FACTORS AFFECTING THE IMPLEMENTATION OF LITERACY PROGRAMMES IN ADULT EDUCATION IN NYERI CENTRAL DISTRICT, NYERI COUNTY, KENYA

BY
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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS IN EDUCATIONAL FOUNDATIONS OF THE UNIVERSITY OF NAIROBI.

2014
DECLARATION

This research project is my original work and has not been presented for a degree course in any other university.

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This research project has been presented to the university with my approval as University Supervisor.

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ABSTRACT

The purpose of this study was to investigate factors that influence the implementation of Adult literacy programmes in Nyeri Central District Nyeri County. The objectives of the study were to establish the relationship between availability of teaching/learning resources and implementation of adult literacy programmes, establish the influence of teaching methods on the implementation of adult literacy programmes and to examine the role of the government, Faith Based Organizations and Non-governmental organizations in the implementation of adult literacy programmes. 110 questionnaires were given out and 106 returned hence a return rate of 96.6%. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) programme. Data presentation format used tables, pie charts and bar graphs. The study found that most of the adult literacy programmes did not have basic education resources required by adult learners. Findings on teaching methods used showed that some teaching methods were better and more effective for adult learners than others. On funding the government played the greatest role. Among the recommendations were that the government and other organizations should financially support the literacy programmes.

DEDICATION
I dedicate this work to my dear husband Bernard, my sons Dennis, Martin and Lewis for their moral support and prayers, my colleague friends’ in the Deans’ of students office Kamwenja Teachers College for their advice and support.

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<td>Adult and Continued Education</td>
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<td>AE</td>
<td>Adult Education</td>
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<td>ALP</td>
<td>Adult Literacy Programme</td>
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<td>DAE</td>
<td>Department of Adult Education</td>
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<td>DACEO</td>
<td>District Adult and Continuing Officer</td>
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<td>L.L.E</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study
Adults are expected to be producers of wealth and active participants in community developmental activities. To be productive they need knowledge and skills which they can apply to different situations to obtain desired results. It is in this light that literacy education is accepted as a right and an essential part of the human right of every individual as recognized in the Universal Declaration of Human Rights (UNESCO, 2003).

According to Global monitoring team on Education for All (UNESCO, 2003), literacy strengthens the capabilities of individuals, families and communities to access health, education, political, economic and cultural opportunities and services.

The study done by the monitoring team showed that adult education goes beyond literacy and encompasses the entire spectrum of learning process that lead to the development of abilities, knowledge, attitudes and improvement of technical skills. Despite the advantages of Adult Education, the report estimates that in 2000 there were 862,000 illiterates in the world (UNESCO, 2003).

Together with the rest of the world, Africa started adult literacy programmes to eradicate the problem of illiteracy. However, serious campaigns’ started after research figures on population, growth, wealth and death rates showed that poverty, disease and illiteracy go hand in hand (Townsend, 1988).
As early as 1965, UNESCO organized the Tehran Conference of ministers of education. The main concern of the conference was to deliberate on ways and means of combating illiteracy. In a report to the conference, Mwakago of African Adult Association Tanzania (AAAT) showed the difference that adult education can make towards the total development of a country (Hall and Remtulla, 1971).

In April 2000, 164 countries attended the world education forum held in Dakar, Senegal. Among the goals to be achieved by 2015 was 50% improvement in levels of adult literacy especially for women and equitable access to basic and continuing education for all adults. One of the outcomes is that adult literacy emerged as an important arena for achieving the goal for Education for All. From then most countries’ Kenya being among them started promoting adult literacy. However, policies and directions in promoting adult literacy education differ in each country (UNESCO, 2006).

In Kenya, the Board of Adult Education (BAE) was created by an Act of parliament (Cap 223 of 1966 of Laws of Kenya, revised in 1967). However, it was not until 1979 when the Department of Adult Education (DAE) was established to spearhead the Presidential Directive on eradication of illiteracy. The body was mandated to coordinate adult education programmes (DAE, 2006).

For DAE to achieve their goal there was mass literacy campaign to eradicate illiteracy through massive mobilization of resources. This resulted to setting up of various educational commissions, working parties and committees to strategize on how to achieve the set goals of adult literacy programmes in Kenya.
Adult education in Kenya is provided by a wide spectrum of organizations which include NGO’S, CBO’S, FBO’S, government departments and private organizations. Networking and collaborations among these agencies is vital in order to harmonize provision of Adult education and prevent duplication of effort (DAE, 2006).

1.2 Statement of the Problem

Although efforts by the government have been made to eradicate illiteracy in Kenya, illiteracy levels remain high; enrolment figures in adult literacy in Kenya have been characterized by declining rates.

In 1979 when the National Literacy Programme was launched, the total enrolment was 415,074. The adult education programme experienced a decline in enrolment from 1985, in 1987 the enrolment dropped to 150,000 and by 2001 the figures had dropped to 93,053 (Mwaluko, 2009).

Despite the Government coming up with remedial measures to eradicate illiteracy in the country, illiteracy level and enrolment in Nyeri Central District remains low with only few adult learners enrolled for the adult and continuing Education Programmes in 31 centres. (Nyeri Central District, DACEO 2014).

This coupled with a low number of teachers for these adult classes have hindered the implementation of adult literacy programmes in Nyeri Central District. This study therefore seeks to establish the factors influencing the implementation of adult literacy programmes (ALPS) in Nyeri Central District.

1.3 Purpose of the study

The study investigated the factors that influence Adult Literacy Programmes in Nyeri Central District. The study specifically looked at the internal and external factors.
1.4 Objectives of the Study

The proposed study sought to fulfill the following objectives:

i. To establish the relationship between availability of teaching/learning resources and the implementation of AL programmes in Nyeri Central District.

ii. To establish the influence of teaching methods of instructions on the implementation of AL programmes.

iii. To examine the role of the Government, FBOs and NGOs in the implementation of AL programmes.

1.5 Research Questions

The study sought to answer the following research questions:

i. To what extent were learning/teaching resources available for Adult Literacy Programmes in Nyeri Central District?

ii. How the teaching methods of instructions used in Adult literacy affected the implementation of AL programmes?

iii. What was the role of the Government, FBOs and NGOs in the implementation of Adult Literacy Programmes?

1.6 Significance of the Study

The findings of this study will help the Ministry of Education Science and Technology and other Adult Education Providers improve their implementation of key government policies set for the government’s development policy like the policy for expanding access and quality of AE in Session Paper No. 1 of 2005. It will also help in setting up mechanisms for reviewing and re-designing the adults’ literacy programmes in order to make it more relevant, current and for desired benefits. The study may also provide information for policy makers as a reference document, apart from being used by other researchers.
1.7 Delimitations of the study

This study was carried out in 31 adult education centers in Nyeri central district. The researcher was able to reach to these areas with her own resources since the study was self-sponsored. However the findings could not be generalized to other adult education centres because factors which may influence the implementation of adult literacy programmes may vary from one District to another.

1.8 Limitations of the study

The main limitation was the allocation of time to conduct a very extensive research. However to overcome this limitation, the researcher created more time and tried to visit several centers that were not far from each other in a day.

There was also a possibility of finding some of the adult education centers’ not in operation, thus affecting the research. Finally, there was a possibility of the respondents sharing in the process of answering the questionnaires and therefore providing similar or biased answers to the questionnaire items.

1.9 Assumptions of the study

The study assumed that:

i. The respondents provided the right and correct information to the questions asked.

ii. The respondents were available.

iii. The respondents had the knowledge to respond to research questions.

iv. All the adult education centers in Nyeri Central have been in operational and offering literacy programmes.
1.10 Definitions of operational key terms

Adult: Refers to any person of age at which one feels him/herself as an adult and at which the person is treated as one by the society.

Adult Education: Refers to the provision and utilization of facilities whereby, those who are no longer participants in the full time system may learn whatever they used to learn at any period in their lives.

Adult Learners: Refers to people who have completed their initial education or dropped out of school and want to continue with education.

Formal schooling: Refers to the hierarchically structured education system which extends from primary school to universities.

Facilitator: Refers to one who is involved in the teaching of adults.

Literacy: Refers to the ability to read, write and enumerate.

1.11 Organization of the study

This study is organized in five chapters. Chapter one lays the basis for the study. It contains the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study and limitations, assumptions of the study, operational definition of key terms and organization of the study.
Chapter two consists of review of related literature under the following sub-headings: Introduction, concept of literacy, teaching and learning resources for adult literacy programmes, Adult education and learning, theoretical perspective of adult education, models of teaching and learning cycle of adults, teaching methods of instructions in adult literacy programmes, the role of the Government, Faith Based Organizations and Non-Governmental Organizations in Adult Education, conceptual framework and the conclusion.

Chapter three comprises of the research design, location of the study, target populations, the sample size and sampling procedures, research instruments, instruments validity, instrument reliability, ethical consideration, data collection procedures and data analysis techniques. Chapter four consist of data analysis presentation and interpretation, chapter five is a summary of the study, major findings and recommendations.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction
The literature review in this section is discussed under the following sub-headings:-
Concept of literacy, teaching and learning resources for adult literacy programmes,
Adult education and learning, theoretical perspectives of adult education, models of
teaching and learning cycle of adults, teaching methods on instruction in adult literacy
programmes, the role of Government, FBOs and NGOs in Adult literacy Programmes,
conceptual framework and conclusion.

