

**INFLUENCE OF INSTITUTIONAL FACTORS ON ADULT LITERACY
PROGRAMMES IN KANDARA SUB-COUNTY, MURANG'A COUNTY,
KENYA.**

BY

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DECLARATION

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

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DEDICATION

This research project report is dedicated to my family, my husband Anthony Maina and daughter Maureen Wangechi for their support and encouragement. May God bless them abundantly.

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ABSTRACT

This study assessed the influence of institutional factors of adult literacy programme in Kandara sub-county. The objectives of the study were; to determine the influence of physical facilities; assess how the teaching learning resources enhance learning; establish the influence of teaching approaches and to assess the influence of teacher qualifications on adult literacy programme. The target population was 171 adult education learners, 22 adult education teachers, and one sub-county adult education officer. The sample size was adult learners, adult education teachers and sub- county adult education officer. The study used descriptive survey method. The data collected were analyzed by using Statistical Package for Social Sciences (SPSS). Frequency tables and percentages were used to enhance data presentation. The findings of the study showed that fewer men (18.2%) than women (81.8%) enroll for adult literacy programme. The study also established that learning and teaching resources for both adult learners and adult teachers were inadequate. The study also found that the most commonly used methods of teaching such as tests and assignments were inappropriate for learners at the beginners or basic level. The study further established that teachers for adult learners had inadequate qualifications to teach adult learners. The research suggested that similar studies should be carried in other areas in Kenya.

ABBREVIATIONS AND ACRONYMS

ACE:	Adult and Continuing Education
BAE:	Board of Adult Education
CBO:	Community Based Organization
CDF:	Constituency Development Fund
DAE:	Directorate of Adult Education
DACE:	Directorate of Adult and Continuing Education
EFA:	Education for All
EBO:	Faith Based Organization
KNALS:	Kenya National Adult Literacy Survey
MPET:	Master Plan on Education Training
NGO:	Non-Governmental Organization
UNESCO:	United Nations Educational and Scientific Cultural Organization

CHAPTER ONE: INTRODUCTION

1.1 Background to the study

Literacy is the ability to understand, interpret, create, communicate and compute using printed and written materials associated with varying contexts. The United Nations Educational Scientific Cultural Organization (UNESCO) defines a literate person as one who can read and write with understanding a short simple statement. UNESCO 2010 indicates that nearly 17 per cent of the world's adult population is still not literate, two thirds of whom are women who cannot read or write, or do simple numerical calculations. It further realized though the problem of literacy affects all nations, the majority of illiterate live in poor and underdeveloped countries. According to the World Bank (2003), Australia, Chile, Brazil and Malaysia now device financial schemes funded by mortgage institutions, government and individuals to lifelong education. Literacy rates in selected countries in Eastern and Central Africa for the age group of eighteen and over, showed that Zimbabwe was leading with 90.70 per cent, Kenya 85.20 per cent, Rwanda 71.40 per cent, Uganda 67.20 per cent, Sudan 61.10, Burundi 60.90 per cent, Mozambique 47.80 per cent (UNESCO, September 2014,NO.29).

In 1990, delegates from 155 countries as well as representatives from some 150 governmental and non-governmental organizations, agreed at the world conference on education for all (EFA in Jomentin, Thailand (5-9 march 1990) to make primary education accessible to all and children and to massively reduce illiteracy before the end of the decade. The delegates adopted a world Declaration on Education for All, which re-affirmed the

motion of education as a fundamental human right and urged countries to intensify efforts to address the basic learning needs of all. The frame work for Action to meet the basic learning needs defined targets and strategies to meet the Basic Learning Needs of all by the year 2000. The goals included; universal access to learning outcomes, broadening the means and scope of basic education, enhancing the environment for learning and strengthening partnerships by 2000. However, the Jomentin EFA goals were not achieved by the year 2000 (World Conference on EFA Jomentin 2000).

The Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. At the World Education Forum (Dakar, 2000), 164 countries pledged to achieve EFA and identified six goals to be met by 2015. Government Development Agencies, civil society and private sector are working together to reach EFA goals. The Dakar framework for Action mandated UNESCO to coordinate these partners, in cooperation with the four other conveners of the Dakar forum (UNDP, UNFPA, UNICEF and World Bank). As the leading agency, UNESCO focuses its activities on five key areas; policy, dialogue, monitoring, advocacy, mobilization of funding and capacity building. In order to sustain the political commitment to EFA and accelerate progress towards the 2015 targets, UNESCO has established several coordination mechanisms managed by UNESCO'S EFA Global partnership team (World Education Forum 2015).

