) Yes [ ] (b) No [ ]

## APPENDIX IV

### Interview Schedule for Adult Learners

1. Sex of the adult learner (a) Male [ ] (b) Female [ ]

2. Education level

(a) Never attended school [ ]

(b) Dropped from school [ ]

(c) K.C.P.E./C.P.E. [ ]

(d) Any other [ ]

3. What do you do for a living?

(a) Farming [ ]

(b) Trader [ ]

(c) Any other specify .....

4. Do you attend adult basic education programmes?

(a) Yes [ ] (b) No [ ]

5. Are the teaching and learning resources adequate and conducive to learning in your centre?

(a) Enough [ ]

(b) Quite enough [ ]

(c) Not enough [ ]

6. Do you attend adult basic education programmes together with your spouse?

(a) Yes [ ] (b) No [ ]

If no, why? .....

7. Do you teachers attend regularly?

(a) Yes [ ] (b) No [ ]

If no, why .....

If yes, why.....

8. Do what you learn at your centre useful?

(a) Yes [ ] (b) No [ ]

If no, why? .....

9. Do you pay any fee for your learning?

(a) Yes [ ] (b) No [ ]

10. In your centre, who are more in terms of enrolment?

(a) Male [ ]

(b) Female [ ]

11. Why do you think they are more?

.....

.....

12. If you are asked to continue with the education to higher levels, would you prefer to continue?

(a) Yes [ ] (b) No [ ]

Why? .....

.....

**APPENDIX V**

**Research Permit**

PAGE 2

PAGE 3

**Research Permit No. NCST/RCD/14/012/880**

**Date of issue 3<sup>rd</sup> July, 2012**

**Fee received KSH. 1,000**

**THIS IS TO CERTIFY THAT:**

**Prof./Dr./Mr./Mrs./Miss/Institution**

**Henry Mogeni Ragira**

**of (Address) University of Nairobi**

**P.O.Box 30197-00100, Nairobi.**

**has been permitted to conduct research in**

**Location**

**Masaba North**

**District**

**Nyanza**

**Province**



**on the topic: Factors influencing gender parity**

**in adult basic education programmes enrolments**

**in Masaba North District, Kenya.**

**Applicant's  
Signature**

**Secretary**

**National Council for  
Science & Technology**

**for a period ending: 31<sup>st</sup> August, 2012.**

## APPENDIX VI

### Conditions to Carryout the Research

#### CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed with-out prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice



REPUBLIC OF KENYA

RESEARCH CLEARANCE  
PERMIT

GPK6055t3mt10/2011

(CONDITIONS—see back page)

APPENDIX VII

Research Authorization Letter

REPUBLIC OF KENYA



UNIVERSITY OF NAIROBI  
SECRETARY  
P.O. BOX 30197  
NAIROBI

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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

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

Our Ref: NCST/RCD/14/012/880

Date: 3<sup>rd</sup> July 2012

Henry Mogeni Ragira  
University of Nairobi  
P.O.Box 30197-00100  
Nairobi.

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Factors influencing gender parity in adult basic education programmes enrolments in Masaba North District, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in Masaba North District for a period ending **31<sup>st</sup> August, 2012.**

You are advised to report to the **District Commissioner and the District Education Officer, Masaba North District** 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:

The District Commissioner  
The District Education Officer  
Masaba North District.