2.2 The Concept of Literacy
According to Dubin and Kuhlman, literacy has many meanings that go beyond the
simple definition of 'reading and writing’ they acknowledge that the word literacy
itself has come to mean competence, knowledge and skills. For example, common
expressions such as 'computer literacy,' "civic literacy,' 'health literacy,' and a score of
other usages in which literacy stands for know-how and awareness of the first word in
the expression ( Dubin F & Kuhlman, 1992)

Literacy is also defined as 'an individual's ability to read, write, communicate, compute and
solve problems at levels of proficiency necessary to function on the job, in the family of the
individual and in society.' This is a broader view of literacy than just an individual's ability to
read, the more traditional concept of literacy (Workforce Investment Act, 1998).

As information and technology have become increasingly shaped our society, the
skills we need to function successfully have gone beyond reading and literacy has
come to include the skills listed in the current definition. This definition is important as it looks at literacy, at least to some extent, from a more contextualized perspective. The definition of 'literate' then depends on the skills needed within a particular environment.

Therefore, literacy is the collective responsibility of every individual in the community; that is to develop meaning making with all human modes of communications to transmit and receive information (Copeland & Keefe, 2007).

National Assessment of Adult Literacy (NAAL) defined literacy as both task-based and skills-based, the task based definition focusing on the everyday literacy tasks an adult can and cannot perform without, whereas the skill-based definition entailed the knowledge and the skills an adult must possess in order to perform their tasks, ranging from basic, word level skills to higher level skills (White S and Mc Closkey, 2003).

Langer (1991) alluded that literacy can be viewed in a broader and in an educationally more productive way, as the ability to think and reason like a literate person, within a particular society”. Langer (1991) goes on to claim it is the culturally appropriate way of thinking, not the act of reading or writing, that is most important in the development of literacy. Literacy thinking manifests itself in different ways in oral and written language in different societies, and educators need to understand these ways of thinking if they are to build bridges and facilitate transitions among ways of thinking.

According to Sheed and Ward (1974) to acquire literacy is more than to dominate reading and writing techniques, they articulated that it is also the consciousness to
understand what one reads and also to write what one understands. Thus meaning acquiring literacy should be a self-transformation producing a stance of intervention in one’s context.

The United Nations Educational Scientific and Cultural Organization (UNESCO) defined literacy as the ability to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts.

In addition literacy involves a continuum of learning in enabling individuals to achieve their goals, develop their knowledge and potential to participate fully in their community and wider society (UNESCO Institute for Education, October 2012).

The notion of basic literacy is used for the initial learning of reading and writing which adults who have never been to school need to go through. Barton however states that although people may have the basic levels of literacy, they still need a different level to operate in their day-to-day lives (Blackwell and David Barton, 2006).

From these definitions it is clear that the definition of literacy has changed over time with the term literacy being increasingly used to refer to the basic education of adults rather than to strictly technical skills of reading and writing. The definition incorporates many other areas of skills behavior and knowledge in addition to reading writing and numeracy.
Illiteracy is therefore a relative concept. Someone can be literate but not functionally literate. A functionally literate person is one who can engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to use reading, writing and calculation for his own and community development (Heibert, 1991).

Illiteracy is viewed by many as an indicator of poverty. It is a true reflection of marginalization, exploitation and oppression. Illiterate people are mostly poor people who live in rural areas in third world countries-Africa. There are not only unable to read and write but also hungry, vulnerable to illness and poor (Gillette, 1983).

Other poverty indicators caused by high level of illiteracy are, lowered life expectancy, high infant mortality, high rate of malnutrition, poor health services, sparse communication systems and weak educational provision (Hutton B. 1992).

However, although literacy rates have increased quite substantially in Africa since the 1960, most countries are in worse state of democratic decline than they were when the literacy levels were lowered.

2.3 Teaching and Learning Resources for Adult Literacy Programmes.

Cross (1981) categorized barriers to the implementation of ALP into several categories. One category consists of barriers related to practices and procedures, which include inconvenient schedules and poor choice of the location of ACE centers. This discourages adults from joining the programmes.
The KNALS (republic of Kenya, 2007) report indicated that inadequate teaching and learning materials, lack of multi-media resources, mixing of male and female learners and the distance to the learning centers are factors that contribute to poor implementation of ALP.

A research study by Ngau (1997) on the situation of adult literacy in Kenya established that lack of resources was a major contributing factor to the drop out in literacy classes. The researcher showed that 69% of the centers involved in the research study had no suitable buildings that were located for use by the literacy programmes, instead literacy classes were conducted in primary schools and churches. The adult learners used furniture used by primary school pupils which were not suitable for them.

Adult literacy programmes take place in different places including schools, churches, social halls which are sometimes not suitable for adult learning. For instance, some rooms used as classes are dirty, poorly lit and ventilated (Ngau, 1997).

For effective learning, programmes need to be accessible, adequate and appropriate infrastructure put in place that is conducive for the learners. Providers of adult education and literacy may not be adequately equipped for the adult learners in terms of how much there is for them to read and write. The available materials normally are inadequate and not functional.

In Kenya, funding is a big challenge in the implementation of adult literacy programme. It is difficult for the government to set aside funds for training teachers, buildings, equipment and materials not only for adult literacy programmes but also for formal system of education.
Implementation of ALP has been hindered by both financial and human resources required to meet the needs of over 70% of adult populace that need literacy. More resources are needed to train enough facilitators and managers in order to deliver quality services.

Literacy programmes need adequate resources though governments especially in poor countries tend to economise money meant for the ALPS thus denying the programmes with supply of teachers’, equipment and materials.

Inadequate resource allocations by the government affect the wages of the full-time teachers thus de-motivating them. The government therefore, should increase financial allocations to support ALP in order to motivate the facilitators, promote access, quality and equitable distribution of services (DAEO, Nyeri County, 2014)

Adult Literacy Programmes are offered by many organizations. These include Government departments, NGOs, FBOs and CBOs. These organizations offer basic literacy, post literacy, NFE and community training and development programmes. (Republic of Kenya, 2005). These organizations come up with different teaching/learning resources whereas some of the materials are written, other sources of learning/teaching depends on the needs of the group (Jarvis, 1992).

According to Knowles (1990) adult educators should be innovative enough to gauge the needs of the adult learners and prepare teaching and learning resources which are relevant to their needs. The study materials are prepared for the learners depending on the group level of education and need (Knowles, 1990).
To knowles, adult educators should be innovative enough to provide handouts and other reading materials for those learners who are able to read and write. The researcher proposes that other groups require spontaneous learning resources. The adult educator therefore should offer guidance over whatever the learning group needs. According to the Republic of Kenya (2005) former Kenya Institute of Education, currently known as Kenya Institute of Curriculum Development is mandated to prepare materials for study for adult education in Kenya. This is done in collaboration with County Adult Education (DAE), NGOs and other interested groups who also prepare instructional materials.

### 2.4 Adult Education and Learning

According to UNESCO (1976), Adult Education comprises of all educational processes whatever the content, level or method whether formal or informal as well as apprenticeship. Persons regarded as adults by the society to which they belong, develop their abilities, enrich their knowledge, improve technical or professional qualifications or turn them in a new direction and bring changes. The change may be in attitudes or behaviour in personal development and participation in balanced and independent social, economic and cultural development (Lindeman 1925).

Adults will always relate what they learn to daily life when totally involved in researching their issues actively, their awareness of the reality and discussing the issues that have meaning in their life, they take control of them (Freire 1972). This sentiment is captured by this quotation “It is I who will become aware of my needs, my potential, my shortcoming; it is I who will mobilize myself and acquire certain tools after a given time. It is I who will make a commitment to the development of my environment and social change” (Goodman, 2001).
Education provided to adults must enhance the development in various ways. It must help the adults to have an enquiring mind, develop an ability to learn from what others do and adopt or reject the same to his needs and lead to a basic confidence in one’s position as a free and equal member of society who values others and is valued by them for what he does and not what he obtains (Nyerere, 1976).

Coombs (1973) states that the purpose of basic general education for men and women is to offer them the essential learning experiences to enable them to participation in the modern world with greater confidence and improved chances of success. This thus makes the men, women and youth look for adult education.

Education contributes to the material, social and cultural improvement of each individual from childhood to old age (Goodman, 2001). Adult learning therefore bring benefits such as better livelihood, and improves family health and education (UNESCO 2003).

2.5 Theoretical Perspectives of Adult Education
Modern adult education is based on some theories developed by researchers and famous scholars like (Paul Freire, 1973).

Paul Freire’s Theory of Adult Education
Paul Freire idea of adult education emerged against the background of the oppression of the masses in Brazil by the elite who reflect the dominant values of a non-Brazilian culture.
The Freirian theory epitomizes an intellectual movement that developed in Latin America after the Second World War which is a synthesis of Christianity and Marxism and which finds its fulfillment in the so called Liberation Theory and its educational philosophy.

Paul Freire’s theory is humanistic in nature since it encourages the people to be active participants in the wider world and not to be passive after they have learnt (Jarvis 1995).