The current status of millennium Development Goals (MDGs) states that with the launch of Free Primary Education (FPE) in 2003 in Kenya is on track to achieve universal primary Education. Gross enrolments ratios rose from 88 per cent in 2011. Primary to secondary

school transition rate also improved from 67 percent in 2009 to 73 percent in 2011. Net enrolments rate rose from 92.9 per cent in 2009 to 95.7 per cent in 2011. Gender parity has also been achieved in the enrolment rates. The constitution of Kenya has put basic education as a right for every school age going child. The cabinet in 2014 approved a bill that guarantees a Free Early Childhood Education (ECD) primary and secondary education (Post 2015 MDGS Forum) presentation by G.M Mailu, Head MDGs-PIU.

Adult and Continuing Education (ACE) has been on Kenya's development agenda since its independence in 1963. This is evident in the commitment made by the government in the Sessional Paper No. 10 of 1965, (Government of Kenya, 1965), which declared a carefully planned attack on poverty, disease and ignorance in order to achieve social justice, human dignity and economic welfare for all. The Kenya Vision 2030 Government of Kenya (2007) is a development blue print for the country, which aims at making Kenya an industrialized country by 2030, with education and training being a key strategy for the achievement of this vision. Since independence, Kenya has been addressing the need to recognize the role of Adult and Continuing Education (ACE) in promoting education and the country's development as evidenced by the Education Commission popularly referred to as Ominde Report set up and mandated to address both formal education and adult and continuing education issues. Hence Ominde, Report (Government of Kenya, 1964) emphasized the importance of ACE as an important ingredient for social progress and the need to have in place the means to re-educate the older generation in line with changing requirements and values of society.

(Government of Kenya (1976) Commission called, The National Committee of Educational Objectives and Policies and popularly known as (Gachathi Report) resulted in the government recognizing the need to promote, develop the concept and coordinate the process of a lifelong continuing education and training as a national goal for all citizens. Similarly, the Mackay Report (Government of Kenya, 1981) recommended that a college of continuing education that would provide continuing education up to university, be established for adults who are out of the formal system of education. Government of Kenya (1999) in its Commission called The Commission inquiry in to the Education System of Kenya noted that education programmes in Kenya were under enrolled and unpopular. The commission therefore, recommended the establishment of reading and learning centres which should be supplied with adequate learning materials. Information from Kandara sub-county Adult Education Office shows that there are eighteen adult and continuing education centres in the sub-county, and they also enroll informal learners, both adults and out of school youth for non-formal secondary education. There are 91 male learners and 392 female learners. The average attendance for males is 38 while that of the female is 108. The teachers of ACE in Kandara Sub-county have seven full time government employed teachers, ten part time teachers who are given honoraria by the government and self-help teachers who volunteer to help the community become literate. There are three categories of classes that cater for different abilities. These are basic literacy for those who do not know how to read and write, post literacy for those who can read and write and can recognize letters and non-formal secondary education that caters for drop outs and out of school youth. According to the sub-county Adult Education Officer in Kandara Sub-county, the adult literacy programme has not been effective as yet because of several problems. Among these problems include; lack of

curriculum to guide the teachers who single handedly decide on the content in disregard of the learners needs, age difference, different learners education levels, absenteeism, lack of proper planning, lack of resource books, reading materials in the centres are few and sourced by learner cost sharing, planning of literacy programmes is difficult because the funds are meagre (Ministry of Education Circular, 2015).

1.2 Statement of the problem

1. The literature reviewed seems to indicate adult and continuing education does not have adequate institutional capacity for effective implementation of adult literacy programmes.
2. This study therefore seeks to find out the influence of institutional factors on adult literacy programme within Kandara Sub-county, Murang'a County.
3. The factor that will be investigated includes; physical facilities, learning resources, teaching approaches and teacher qualifications on literacy programmes

1.3 Purpose of the study

The purpose of this study was to investigate the influence of institutional factors on adult literacy programme in Kandara Sub-county, Murang'a County.

1.4 Objectives of the study

The specific objectives of the study sought to:

- i. determine the influence of physical facilities on adult literacy programme in Kandara Sub-county.

- ii. assess how the teaching learning resources enhance learning in adult literacy programme.
- iii. establish the influence of language used and teaching approaches in the adult literacy programmes.
- iv. assess the influence of teacher qualification on adult literacy programme.

1.5 Research questions

- i. What is the influence of physical facilities on the learning in adult literacy programme in Kandara sub-county?
- ii. What is the effect of teaching learning resources on learning in adult literacy programme?
- iii. Do the language used and the teaching approaches influence learning in the adult literacy programme?
- iv. What is the influence of teacher qualification on learning on adult literacy programme?

1.6 Significance of the study

The study findings are likely to assist policy makers, programme planners and curriculum developers to improve key government policies set for country's development policy contained in the Sessional Papers No.1 (Government of Kenya 2005) on expanding access, equality and improving quality of education for adult and continuing education to become a vehicle for transformation and empowerment of the individuals and the society. The study results are expected to provide knowledge that can be used by the Country's policy makers

and development planners in designing ACE programmes. Consequently, information of this study will provide basis for discussion on the strategies that are needed by the government to improve successful institutional factors in adult literacy programmes. Further the results are expected to research in the area of adult literacy.

1.7 Limitations of the study.

There was a possibility that all respondents would not disclose all the relevant information solicited.

1.8 Delimitations of the study

The study was carried out in Kandara Sub-County, Murang'a County. The study was limited to adult literacy programmes run by the Directorate of Adult and Continuing Education (DACE) in the Ministry of Education. The respondents were teachers of ACE centres. The study also involved The County Adult Education Officer supervising the programme in the Sub-County.

1.9 Basic assumptions

Basic assumptions of this study were that; the data and information from the respondents on ACE would be truthful, accurate, and would be willing to provide the information needed for the study.

1.10 Organization of the study

The study is divided into five chapters, chapter one consists of background information on the problem, statement of the problem, purpose of the study, research questions, significance of the study, limitations of the study and delimitations of the study. Chapter two consists of literature reviewed under the following topics; Adult literacy programmes in Kenya, physical facilities, teaching learning resources, teaching approaches, teacher qualifications, and distance from home to adult education centre. Chapter three consists of research design, target population, sample size and sampling techniques, validity and reliability of the instruments, data collection procedure and analysis techniques. Chapter four consists of data analysis, presentations and discussions. Chapter five consists of summary of the findings, conclusion, recommendations and suggestions for further research.

1.11 Definition of significant terms

Adult Literacy Centre: A centre specifically set for education of the illiterate adults that offer basic literacy.

Literacy rate: the total percentage of the population of an area at a particular time aged above seven years who can read and write with understanding.

Institutional characteristics: factors that are needed to enhance learning such as physical facilities.

Post literacy: refers to integrated learning process that helps create a learning culture and assist the graduates of basic literacy to retain, improve and apply their basic knowledge, attitude and skills.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter has presented a review of literature related to the study problem in terms of the potential role of ACE to the individuals, community's and the country's social and economic development. The chapter has presented conceptual framework showing the relationship between institutional factors and effectiveness of adult literacy programme in Kandara Sub-County Murang'a County, Kenya.

2.2 Adult Literacy Programmes in Kenya

In Kenya, the development of adult education was boosted by the recommendation of the Kenya Education Commission Enquiry (Government of Kenya, 1964) that the Adult Education Programme be made the responsibility of the Ministry of Education that resulted in the creation of the Board of Adult Education (BAE) in 1966. The board was charged with the responsibility of overseeing the development of adult education in the country. Another boost to the development of ACE was in 1967, when university of Nairobi, then under the university of East Africa, established a unit that provided ACE through correspondence courses (UNESCO 2005). The establishing of the Department of Adult Education in 1978 spearheaded Adult Education Campaigns and increased mobilization of learners and all stakeholders.

Since independence, various master plans indicate that ACE has been on Kenya's development agenda. The Master Plan on Education and Training (MPET) for 1977 to 2010

(Government of Kenya, 1998 adopted the definition by UNESCO (UNESCO, 1977) and stated the objectives of ACE. These objectives include eradicating illiteracy by providing the basic skills of reading, writing, communicating and numeracy. Another objective is to sustain literacy through post-literacy and continuing education, thereby providing opportunities for further education and promoting the concept and practice of lifelong learning through education. Another objective is to promote the acquisition of relevant knowledge, attitude and skills among workers and to facilitate the workers adaptation to new technologies and production skills. Hence this will facilitate the development of economic opportunities through improved entrepreneurship and production skills. Another objective is to provide education to the disadvantaged groups so as to promote self-confidence, values and positive behaviour towards society and promote awareness among individuals and communities with regard to their rights and civic duties. The various UNESCO conferences and forums on education have also influenced Kenya's policies on development of Adult Education. The fifth international conference on Adult Education (CONFINTEAV) held in Hamburg I July 1997). As indicated by the draft national policy framework for ACE (Government of Kenya 2008). Kenya has since adapted the definition and is currently implementing the outcome from the conference.