According to Freire (1973) the role of a teacher is to facilitate the experience upon which reflection occurs which thus becomes a learning process. To Freire the facilitator should be able to stimulate the learning process rather than one who teaches the ‘correct’ knowledge and values which have to be acquired. Freires model locates individuals in their social-cultural milieu and regards learners as recipients of cultural information and experiences transmitted through personal or interpersonal means.

It also considers the learners as able to act upon the environment in order to change it. Freire, therefore emphasized on the teacher-learner and the learner-teacher dialogue which is similar to the two way human dialogue. This is because his model concentrates on the humanity of the learners and places great value on the human being.

This theory is relevant to the research study since it supports participation of adult learners in the society which the researcher expects to be the fruits of ALPS.
2.6 Model for Learning and Teaching Cycle of Adults.

In teaching adults, the teacher/facilitator plays the role of transmission of culture which is the society’s accumulated knowledge over time.

Since what adults are taught depends on their needs (Davis, 1976) the facilitators are faced by problems in selecting the content to be transmitted because of the varied needs of learners. The model is significant since it shows how adults learn and the role of the facilitator in adult literacy programmes.

The learning cycle in an adult learning situation is captured in figure 1.

**Figure 1. Learning cycle in an adult learning situation**

- **Culture** – a rapidly changing phenomenon
- **Teacher** – agent, transmitting a selection of culture and presenting learners with new knowledge
- **Learners** decide to accept or reject the results of their reflection upon the presentation
- **Learners** integrate decisions into their body of knowledge, make many necessary adjustments and externalize these results in action, interaction or assessment procedures
- **Learners** receive cultural transmission depending upon physical ability and process in accordance with previous experience often in the context of the teaching and learning situations
From the figure, the teacher is an agent of transmitting a selection of culture to the learners. Sometimes the teacher may organize groups, tutorials and where possible, written assignment to discuss what is to be learnt.

The learning group influences the decisions taken after the learning situation (Krench, Crutchfied and Ballachey, 1962).

Selecting the aspect of the culture to be transmitted does not rest upon the teacher alone but it is a combined effort of both the teacher and the learner. It is also determined by the amount of knowledge the learner brings to the learning situations. The teacher should therefore have the ability to diagnose the learner’s level of knowledge and their learning needs before teaching begins (Jarvis, 1992).

Adult Educators acknowledge the fact that adults bring to the learning situation a lot of useful knowledge. This has led to many adult teachers seeing themselves as facilitators rather than teachers (Dewey, 1938).

**Facilitating teaching**

According to (Mackeizie, 2012) the teacher’s role in adult learning situation is that of a facilitator or guide and therefore does not direct the learning process. This is because by being a director he/she may distract the adult learners own independence.
Thus (Jarvis, 1992) and (Williams, 1980) agree that the facilitators work is to assist the learner to learn even to the extent of creating an environment in which that learning may occur, but it is never one who dictates the outcome of learning experience. (Jarvis, 1995) says that facilitation is difficult in that learning in adult education is open-ended and therefore the learners may reach conclusions which are different from those held by the facilitator.

2.7 Teaching Methods of Instructions in ALPS

In the course of teaching, facilitators adopt varied teaching approaches because the adult learner needs to acquire new knowledge: Practical knowledge of processes, factual knowledge (data) and theoretical knowledge (concepts). The facilitators’ work is not to impart knowledge, skills or information but to help learners acquire these for themselves.

Methods of teaching may be divided into four categories which are:-
Presentation, Participatory and Discovery. In addition, tests and quizzes used to evaluate the learning already done may be adopted as a teaching technique and as a means for further learning (Alan, 1996). In Nyeri Central District, adult learners are given a proficiency test after which a certificate is awarded at the level of basic literacy.

According to Alan (1996) the different teaching methods can be classified as follows:-

- Demonstration

This method is most commonly employed in skill teaching. In this approach, the teacher shows the learners how specific procedures are undertaken and the student is
expected to emulate the teacher (Jarvis, 1995). The demonstrator is usually very skilled and the process appears to be easy and effortless.

Berkeri and Belbin (1972) suggest that if a skill which is being taught is broken into bits in the demonstration, the learner may be able to grasp the concept more easily. Alan (1996) however says that, there is a danger of the teacher transmitting their own imperfect skills to their learners. Demonstration technique is imperative since it aids understanding and retention. It stimulates learners’ interest and gives learners a model to follow. It must however be accurate and relevant to learners.

- Lecture method

This method keeps the group together on the same point and therefore none of the learners lag behind. It ensures time control and it is useful for large groups of twenty or more learners. On the other hand it can be dull if used for too long without learner’s participation. The drawbacks to this method are that it is difficult to gauge whether there is any learning and retention of learnt materials. It is thus a method that should be used sparingly.

- Individual reading assignment

This method saves time. Materials can be retained for later use and it ensures consistency of information. It can be boring if used for too long without interruption.

- Guided discussion

The discussion method can utilize the experience resources of adults to make learning faster. Adult learners express their ideas, views and hence learning takes place through discussion and this is not only enjoyable but more permanent. This
method keeps learners interested and involved. Learners’ resources can be discovered and shared during learning. Group members participate in discussions as equals within the study group. This method enhances human relations, self awareness and creates a willingness to consider new ideas.

- **Role Play**
This method of teaching enhances retention and allows practice of new skills in a controlled environment. The learners are actively involved in the lesson. It however requires a lot of time to prepare and may be difficult to tailor to all learners’ situations. Enough class-time for exercise completion and feedback is required.

- **Brainstorming**
According to Bergevin, Moris and Smith (1963) this method is an “idea inventory”. It is an intensive discussion situation in which the quantity of ideas produced or potential solutions offered to problems is more important than the quality. Group members are not allowed to criticize any of the ideas put forward, or offer solution during brainstorming. The ideas are then analyzed by the group at the end of an agreed period to reach a consensus, offer potential courses of actions and offer solutions to the problems under scrutiny.

- **Projects and Case Studies**
Projects and case studies are some of the teaching/learning methods used to teach adults. This method requires active learner involvement and can stimulate performance required during learning. In this method, information should be precise and kept up-to-date. However, they are found to be difficult in cases where
assessment is required since points are usually awarded to individuals (Coates and Silburn, 1967). Projects are a form of practical adult education studies in which the learners may want to use the results later in life (Freire, 1973).

Case studies are similar to projects but the groups may seek to focus upon a specific phenomenon and in this instance it may incorporate a multi-discipline perspective (Coates and Silburn, 1967).

Together with teaching methods and approaches, Prosser and Clarke (1972) suggests that approaches to teaching adults should take motivation and sustaining learners’ interest into consideration so that learners can enjoy and participate actively in the lesson.

The role of Government, FBOS and NGOS in Adult Education.

The Government, FBOs and Non-Governmental Organizations have been in the forefronts in the fighting of illiteracy. Christ the founder of the church instructed the church to teach. In Matthew 28.19-20 Jesus said:

Go then to all people everywhere and make them my disciples baptize them and teach them to obey everything.

In Proverbs (9:11) David said: “wisdom will add years to your life” from the cited bible verses, the church has an obligation to teach. To enable it do so, institutions of learning were opened, primary, secondary schools and colleges (Okullu, 1987). The Christian concern in development is partly to provide his fellow men with bread, work, health and education so as to achieve better living conditions. The researcher truly agrees with Okullu.
This is because several Educational Institutions in Kenya were started by churches especially the Catholic Church so as to fight the war against illiteracy. UNESCO and other Non-governmental organizations also contribute highly in the provision of Adult Education. The areas of concerns are health, agriculture and literacy.

“Education is a necessary tool that cannot be forfeited by any government as all societies need education as they need food for life”(Mulira, 1975). To promote one society economically and its standards of living there should be a combination of education and food to lead a better life. These needs make the governments of the world to realize the significant role that adult education plays. Russian government for example fought illiteracy with great impact in 1897. The government wanted to empower her citizens politically.

This led to a signing of a decree which demanded all citizens aged from eight to fifty years who were illiterate to be literate. A Russian commission for elimination of illiteracy was set up to follow this exercise and ensure it was put in place. Illiteracy in Russia was fought in all arenas’ including barracks and thus learning took place in clubs, open air and schools.

However for any adult program to be implemented, several factors should be considered. The key factor to be looked at is that adult learners are normally engaged in so many social-economic activities. This affects their class attendance. In this context then adults should be taught skills on time management and content taught be relevant to their daily living.
Unlike in India, where literacy programmes are provided for two hours a night for five nights a week, in Kenya most basic literacy programmes are offered in the evening from 2pm-6.00pm. Nyeri central District is not an exceptional since the literacy programmes in Adult literacy centers operate within the same time. This indicates that adult learners do not take long in class. Due to conflict between attendance hours, other duties and obligations that learners engage in, the learners tend even to attend classes for fewer hours or absent themselves.

Absenteeism in adult literacy classes is experienced more during busy time of the season such as planting and harvesting time (Njerenga, 2001). Time allocated is not adequate, therefore, adults need more time to complete their literacy course (Lind 1990).

**Conclusion**

From the few cited cases on the fight against illiteracy it is true that the government, FBOs and other organizations should be fully involved in provision of Adult Education through provision of enough funds to enable campaign against illiteracy bear fruits.