2.3 Institutional characteristics

2.3.1 Physical facilities.

Ngau (1997) stresses that literacy centres run by government mainly operate in facilities some of which are inappropriate for the adult use. Most adult learners use public facilities such as churches, social halls, primary school and nursery classrooms.

Some of these classes are poorly lit and ventilated. There is need to provide accessible, adequate and appropriate infrastructure that are conducive for adult learning in order to deliver effective programmes. Ayot (1995) and Murai (1985) observed that adults use small and uncomfortable desks especially in classes held in nursery school buildings. There are low level improvised benches with no back support and flat form for writing on. A report published by UNESCO Nairobi office in 2006 cited barriers to participation in adult literacy programmes as; cost of learning materials, lack of relevant teaching materials, and lack of centres within reach of most adults, and curriculum that are not relevant to learners' needs.

2.3.2 Teaching learning resources

The Kenya National Literacy Survey report indicated that the factors identified by the managers of the adult literacy centres as barriers to adult participation in the literacy programmes include; inadequate teaching learning materials, lack of multimedia resources and mixing of males and females in the same classes (Government of Kenya, 2006) A research study of (Ngau, 1997) in Kenya established that lack of resources was a major contributing factor to drop out in the literacy classes. The research revealed that some of the adult learners use half-filled exercise books borrowed from primary school children, pieces of paper torn from all sorts of books, foolscaps or small exercise books for all subjects both class work and homework. Others have small pieces of pencils and rubbers that cause too much movement and interruptions as borrowing goes on infinitely Ngau (1997). That makes adult learners feel that there is wastage of time and this may lead to low enrolment and dropping out. Adult literacy teachers most of the time do not have teaching aids apart from the portable chalk board, primers and text books which are not enough to be shared by

learners. KNALS (2007) report stated that teachers' complaints regarding materials centers on four topics; lack of writing materials, insufficient copies of the available books, lack of appropriate books in Kiswahili, English and local languages. They also lack primers with relevant content for learners at different levels of achievement learning facilities learning facilities and text books for learners who wanted to prepare for KCPE and KCSE KNALS (2007) report. At the time of Murai's study, books of these levels were needed as the teachers were using primary school text books whose content were relevant to child learning and not adult learning.

2.3.3 Teaching approaches

Prosser, R.C (1967) states that adult learners' motives are not well taken care of by adult teachers and thus they are likely to drop out because adult learning is not closely linked to their needs. Teachers should know how to create conditions that enable learners to learn properly. A friendly atmosphere of mutual understanding and respect between teachers and learners is essential. Teaching methodologies and teaching approaches applied by adult learners is a major cause for adult learners especially men becoming disinterested in adult literacy Mokah (2005). There has been failure to apply participatory approach and exchange of ideas. Freire (1992) suggests that the adults have immense knowledge, skills and experience to share in a literary programme. Hence, it is the ability of the teacher to apply right teaching ACE methods that will encourage sharing of such knowledge, skills and experiences among adults that can find immediate use among the learners. Reche (1992) in a study of the cause of premature withdrawal of learners from the University of Nairobi extra mural programme, found that most tutors in the programme were trained to teach students in

the formal system and hence lacked skills to teach adult learners that lead to learners getting dissatisfied and some even drop out of the course.

2.3.4 Teachers qualification and adult literacy programme

Lauglo (2001) says that there should be recruitment of qualified assurance officers to supervise the implementation of ACE programmes. Dubois (1960) argues that whether one functions as a consultant, a teacher, a counsellor, a programme designer or an administrator, the more one understands the development process, the greater the likelihood of being able to relate better to spectrum of learners. Fordham et al (1996) noted that the training of adult literacy teachers should be done before a literacy programme starts. This gives them confidence to manage literacy classes. Ngau (1997) notes that there are constant complaints about teachers' inability to handle adult learners appropriately. Njerenga (2001) asserts that majority of teachers were school leavers aged between 18 and 22 had received little or no training in teaching adults. Titmus (1989) points out part time teachers, most of whom were drawn from professional primary school teachers, found it difficult to change from the child-oriented approach when teaching adults.

2.3.5 Distance from home to adult education centre

Long journeys to school have a negative impact on students' health and on their education achievement levels. Students can suffer from exhaustion and headaches. National Centre for Safe Routes to (www.saferoutesinfo.org) Schools of any type must be accessible close to home. The location of learning centres near residential areas is important to many people. Women with young children, for instance, are able to learn. Availability of learning centre

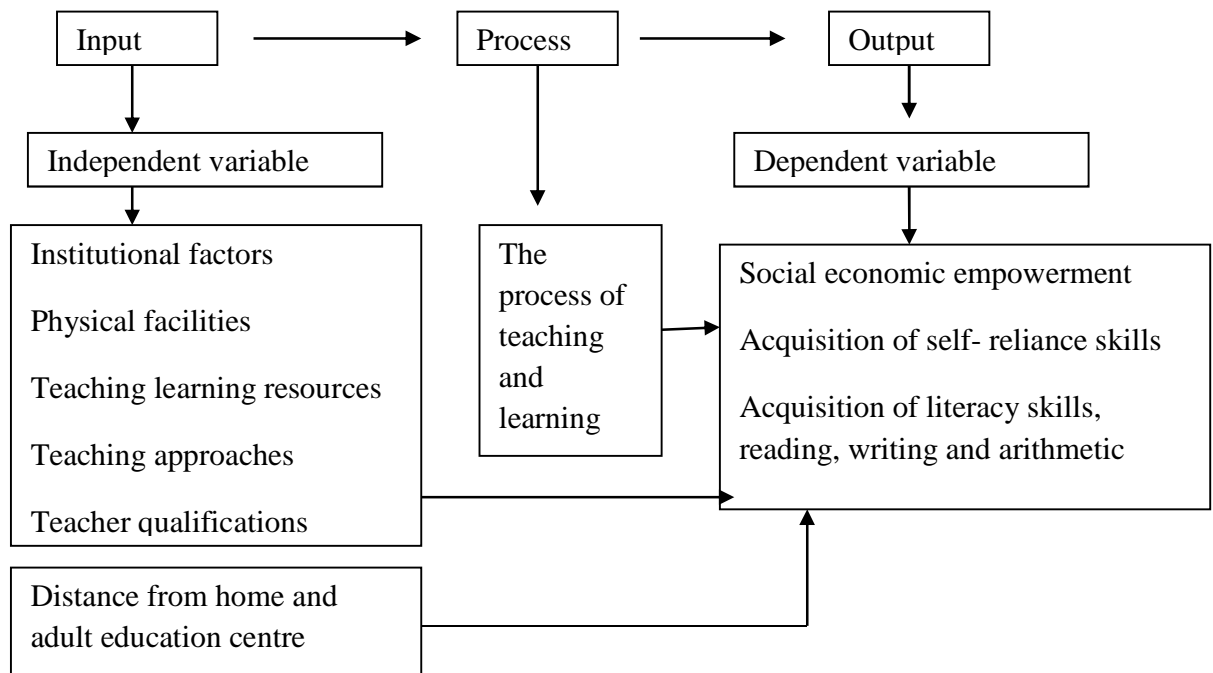
near the learner's homes enhances attendance and enrolment (Witt et al, 1994). Some people go to learning centres at night in particular, directly from their work station and go back home when classes conclude (Hilmer,1998).

The literature review has shown that illiteracy level in Kenya is 38.5 per cent. The literature review also has shown that physical facilities enhance learning and there is need to provide accessible, adequate and appropriate infrastructure that are conducive for all adult learning in order to deliver effective programmes. Lack of teaching learning resources affects learning in adult literacy programmes. Some adult learners do not have adequate writing materials. Adult teachers do not have teaching aids apart from portable chalkboards, primers and textbooks which are not enough to be shared by learners. Teaching methodologies and teaching approaches applied by adult teachers are major causes for adult learners becoming disinterested in adult literacy. Training of adult literacy teachers should be done before a literacy programme starts. This will give teachers confidence to manage literacy classes. Finally the location of learning centers near residential areas is important to many people since it enhances attendance and enrollment. Freire (1992) suggests that the adults have immense knowledge, skills and experience to share in a literacy programme. Hence it is the ability of the teacher to apply right teaching adult and continuing education methods that will encourage sharing among adults that can find immediate use among learners.