**2.8 Conceptual Framework.**

Figure 2 shows the conceptual framework of this study. It was based on the concept that the implementation of Adult Education Literacy Programme could be enabled through provision of teaching/learning resources, qualified facilitators, effective teaching methods which are used by the facilitators and adequate funding from the Government and other organizations.
In conclusion, the findings of the study showed that the implementation of Adult Literacy Programmes would be eased through the use of qualified and experienced adult education facilitators, provision of teaching/learning resources for adult education and proper use of suitable teaching methods by the facilitators. Adequate time for study and conducive learning environment is also important. The funding is also imperative since all the above stated factors rely on it.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This chapter describes the research design, target population, sample size and sampling procedure, research instruments, instrument validity and reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2 Research Design
According to James and Sally (2001) descriptive survey is a method which is used to explore relationships between variables and allows generalizations across the population. Therefore, it was used in this study because it enabled the researcher to obtain accurate information for large numbers of people using a small sample.

A survey design was referred because it concerns itself with describing practices to determine the current status of that population with regard to one or more variables. The usefulness of this design was convenient in collecting extensive quantifiable data from a large sample of respondents within a short period of time.

3.3 Location of the Study
Nyeri Central District is in Nyeri County. It is approximately 160 km from Nairobi, the capital city of Kenya. Economic activities in the area of study are both subsistence and small scale cash crop farming. The enrollment rates for adult education (AE) are low and the researcher wished to establish the factors that affected the implementation of ALP in the area of study.
Most of the adult education centers were accessible and not far from the researchers’ residence thus economically friendly. This was the rationale for conducting the study in this area.

3.4 Target Population

The target population of this study included all adult learners in formal AL programmes and all the facilitators. The study was carried out in 31 AE centers in Nyeri Central District. There were 767 learners and 17 facilitators in the district, 313 of who were men and 454 women (DACEO, Nyeri Central, Nyeri County).

3.5 Sample Size and Sampling Procedures

Sampling is a procedure through which some elements are selected from the population to be representatives of the whole group (Kothari 2003). Purposive sampling was used to arrive at Nyeri Central District which has a relatively low enrollment rate for adult learners.

A purposive sampling was done to pick out 3 respondents from each centre including two ladies and a man. Simple random sampling was applied. These respondents were purposively chosen because they were likely to have pertinent information required for the study and it was cost effective.

A total of 93 respondents encompassed my survey target population. On the part of the facilitators, all were studied. Stratified purposive sampling design was used because the selected respondents were most likely to have the crucial information required.
3.6 Research Instruments

The data of this study was collected using a questionnaire for adult learners and facilitators while a semi-structured interview schedule was used for District Adult Education Officers. The interview was used for collecting data because some respondents were willing to talk than write, (Best and Khan, 1993).

3.6.1 Questionnaire

This questionnaire was divided into sections A, B, C and D. A comprised of items that sought demographic information about the learner and the facilitator such as age, sex, qualification, experience and marital status. Section B sought information on challenges faced by the facilitators in the implementation of Adult Literacy Programmes.

Section C sought information on the teaching methods applied in teaching adults.

Section D dealt with suggestions on improvement of factors that influence Adult Education.

The researcher developed the research instruments which had both open ended and closed questions. Respondents were expected to tick the correct answers and fill in the gaps. The questionnaire was an appropriate tool to use because the researcher was able to collect a lot of information from a big number of people in a short period of time.

The results were quickly and easily quantified by the researcher and were analyzed more scientifically and objectively than other forms of research. However, it was difficult for the researcher to understand some information communicated through feelings and emotions of the respondents when they used the questionnaire.
It was also hard to tell how truthful the respondent was. The respondents may have had wrong interpretation of concepts since each person read and understood differently, therefore, causing a level of subjectivity (Cooper and Schindler, 2008).

3.6.2 Interview schedule
The interview schedule was developed as a follow up instrument to gather more data to complement the data from the questionnaire. This was administered to the District Adult Education Officers. According to Kombo and Tromp (2006) the interview provides an opportunity to the interviewer to question thoroughly certain areas of inquiry.

The interview permitted greater depth of responses not possible through other means. The schedule covered all the research questions. However, interviews were time consuming and costly. The respondents could lie due to feeling of embarrassment or lack of knowledge on the topic or confusion.

3.7 Instrument Validity
Validity refers to the extent to which an instrument measures what it is intended to measure (Gravetta, 2009). Content validity refers to the extent to which an instrument represents the objectives under study. This was guaranteed by discussions with my research supervisor. The supervisor helped to check ambiguous, confusing and poorly prepared items.
3.8. Instrument Reliability
Reliability is the degree of consistency with which an instrument measures the attribute it is designed to measure. The researcher sought assistance from the supervisor. In addition to discussing with the supervisors, questions ambiguities, errors and irrelevance was eliminated after a thorough feedback from respondents.

The test-retest method was used whereby the same questionnaire was administered to the same “test group” in a span of two weeks to see if the responses will be replicated. The entire questionnaire was refined and improved to determine the validity of the instruments”; a pilot study was carried out. After the study, some items which seemed ambiguous were either eliminated or altered. The instrument was also validated by the supervisor.

3.9 Data Collection Procedures
Data collection is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer stated research questions, tests hypotheses, and evaluate outcomes (Weiner, 2005). After seeking research permit from the National Council of Science and Technology, the researcher proceeded to contact the respondents known to her from which the sample size was drawn.

Permission for time off to collect data by the researcher was obtained from the Chief Principal Kamwenja Teacher’s College Nyeri. Data was collected through the actual administration of questionnaires and conduction of interviews by the researcher. The questionnaires was administered personally to the facilitators and the adult learners.
3.9.1 **Data Analysis Techniques**

Data analysis is a process of inspecting, cleaning, transforming, and modeling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making (Cooper and Schindler, 2008).

It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements in order to determine and interpret inherent facts or meanings. The data collected by use of various instruments was first coded to allow for easy classification in order to facilitate interpretation.

The study generated both qualitative and quantitative data. After collecting the raw data, coding was done whereby responses were assigned codes. The coded data was entered into the Statistical Programme for Social Sciences (SPSS) programme running on Windows Xp. The data was presented by use of tables, pie charts and bar graphs.

3.9.2 **Ethical Considerations**

The researcher obtained an introductory letter from The University of Nairobi. A permit was then sought from the National Council of Science and Technology that enabled the researcher to go to the field. Ethical considerations were observed. For example the researcher assured the respondents that their identity would be treated confidentially. This ensured that their rights were not violated and that the information was only to be used for academic purposes but not to incriminate anyone. The researcher also explained the purpose of the study to the respondents and asked them to participate in the study.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter represents a systematic analysis of the collected data. It also deals with the interpretation, discussion and conclusion of the findings. The discussion is undertaken under the following sections: section A; respondents profile both learners and facilitators. Section B; learners questionnaires: b (i) availability and utilization of learning resources, b (ii) learning incidences during facilitation in adult learning, b (iii) teaching methods in adult learning, b(iv) implementation of adult literacy programmes. Section C; questionnaires for facilitators, c (i) information on facilitators working tools, c (iii) incidences during facilitation of learning among adult learners, c (iv) teaching methods during facilitation for adult learning and c (v) suggestions on the implementation of adult literacy programmes by facilitators. The findings are presented in the form of tables, graphs, pie charts, and grouped according to objectives.

4.2 Data Analysis.

Section A: Respondents Profile: Both learners and facilitators

4.2.1 Response Rate

The response rate was highly commendable with 106 questionnaires returned out of the total 110 administered. Out of the 93 questionnaires administered to the learners, 90 were returned fully answered, while 16 out of the 17 administered to the facilitators were returned. This represented 96.4% response rate that enhanced the credibility of data collected for inference. Figure 4.1 shows the response rate of the respondents.
4.2.2 Gender of Respondents

Findings on figure 4.2 revealed that 83% of the respondents were female whereas 17% were male, however all (100%) of the facilitators sampled were female. This illustrated that the adult literacy programmes had a higher number of female participants compared to male.

Figure 4.2 Gender of Respondents
4.2.3 Respondents Marital Status

According to the response obtained, 70.8% of the respondents were married, 27.4% were single whereas 7.8% were divorced, this showed that majority of the participants in the study on adult learning were married.

Figure 4.3 below shows the findings of the marital status of the respondents

**Figure 4.3 Respondents Marital Status**

![Respondents Marital Status](image)

4.2.4 Respondents age (Learners)

The results on the respondents’ age showed that 30% were between 20-30 years, 40% aged between 31-50 years and 14.5% of the respondents in the age bracket of 51-70. This revealed that most of the learners (85.7%) were below the age of 50 years and possibly valued adult learning since their early childhood education had been disrupted.

Figure 4.4 indicates the respondents (learners) age
4.2.5 The funders of Adult Learners

The learners had been asked to state the funders of their learning. The responses are summarized in Table 4.1 below.

Table 4.1 Funders of Adult Learners

<table>
<thead>
<tr>
<th>FUNDER</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>17</td>
<td>18.9%</td>
</tr>
<tr>
<td>Government</td>
<td>73</td>
<td>81.1%</td>
</tr>
<tr>
<td>NGO</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>100%</td>
</tr>
</tbody>
</table>
According to the findings, the Government funded 81.8% of the learners while 18.95% were self-sponsored whereas the NGOs played no role in the funding of adult learners.