2.3.6 Conceptual Framework

Conceptual framework for this study was designed to depict the relationship between the independent variables and dependent variables. These variables are illustrated in Figure 2.1

Figure 2.1: Conceptual Framework



The information indicated in Figure 2.1 shows that the independent variables that would be studied includes; physical facilities, teaching learning resources, teaching approaches, teacher qualifications, distance from home to school. The dependent variables as shown in the Figure 2:1 are acquisition of self-reliant skills that are expected to help the learners to engage in income generating activities

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used in carrying out the research. It is organized under the following sub-headings; research design, target population, sample size and sampling techniques, validity and reliability of the instrument, data collection procedure and analysis techniques.

3.2 Research design

The study adopted descriptive survey design. According to Ogula (1995), descriptive survey design is the systematic collection and analysis of data in order to answer questions concerning the current status of an educational programme, project or activity. It is used where a researcher is interested in determining and reporting the way things are in the programme. According to Mugenda and Mugenda (1999) this research design attempts to describe such things as possible behavior, attitude, values and characteristics. Hence, the descriptive survey research design will be suitable to the study in that it will enable the researcher to collect data precisely and objectively from the teachers of the ACE centres, in order to achieve the objectives of the study. The rationale for using this design is because the research will cover a large population from varied socio-economic status who are expected to give opinions and perceptions regarding adult literacy programmes.

3.3 Target Population

According to Mugenda and Mugenda (1999) a target population refers to the population which the researcher would like to generalize his/her results. The population of this study consisted 483 adult learners and out of school youth in the Adult and Continuing Education in Kandara sub-county, 22 adult teachers and one County Adult Education Officer.

3.4 Sample size and Sampling Techniques

The study applied simple random sampling method for learners and total enumeration method for adult education teachers. The population of this study consisted 483 adult learners and out of school youth in the Adult and Continuing Education in Kandara sub-county, 22 adult teachers and one County Adult Education. Using simple random sampling 150 adult learners were selected for the interview. All the 22 adult education teachers were selected take part in the research.

3.5 Research Instruments

Questionnaires

The questionnaires were designed by the researcher to suit the data required for the study. The questionnaires had both open-ended and close-ended questions; definite responses were expected from the teachers. The research questions guided the construction of the questionnaire items so as to ensure all the areas were addressed in the questionnaire. This ensured completeness in all the areas covered by the study. The close-ended questions gave possible alternatives from which the respondents selected the answer that best described the

situation. The open-ended question enabled the respondents to give their opinion based on personal experiences.

3.6 Reliability of instrument

According to Mugenda and Mugenda (1999) reliability is a measure of the degree at which research instruments yields consistent results or data after repeated trials. The researcher used internal consistency technique to test reliability. Ogula (1995) suggests that internal consistency of data can be determined from scores obtained from a single test administered to a sample of subjects. Hence a pilot study was carried with respondents drawn from Kandara Sub-county since the respondents especially the adult teachers are few and took part in the study. Adult teachers and learners tested the reliability of the study instruments.

3.6.1 Instrument validity

The content validity of the instrument were determined by experts in research (from university of Nairobi Department of Educational Foundations) who looked at the measuring techniques and coverage of specific areas (objectives) covered by the study. The experts advised the researcher on the items to be collected. The corrections on the identified questions were incorporated in the instrument to increase validity.

3.6.2 Data collection procedures

The researcher obtained a research permit from the National Commission for Science Technology and Innovation granting permission for the research. The researcher was also granted permission by the relevant authorities including the County Adult Education Officers

to proceed with the research study. The researcher also recruited one Adult Education Officer and an adult teacher who assisted in administering the questionnaire to the respondents.

3.6.3 Piloting of research instruments

The research instruments were piloted to a selected sample similar to the sample in the actual study. The piloting procedures were similar to the actual data collection. The piloting was done to a population equivalent to 10 percent of the entire sample. The piloting helped in identifying and correcting deficiencies of the instruments Orodho (2008). In particular it helped to determine the reliability and validity of instruments.