SECTION B: LEARNERS QUESTIONNAIRES

SECTION B (i) Availability and Utilization of Learning Resources

The learners were asked to state whether the learning resources were available and who provided them. The findings are summarized in table 4.2 below.

**Table 4.2 Availability and Utilization of Learning Resources**

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Availability of learning materials</td>
<td>Yes</td>
<td>71.1%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>29.9%</td>
<td></td>
</tr>
<tr>
<td>8. Provider of learning materials</td>
<td>Self</td>
<td>67.8%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Government</td>
<td>28.9%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Volunteers</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>9. Relevant of learning materials</td>
<td>Yes</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>10. Learning language easy to understand</td>
<td>Yes</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>11. Books are easy to read</td>
<td>Yes</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>12. Variety of materials for learners</td>
<td>Yes</td>
<td>33.3%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>66.7%</td>
<td></td>
</tr>
</tbody>
</table>
4.2.13 Types of resources used in teaching adult learners

From the findings, books were cited to be the main resources found in the adult learning institutions, other items identified were black boards, charts, desks, posters teachers, chairs and tables.

71% of the respondents claimed that learning materials were not available while 29.9% said that they were available, hence illustrating that the provision of the learning materials was insufficient and this could affect the effectiveness of the learning process. 67.8% of the respondents cited that the government provided the learning materials, while 28.9% claimed that they got them themselves, with 3.3% saying volunteers provided them with learning materials. All (100%) the respondents however agreed that the learning materials were relevant to their education, and that the language used in teaching was easy to understand.

All the respondents said that the books provided for learning were easy to read. As to whether there was variety in the learning materials provided, 66.7% of the respondents claimed that there were not, while 33.3% cited that there were, showing that there was not much variety that could enhance alternative learning methods. According to the type of resources used during teaching, books were cited by all (100%) of the respondents, posters and charts by 66.7%, and real objects by 44.4%, thus showing that learning institutions provided books for both teachers and learners.

SECTION B (ii) Learning Incidences during facilitation in adult learning

The learners were asked to state who selects learning incidences. Table 4.3 below has a summary of the responses.
Table 4.3 Learning Incidences during facilitation in adult learning

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>14. Incidences where learners decide what to learn</td>
<td>Yes</td>
<td>96.7%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>15 Selector of learning incidences</td>
<td>Facilitator</td>
<td>77.8%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Learners</td>
<td>11.1%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department</td>
<td>11.1%</td>
<td></td>
</tr>
<tr>
<td>16. Determinants of learning incidences for learners</td>
<td>Their needs</td>
<td>82.2%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Prioritization of facilitator</td>
<td>17.8%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Department</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>17. Persons selecting priority of what to be learnt</td>
<td>Ministry</td>
<td>5.6%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Facilitator</td>
<td>72.2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learners</td>
<td>22.2%</td>
<td></td>
</tr>
<tr>
<td>18. Whether what is learnt is helpful</td>
<td>Yes</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
When asked about learning incidences during facilitation in adult learning, 96.7% of the respondents said learners decided on what was to be learned whereas 77.8% thought facilitators select learning incidences. According to the findings, 82.2% of the respondents felt that the determinants of learning incidences prioritized their needs while 17.8% claimed that they were the facilitator’s prioritization. All in all, all the respondents (100%) concurred that what they learnt was helpful to the adult learners.

SECTION B (iii): Teaching methods used in adult learning

The learners were asked to indicate the teaching methods mostly used by their facilitators in the adult literacy classes. Table 4.4 below contains respondents choices.
Table 4.4 Teaching methods used in adult learning

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Method commonly used in teaching</td>
<td>Demonstration</td>
<td>55%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Lectures</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guided discussions</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>20. Effectiveness of teaching methods</td>
<td>Yes</td>
<td>96.7%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>21. Whether some methods are more effective than others</td>
<td>Yes</td>
<td>78.8%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>22.2%</td>
<td></td>
</tr>
<tr>
<td>22. Whether teaching methods are combined</td>
<td>Yes</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>23. Whether methods used were acceptable to the learners</td>
<td>Yes</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>24. Whether learning environment was conducive</td>
<td>Yes</td>
<td>38.9%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>61.1%</td>
<td></td>
</tr>
</tbody>
</table>
The method commonly used in teaching was demonstrations, supported by 55% of the respondents, 96.7% of the respondents were in agreement that the teaching methods were effective though 78.85 were of the opinion that some methods were more effective than others. All (100%) of the respondents concurred that the various teaching methods were combined during learning and that the methods were acceptable to the learners. However, the learning environment was not perceived to be conducive by 61.1% of the respondents.

SECTION B (iv): Implementation of adult Literacy programmes

4.2.25 whether time allocated for learning was adequate

The time allocated for learning was cited to be adequate by 75.5% of the respondents. However, 24.5% were of the contrary opinion, therefore showing that ample time was allocated for studies in the institutions and thus did not significantly impede on the implementation of the adult education programmes. Figure 4.5 below shows the respondents choice on time allocation.

Figure 4.5 Whether time allocated for learning was adequate
4.2.26 Suggestions on teaching/learning resources

All respondents (100%) suggested that more books should be provided and that materials should be made more accessible whereas 80% of the respondents recommended that the language used should be simple for adult learners to understand.

4.2.27 Suggestions on time allocation

71.1% of the respondents suggested that the time allocated was enough, 27.8% suggesting that time should be added while 6.1% suggested that more days should be added for the adult classes. Hence showing that time factor did not have a significant effect on the implementation of adult learning programmes.

4.2.28 Suggestions concerning learning environment

57% of the respondents recommended that the classes should be well lit and ventilated, 20% suggested that there should be less noise around the institutions while 18% claimed that distracters should be avoided during learning. 3% of the respondents suggested that permanent classes should be built for adult learning, and 2% suggesting that the institutions should procure good tables and chairs for the classes. This showed that the learning environment was affected mostly by infrastructure challenges.

4.2.29 Suggestions concerning teaching methods

According to 40% of respondents, several teaching methods should be applied, 20% however thought that learners should be involved in the selection of teaching methods to be applied; demonstrations and case studies should be given preference in teaching adult learners, in addition 5% claimed that there should be a set syllabus for adult
learning. This articulated that the application of different teaching methods had a more significant effect on the implementation of adult education programs.

4.2.30 Suggestions on funding of adult literacy programs

Respondents suggested that the government should give more support to the adult learners in terms of resources, (55%) stated that the CDF should budget for the adult literacy programs at the constituency level (40%) however felt that NGOs should give a hand in funding ALP so as to ease financial constraints on the facilitation of the adult literacy programs. Figure 4.6 below shows the respondents professional qualifications.

SECTION C: QUESTIONNAIRES FOR FACILITATORS

The professional qualifications of facilitators’ is a key factor in the implementation of adult literacy programmes. The findings on this factor are discussed here. The facilitators were asked to indicate their professional qualifications and figure 4.7 shows their responses.

4.2.31 Respondents professional qualifications

The response on the qualifications of the facilitators revealed that 93.8% had attained certificates and 6.2% had diplomas thus illustrating that the academic qualifications of the facilitators were not of high caliber and this could have an influence on the implementation of adult learning programs. Figure 4.6 below shows the respondents professional qualification.
4.2.32 Work Experience of Facilitators

The results on work experience revealed that 31.3% of the facilitators had an experience of 1-3 years, 18.7% 4-6 years, 31% 7-9 years while 18.7% had a work experience of over 9 years. These findings indicate that the respondents experience was varied and this depended on when they were engaged by the adult learning institutions and the government. The responses are summarized in figure 4.7 below.

Figure 4.7 Work Experiences of Facilitators.
4.2.33 Terms of employment for the facilitators

The facilitators’ terms of employment were cited to be on permanent basis by 68.8% of the respondents, part time by 31.2% and none as volunteers hence showing that the majority of the respondents were permanently employed, a factor that boosts job satisfaction for employees. Figure 4.8 shows the respondents’ terms of employment.

Figure 4.8 Terms of employment for the facilitators

<table>
<thead>
<tr>
<th>Terms of Employment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part time</td>
</tr>
<tr>
<td>Permanent</td>
</tr>
<tr>
<td>Volunteer</td>
</tr>
<tr>
<td>Others</td>
</tr>
</tbody>
</table>

SECTION C (ii): Information on facilitators working tools

The responses in this section aimed at gathering information inquiring on whether the facilitator was well equipped to teach adult learners effectively. Table 4.5 stipulates the information on facilitators working tools.
Table 4.5 Information on facilitators’ Working tools

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7  Whether learning resources were available</td>
<td>Yes</td>
<td>11</td>
<td>68.8%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>5</td>
<td>31.2%</td>
<td></td>
</tr>
<tr>
<td>8  Provider of learning materials</td>
<td>Government</td>
<td>16</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>NGOs</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Others</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>9. Whether teaching materials were delivered in time</td>
<td>Yes</td>
<td>2</td>
<td>12.5%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>14</td>
<td>87.5%</td>
<td></td>
</tr>
<tr>
<td>10 Whether materials were relevant for learners</td>
<td>Yes</td>
<td>10</td>
<td>62.5%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>37.5%</td>
<td></td>
</tr>
<tr>
<td>11 Whether teaching language was easy to understand</td>
<td>Yes</td>
<td>15</td>
<td>93.8%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>1</td>
<td>6.2%</td>
<td></td>
</tr>
<tr>
<td>12. Whether books were easy to read</td>
<td>Yes</td>
<td>16</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>13. Whether current teaching materials were available</td>
<td>Yes</td>
<td>2</td>
<td>12.5%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>14</td>
<td>87.5%</td>
<td></td>
</tr>
<tr>
<td>14. Whether facilitators have guides</td>
<td>Yes</td>
<td>6</td>
<td>37.5%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>10</td>
<td>62.5%</td>
<td></td>
</tr>
<tr>
<td>15. Whether guides were adequate</td>
<td>Yes</td>
<td>1</td>
<td>6.2%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>15</td>
<td>93.8%</td>
<td></td>
</tr>
<tr>
<td>16. Whether there were varieties of teaching materials</td>
<td>Yes</td>
<td>5</td>
<td>31.2%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>11</td>
<td>68.8%</td>
<td></td>
</tr>
</tbody>
</table>

The availability of learning materials in the adult learning institutions was affirmed by 68.85% of the respondents. All respondents (100%) agreed that the Government is the sole provider of learning materials.
Furthermore, learning materials provided were relevant according to 12.5%, while 87.5% of the respondents said they were not, thus posing a challenge on the adult literacy programs implementation process. However, the language used in teaching was cited to be easily understood by 93.8% of the respondents and the ease of reading the books was commended by all (100%) of the respondents.

The availability of current learning materials was poorly commended with 87.5% of the respondents claiming that they were not available. Therefore illustrating that the quality of information for adult learners on current education development and facilitators on current teaching practices may be low, hence making the learning process outdated and ineffective. As to whether the facilitators have guides, 62.5% articulated that they did not have, while 37.5% said they did, hence showing that guides were not sufficient for the facilitators in the adult learning institutions.

Actually 93.8% of the respondents cited that guides were inadequate, a factor that would impede on the implementation of the adult learning programs. There was no variety of teaching materials in the adult learning institutions according to 68.8% of the respondents, though 31.2% cited that there were. Variety of learning materials creates alternative modes of learning that would enhance the quality of learning process and education.
SECTION C (iii) Incidences during facilitation of learning among adult learners

Table 4.6 Incidences during facilitation of learning among adult learners

The responses in this section aimed at gathering information concerning incidences during facilitation of learning among adult learners. Table 4.6 summarizes the choice of the respondents.

Table 4.6 Incidences during facilitation of learning among adult learners.

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Selector of learning incidences</td>
<td>Teacher</td>
<td>12</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Learner</td>
<td>3</td>
<td>18.8%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Department</td>
<td>1</td>
<td>6.2%</td>
<td>100%</td>
</tr>
<tr>
<td>18. Whether there were incidences where learners decide what to learn</td>
<td>Yes</td>
<td>14</td>
<td>87.5%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
<td>12.5%</td>
<td>100%</td>
</tr>
<tr>
<td>19. Whether facilitators select learning incidences</td>
<td>Yes</td>
<td>16</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>20. Whether facilitators involve learners in selecting incidences</td>
<td>Yes</td>
<td>14</td>
<td>87.5%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
<td>12.5%</td>
<td>100%</td>
</tr>
<tr>
<td>21. What determines learning incidence for learners</td>
<td>-Their needs</td>
<td>16</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>-Priority of facilitators</td>
<td>0</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>-Others</td>
<td>0</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>22. Reasons for determinant</td>
<td>Learners knew of their weak areas for learning</td>
<td>16</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>23. Person who sets priority study areas</td>
<td>-The ministry</td>
<td>1</td>
<td>6.2%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>-The learner</td>
<td>4</td>
<td>25%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>-The facilitator</td>
<td>11</td>
<td>68.8%</td>
<td>100%</td>
</tr>
<tr>
<td>24. Whether the department gives directions on study areas</td>
<td>Yes</td>
<td>12</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>4</td>
<td>25%</td>
<td>100%</td>
</tr>
</tbody>
</table>
According to 75% of the respondents, facilitators are tasked with selecting learning incidences, however, 87.5% of the respondents informed that the learners were at times involved in the selection of learning incidences. Adult learners’ needs were cited by all (100%) of the respondents as the determinant for the selection of learning incidence, and the reason being that the learners were aware of their weak areas for learning.

The findings also revealed that facilitators set priorities for what was to be learnt, this was the response of 68.8% of the respondents, and that the department did not provide directions on the study areas, leaving the facilitators and the learners to undertake such activities.

SECTION C (iv): Teaching methods during facilitation for adult learning

4.2.52 Methods commonly used in teaching the adult learners

Information contained in this section is derived from investigating the methods used by facilitators in teaching adult learners in Nyeri Central District. This is important because methods used in content delivery impact on implementation of adult literacy programmes. The facilitators were asked to indicate the teaching methods they mostly used in adult literacy classes. Figure 4.9 below shows respondents choices on common teaching methods.
Of the facilitators who answered this question, 48% said they used demonstration as a common method of teaching, 24% used guided discussions, group discussions by 21%, project and case studies by 5% and controlled discussions by 2%. These findings show that demonstration as a teaching method was the preferred mode of delivery by majority of the facilitators.

Whether or not some teaching methods were more effective for adult literacy learning than others and whether the methods they used were acceptable to the learners. Table 4.7 below highlights this information.
Table 4.7: Whether some teaching methods are more effective than others

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Whether there were directives from department on teaching methods</td>
<td>Yes</td>
<td>10</td>
<td>62.5%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>6</td>
<td>37.5%</td>
<td></td>
</tr>
<tr>
<td>27. Effectiveness of teaching method applied by the facilitator</td>
<td>Yes</td>
<td>16</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>28. Whether facilitators find some methods better than others</td>
<td>Yes</td>
<td>16</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>29. Method facilitators find best for adult learning</td>
<td>-Group discussions</td>
<td>14</td>
<td>87.5%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brainstorming</td>
<td>2</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Role plays</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Lecture</td>
<td>0</td>
<td>12.5%</td>
<td></td>
</tr>
<tr>
<td>30. Whether facilitators combine the methods during facilitation</td>
<td>Yes</td>
<td>16</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>31. Whether methods were acceptable to the learners</td>
<td>Yes</td>
<td>16</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>
In regard to whether the department of education gives directives on teaching methods, 62.5% of the respondents agreed they did while 37.5% thought otherwise. The effectiveness of the teaching methods was however commended by all (100%) of the respondents, also (100%) of the respondents stipulated that the facilitators found some methods better than others.

According to 87.5% of the respondents, group discussions was the best method for adult learning. This was closely followed by 12.5% who chose the lecture method. These findings showed that combination of teaching methods was the preferred mode of content delivery by majority of the facilitators according to all respondents (100%). The study found that 100% of the respondents felt that the methods used were acceptable to the learners. This is an indication that facilitators were confident on the content delivery practices employed.

4.2.54 Challenges faced by facilitators in selecting teaching methods.

The facilitators were asked to state the challenges they faced in selecting the teaching methods. The summary of the findings were shown in table 4.8 below.

**Table 4.8. Shows the challenges faced by facilitators.**

<table>
<thead>
<tr>
<th>CHALLENGES</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods complexity at learners levels</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>Participation of learners not always guaranteed</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Unwillingness to take up roles during role play</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Others</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The complexity of methods at the level of the adult learners was cited as a challenge faced by facilitators by 50% of the respondents. However 25% of the respondents felt that other challenges faced by facilitators were participation of learners which was not guaranteed and unwillingness to take up roles during role play.

SECTION C (iv): Suggestions on the Implementation of Adult literacy Programmes by the Facilitators

4.2.55 Suggestions concerning teaching/learning resources
The need to ensure that teaching and learning resources should be adequate was suggested by 53% of the respondents. 18% suggested that the language used should be simple and 29% suggesting that materials should be relevant for adult learning.

4.2.56 Suggestions for selection of learning incidences
51% of the respondents suggested that the selection of learning incidences should be dictated by the needs of the learners, 36% suggested that both learners and facilitators should be involved in the selection while 13% suggested that facilitators should prioritize what to be learnt.

4.2.57 Suggestions concerning teaching methods
According to 37% of respondents, more than one teaching methods should be applied while teaching adult learners. 33% suggested that learners should be considered while selecting teaching methods while 30% suggested that the methods used should be acceptable to the learners.

4.2.58 Suggestions on facilitators’ in-service courses
The need for the facilitators’ in-service training was expressed by 35% of respondents stating that there was need for support and sponsorship from the Government. In
addition, 35% respondents proposed that the facilitators should be well equipped to teach the adult learners while 31% suggested that facilitators should be sensitized on the needs of their learners. Therefore the three factors were significant in enhancing adult learning programmes.

The findings from the interview revealed that the District adult and continuing officer, Nyeri Central District had knowledge on adult literacy. He claimed that there were external factors like politics and poverty that affected the implementation of the ALP in the district. In addition, adult education policies are used to facilitate ALP whereas teaching and learning resources are provided by the government so as to enhance the smooth running of the programme in Nyeri Central District.

4.2.5.9 Summary of Findings

This chapter has focused on respondents’ profiles; learners and facilitators, learners questionnaires and finally questionnaires for facilitators. The findings have been summarized as follows: although the government has provided teaching/learning resources, the resources did not adequately meet the demands in adult education centers. Secondly, it emerged that teaching/learning sessions were mainly facilitator controlled because they determined the learning incidences.

Thirdly, a variety of teaching methods were used but were subject to the availability of resources and learners educational level and ability. The language used in the facilitation as a medium of instruction was easily understood by the learners. Finally, although the facilitators were academically and professionally trained, it emerged that there was need for regular in-service training in-order to improve on their teaching.
CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study findings and presents the researchers conclusions and recommendations for the study and suggestions for further research.

5.1 Summary of Findings

The purpose of the study was to investigate the factors affecting the implementation of adult literacy programmes in Nyeri Central District, Nyeri County, Kenya. The study sought to answer three research questions.

5.1.1 Availability and Utilization of Learning Resources

The availability of learning materials was cited to be low and 71.1% cited that they were not available. As such, the provision of the learning materials was insufficient and this could affect the implementation of the adult literacy programs. Also 67.8% of the respondents cited that the government provided the learning materials. All (100%) the respondents cited that the learning materials were relevant to their education, and that the language used was easy to understand. Hence the government was not providing sufficient learning materials to the adult learning institutions.

5.1.2 Teaching methods used in adult learning

The learners cited that the teaching methods were effected and acceptable to the respondents. The method commonly used in teaching was demonstrations, as per 55% of the respondents. Further, 96.7% of the respondents cited that the teaching methods
were effective though 78.8% were of the opinion that some methods were more effective than others. All (100%) of the respondents concurred that the various teaching methods were combined during learning and that the methods were acceptable to the learners. However, the learning environment was cited not to be conducive according to 61.1% of the respondents.

The facilitators’ responses revealed that the teaching methods were effective. All (100%) of the respondents cited that the methods which the facilitators found best were cited as group discussions by (87.5%) of the respondents and lecture method by 12.5%. All (100%) the respondents informed that the facilitators used more than one teaching methods during the adult learning process, and that the methods were acceptable to all the respondents. The challenges faced by facilitators in selecting teaching methods were cited as complexity of methods at the level of the adult learners (50%) and at 25% respectively the participation of learners was not guaranteed and unwillingness of the learners to take up roles during role play.

5.1.3 The role of the Government and NGOs in the implementation of ALPs

From the findings, it was revealed that the government plays the greatest role in the implementation of ALPs according to the responses of all the respondents (100%), however to the respondents; NGOs played no role at all.

5.1.4 Implementation of adult Literacy programmes suggestions

5.1.4.1 Learners

The time allocated for learning was cited to be adequate by 75.5% of the respondents and as such showing that ample time was allocated for studies in the institutions and thus did not significantly impede on the implementation of the adult education
programmes. The suggestions of the respondents on learning resources were that 100% recommended that more books should be provided and also that the materials should be accessible. Further, 80% of the respondents recommended that the language used should be simple for adult learners to understand. In regard to time allocation, 71.1% of the respondents suggested that the time allocated was enough, 27.8% suggesting that time should be added while 6.1% suggested that more days should be added for the adult classes. As such time factor did not have a significant effect on the implementation of adult literacy programmes.

The learning environment suggestions were that: 57% of the respondents recommended that the classes should be well lit and ventilated, 20% proposed that there should be less noise around the institutions, 18% that distracters should be avoided during learning sessions. Further, 3% suggested that permanent classes should be built for adult learning, and 2% suggesting that the institutions should procure good tables and chairs for the classes. This showed that the learning environment was affected mostly by infrastructure challenges.

The suggestions concerning the teaching methods were that first several teaching methods should be applied (40%), learners should be involved in the selection of teaching methods to be applied; demonstrations and case studies should be given preference in teaching adult learners (20%); and that there should be a set syllabus for adult learning (5%). As such the application of different teaching methods had a more significant effect on the implementation of adult education programs. Respondents suggested that the government should support the adult learners financially as they learn in terms of resources, (55%); the Constituency development fund (CDF) should allocate funds to adult literacy programs at the constituency level (40%); and that
NGOs should also fund so as to ease financial constraints on the facilitation of the adult literacy programs.

5.1.4.2 Facilitators

The need to ensure that the teaching and learning resources should be adequate was suggested by 53% of the respondents. Further, 18% suggested that the language used should be simple, 29% suggesting that materials should be relevant for adult learning. Suggestions on the selection of learning incidences for the adult learners were that; 51% of the respondents suggested that the selection should be dictated by the needs of the learners; 36% suggested that both the learners and the facilitators should be involved in the selection and 13% suggested that facilitators should prioritize what to be learnt.

Suggestions on teaching methods were that 37% recommended that more teaching methods should be applied while teaching adult learners. Also, 33% suggested that learners should be considered while selecting teaching methods, while 30% suggested that the methods used should be acceptable to the learners. On facilitators’ in-service courses suggestions were that 35% recommended that the facilitators should be well equipped to teach the adult learners, 35% that the government should organize in-service courses for the facilitators and 31% felt that facilitators should be sensitized on the needs of their learners. As such the three factors were significant in enhancing adult literacy programmes.

5.2 Conclusions

In reference to the research findings, it can be concluded that there were many factors that influenced the implementation of adult literacy programs negatively in Nyeri central district. A critical analysis of these factors led to the conclusions that adult
literacy programmes are crucial for the reduction of illiteracy and poverty in Kenya, thus the government should be serious in streamlining the adult literacy programmes and give the necessary support.

The study also established that there was inadequate learning and teaching resources. Therefore the method of providing, distributing and customizing teaching/learning materials need to be streamlined.

The physical facilities used for literacy programmes were found to be in inappropriate for adult learners. Primary schools and churches are used as classrooms and very low benches and tables designed for young children were quite uncomfortable for adult learners.

The learning materials were recognized to be of great help in the learning process for the adult learners. Learning incidences guided the conduct of learning in the institutions. The incidences were determined by the needs of the learners and the facilitators collaborated with them to effect learning. Thus learning incidences did not have a significant effect on the implementation of the learning process.

The teaching and learning method commonly used was demonstration. It was found to enhance learning and retention for the adult learners. There were various methods of teaching applied in the lessons and the facilitators combined them to effect the learning process.

5.4 Recommendations

In response to the existing challenges faced in the implementation of adult literacy programs, the following recommendations were made in order to improve the system and make its implementation more successful.
1. The government should avail adequate funds for the procurement of adequate learning materials

2. The government (both county and national) should allocate adequate funds to the department of adult education for effective implementation of the programs.

3. Formulation and execution by adult education department of a regular supervision of the teaching/learning activities in the various centers.

4. The facilitators should engage the learners fully to establish effective learning incidents

5. The institutions should make infrastructure development plans to access better facilities for learning

6. The institutions should seek funding from NGOs to facilitate government support.

7. Printing by the department of adult education and provision of updated teaching/learning materials to adult education centers.

5.5 Suggestions for Further Studies

The researcher suggests that further studies should be undertaken to establish whether the quality of facilitation influence the performance of the adult learners. Further studies should also be undertaken to establish the influence of infrastructure on the implementation of adult literacy programmes in Kenya.
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APPENDIX I:

Letter to the respondent

Mary W. Mungai,

University of Nairobi,

Department of Educational Foundations,

P.O.BOX 30596,

Nairobi.

19th May 2014

Dear Sir/Madam

I am a post graduate student in the Department of Educational Foundations at the University of Nairobi, currently carrying out a research on the factors that influence implementation of literacy programmes in Adult Education in Nyeri Central District, Nyeri County.

You have been randomly selected to participate in this study. The attached questionnaire is designed to assist the researcher gather data from the respondents for purposes of the research. Please respond to the questions asked honestly. I would like to assure you that the information you give here will not be used anywhere else beyond this study, therefore to maintain confidentiality please do not write your name on the questionnaire.

Thank you for your cooperation

Yours faithful,

Mungai Mary.
APPENDIX II

QUESTIONNAIRE FOR FACILITATORS.

INSTRUCTIONS

Please answer the following questions as honestly as possible according to instructions given. Do not write your name or name of your centre to ensure confidentiality. This questionnaire is divided into four (4) sections A, B, C and D. Place a (tick) in the bracket in from of the most appropriate responses and where explanation is required use the space provided.

SECTION A: BIO-DATA

1. What is your sex?
   a) Male  
   b) Female  

2. What is your marital status?
   a) Married  
   b) Single  
   c) Divorced  

3. Indicate your highest academic qualifications
   a) K.C.S.E.  
   b) K.A.C.E  
   c) Degree  
   d) Masters Degree  
   e) Any other *(specify)__________________________________________________________________________________________

4. Indicate your professional qualification
   a) Certificate  
   b) Diploma  


c) Any other (specify) ______________________________

5. Indicate the number of years you have worked as a facilitator

a) 1 - 3  

b) 4 - 6  

c) 7 - 10  

6. Indicate your employment terms

a) Part time  

b) Permanent  

c) Volunteer  

d) Any other (specify)  

____________________________________________________________________________

SECTION B

The questions in this section are aimed at gathering information concerning your work as a facilitator. Please provide the answers by either (tick) or explaining where necessary.

Learning/teaching resources.

7. Are learning/teaching resources available?

a) Yes  

b) No  

8. Who provides learning/teaching materials?

Government  

b) NGOs  

c) Any other (specify) ________________________________

9. Are materials for teaching/learning delivered in time?

a) Yes  

b) No  

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10. Are materials relevant for use by learners in adult education
   a) Yes ☐   b) No ☐

11. Is the language used in the teaching/learning material easy to understand to enable the implementation of adult education literacy program?
   a) Yes ☐   b) No ☐

12. Are the books easy to read?
   a) Yes ☐   b) No ☐

13. Are the current learning/teaching materials available?
   a) Yes ☐   b) No ☐

14. Do facilitators have guides?
   a) Yes ☐   b) No ☐

15. Are the guides adequate?
   a) Yes ☐   b) No ☐

16. Are there varieties of teaching/learning materials for learners?
   a) Yes ☐   b) No ☐

**Selection of learning incidences during the facilitation of learning among adult learners**

17. Who selects the learning incidents for the adult learners?
   a) The teacher ☐
   b) The learner ☐
   c) The department ☐

18. Are there incidents where learners decide what to learn?
   a) Yes ☐   b) No ☐
19. You as a facilitator do you select learning incidences for learners?
   a) Yes □ b) No □

20. Are there incidents when you involve the learners in the selection of the learning incidences?
   a) Yes □ b) No □

21. What determines the learning incidences for the learners?
   a) Their need □ b) What the facilitator feel is important □
   b) Any other (specify)

   ____________________________________________________________

22. Please explain your answer to No. 21

   ____________________________________________________________
   ____________________________________________________________

23. Who sets the priority of what is to be learnt during adult classes
   a) The ministry □ b) The learner □
   c) The facilitator □

24. Are there directions from the department on areas to be included in the learning/teaching of the adults?
   a) Yes □ b) No □

SECTION C

This section concerns teaching methods used in the process of teaching adults. Please answer them as precisely as possible.

25. Tick the method(s) you commonly use in teaching the adults
a) Demonstration   

b) Guided discussion   

c) Controlled discussion   

d) Brainstorming   

e) Group discussion   

f) Project and case studies   

26. Are there directives from the department concerning the methods of teaching to be used in teaching adults?
   a) Yes   
   b) No   

27. Is the teaching method you use in teaching adults effective according to you?
   a) Yes   
   b) No   

28. Do you find some teaching methods better or more effective for the adults than others?
   a) Yes   
   b) No   

29. Which method do you find best for teaching adults?
   a) Group discussions   
   b) Brainstorming   
   c) Role plays   
   d) Any other (specify)   

30. Do you at times combine some teaching methods during one learning/teaching session?
   a) Yes   
   b) No   

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31. Are methods used acceptable to learners?
   a) Yes  
   b) No  

32. What challenges do you encounter in the selection of the teaching methods used in the process of teaching adults?
   a) Some methods are complicated for the level of learners  
   b) Participation of learners is not always guaranteed  
   c) Other learners are unwilling to take up roles during role plays  
   d) Others (specify)  

SECTION D

Honest suggestions on the implementation of Adult Literacy Programmes are required in this section.

33. What suggestions can you give about teaching/learning resources?
   a) The language used should be simple  
   b) Resources should be adequate  
   c) Materials should be relevant for use by adult learners  
   d) Others (specify)  

34. What suggestions do you have concerning selection of learning incidents?
   a) Both the learners and facilitators should be involved in the selection  
   b) The selection should be dictated by the needs of the learners  
   c) The facilitator should prioritize what to be learnt
35. What suggestions do you have concerning teaching methods?
   a) More than one teaching methods should be applied while teaching adult learners.
   b) Methods used should be acceptable to learners
   c) Learners should be considered while selecting teaching methods
   d) Others (specify)

36. What suggestions do you have about facilitators in-service?
   a) The Government should organize in-service courses for facilitators
   b) Facilitators should be sensitized on the needs of their learners
   c) The facilitators should be well equipped in readiness to teach the adult learners
   d) Others (specify)
APPENDIX III

QUESTIONNAIRE FOR LEARNERS.

SECTION A

Please answer the following questions as honestly as possible according to instructions given.

1. What is your sex?
   a) Male ( )  b) Female ( )

2. What is your marital status?
   a) Married ( )  b) Single ( )  c) Divorced ( )

3. What is your age?
   a) 20-30 ( )  b) 31 – 50 ( )  c) 51 – 70 ( )

4. Who funds your learning?
   a) Self ( )  b) Government ( )  c) NGOS ( )

SECTION B (i) (Availability and Utilization of Learning Resources)

5. State the resources available in your institution
   ____________________________________________________________
   ____________________________________________________________

6. Are learning materials available
   a) Yes ( )  b) No ( )
7. Who provides learning materials?
   a) Self ( )
   b) Governments ( )
   c) Volunteers ( )

8. Are materials used by learners relevant in Adult Education?
   a) Yes ( )
   b) No ( )

9. Is language used in teaching understood?
   a) Yes ( )
   b) No ( )

10. Are books easy to read?
    a) Yes ( )
    b) No ( )

11. Is there variety of learning materials for learners?
    a) Yes ( )
    b) No ( )

12. What types of resources are used in teaching?
    a) Books ( )
    b) Posters ( )
    c) Charts ( )
    d) Real objects ( )
    e) Any other (Specify) ________________________________

SECTION B (ii) Selection of learning incidences during the facilitation of learning among adult learners.
13. Are there incidents where learners decide what to learn?
   a) Yes (   )  b) No (   )

14. Who selects the learning incidences for learners?
   a) Facilitator (   )
   b) Learner (   )
   c) Department (   )

16. What determines the learning incidences for the learners?
   a) Their need (   )
   b) What facilitators feels is important (   )
   c) The department (   )
   d) Any other (specify) _______________________________________________________{

17. Who sets the priority of what is to be learnt during the adult classes?
   a) The Ministry (   )
   b) The Facilitators (   )
   c) The Learners (   )

18. Does what you learn help you in any way?
   a) Yes (   )  b) No (   )

SECTION B (iii) Teaching methods used in the process of teaching adults

Please answer as precisely as possible.

19. Tick the method(s) commonly used in teaching?
   a) Demonstration (   )
   b) Lecture method (   )
c) Guided Discussions (  )

d) Project (  )

20. Is the teaching methods used in teaching effective according to you?
   a) Yes (  ) b) No (  )

21. Do you find some teaching methods more effective than others?
   a) Yes (  ) b) No (  )

22. Are some teaching methods combined during learning session?
   a) Yes (  ) b) No (  )

23. Are the methods used acceptable to learners?
   a) Yes (  ) b) No (  )

24. Is the learning environment conducive?
   a) Yes (  ) b) No (  )

SECTION C  This section requires your honest suggestion, on implementation of Adult Education. Please provide suggestions concerning the following areas.

25. Is time allocated adequate for learning?
   a) Yes (  ) b) No (  )

26. What suggestions do you have concerning teaching/learning resources
   a) More books should be provided (  )
   b) Materials should be accessible (  )
   c) The language used should be simple for adult learners to understand (  )
   d) Others (specify)
27. What suggestions do you have on time allocation
   a) More time should be allocated for learning ( )
   b) Time for learning should be reduced ( )
   c) The time allocated is enough ( )
   d) Others (specify) ____________________________

28. What suggestions do you have concerning learning environment
   a) There should be no noise around the learning centers ( )
   b) Distracters should be avoided as learning takes place ( )
   c) Classes should be well lit, clean and well ventilated ( )
   d) Others (specify) ____________________________

29. What suggestions do you have concerning teaching methods
   a) Several teaching methods should be applied ( )
   b) Learners should be involved in the selection of the teaching methods to be applied ( )
   c) Demonstrations and case studies should be given preference in teaching adult learners ( )
   d) Educational field trips should be applied in order to enhance learning and motivate learners ( )
   e) Successful guest speakers should be invited to give insights on adult literacy ( )
What suggestions do you have on funding of Adult Education literacy programs

a) The government should support the adult learners financially as they learn in terms of resources. ( )

b) The constituency Development fund should allocate funds to Adult Literacy Programmes at the county level. ( )

c) NGO’s should increase the funding so as to ease financial constraints on the facilitation of the ALP ( )
APPENDIX IV: INTERVIEW GUIDE

Interview guide for the District Adult and continuing Education officer (DACEO)

This interview guide is prepared for collecting information about what affects the successful implementation of literacy programmes. All responses will be accorded strict confidentiality. Please give honest answers to the following questions. Thank you.

1. What is adult literacy?

2. Are there external factors that affect implementation of ALP?

3. Are there Adult Education policies?(if yes please explain)

4. Are there teaching and learning resources in the adult education centers?

5. What are the challenges that you encounter in the ALP?

6. Are the facilitators trained? (if yes explain where).

7. What motivates the learners to join the ALP?

8. What are your suggestions on how best to improve the programmes?
## APPENDIX V: BUDGET

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<tr>
<td>Photocopying and clerical service</td>
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<tr>
<td>Bidding of materials</td>
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<tr>
<td>Use of Information technology</td>
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<tr>
<td>Travel expenses</td>
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<tr>
<td>Telephone/cell communication</td>
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