3.6.4 Data analysis and techniques

Kerlinger (1986) defines data analysis as categorizing, manipulating and summarizing of the data in order to obtain answers to research questions. After data collection, the questionnaires were checked for completeness. Completed questionnaires were used for analysis. The initial stages of data analysis included data clearing, editing and establishment of categories to raw data through coding. Statistical Package for Social Science (SPSS) software programme was used to analyze the data. Data was analyzed using descriptive statistics such as frequency distributions and percentages. To enhance clear picture of the findings, tables were used to present the data.

3.6.5 Ethical issues

The respondents who filled the questionnaire were assured that the information provided would be treated with utmost of confidentiality.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter has presented an analysis and interpretation of data collected. The analysis and interpretation has started analysis of adult learner's profiles followed by analysis of each objective, beginning with the first objective on physical facilities, followed by learning resources, teaching approaches and teacher qualifications on adult literacy.

4.2 Adult learners' profile

The profile of the respondents is summarized in terms of gender, age, marital status and literacy programme being pursued by adult learners. These are presented in Tables 4.1, 4.2, 4.3, 4.4 .

4.3 The gender of adult learners

The respondents were asked to indicate their gender. The information they gave is presented in Table 4.1.

Table 4.1: Adult learners by gender

Gender	Frequency	Percent
Male	20	20.0
Female	120	80.0
Total	150	100.0

The information in Table 4.1 reveals that 80% of the respondents were females while 17% were males. This illustrates that Adult and Continuing Education centres had more females than males. Due to proximity of kandara to Nairobi most of the males have migrated to the city. UNESCO (2014) information on literacy levels indicate that there are more literate males than females and therefore there are higher number of females who enroll in adult classes.

4.4 The age of adult learners

The respondents were requested to indicate their age. The information they gave is presented in Table 4.2.

Table 4.2: Adult learners by age

Age Bracket	Frequency	Percent
26-35	10	6.7
36-45	80	53.3
Over 46	60	40.0
Total	150	100.0

The results in Table 4.2 the study showed that 93.3% of the respondents were aged above 35 years of age and only 6.7% are aged 35 years and below. Prosser R.C (1967) states that adult learners motives are not well taken care of by adult teachers and thus they are likely to drop out because adult learning is not closely linked to their needs.

4.5 The adult learner's marital status

The respondents were asked to indicate their marital status. The information they gave is presented in Table 4.3.

Table 4.3: Adult learners Marital Status

Marital status	Frequency	Percent
Married	120	80.0
Single	20	13.3
Separated	10	6.7
Total	150	100.0

The analysis in Table 4.3 has revealed that 80% of the respondents were married, 13.3% were single where as 6.7% were separated. This indicated that 80% of the respondents have other family commitments in additional to attending adult literacy classes. However, marital status does not appear to affect enrolment negatively. Oluoch, (2005) in his studies on causes of low participation in adult literacy classes noted that adult learners stay away if they feel that teachers are not treating them as adults.

4.6 Adult learners level of enrolment

The respondents were asked to indicate their level of enrollment. The information is presented in Table 4.4.

Table 4.4: Adult learner's Level of enrollment

Current Level of Enrollment	Frequency	Percent
Beginners or basic level	140	93.3
Pursuing primary education	10	6.7
Total	150	100.0

The findings reveal that 93.3% all learners in the study were enrolled at the basic level and 6.7% were pursuing primary education. The results resemble what other studies have found out on level of enrollment. Oluoch (2005) in his study in Kisumu municipality found out that they lacked water and this posed a healthy risk.

4.7 Influence of physical facilities and literacy programme

The **first** objective sought to investigate the influence of physical facilities, type of physical facilities on adult literacy programme. The respondents provided information summarized in terms of effect of physical facilities used for learning, distance of the physical facility from adult learner's home to the learning center. These findings are presented in Tables 4.5, 4.6, 4.7, and 4.8.

4.8 Physical facilities and adult literacy.

The respondents were asked to indicate whether physical facilities affect enrolment in adult literacy programmes. The information is presented in Table 4.5

Table 4.5: Adult learner’s responses on whether physical facilities affect enrolment in adult literacy programme.

Adults physical facility and its effect enrollment in ACE	Frequency	Percent
Yes	150	100
No	0	0
Total	150	100

The results in Table 4.5 have revealed that all respondents (100%) stated that physical facilities affect enrolment in adult literacy programme. Ngau (1997) states that some classes are poorly lit and ventilated and there is need to provide accessible adequate and appropriate infrastructure that are conducive for adult learning in order to deliver effective programmes.

4.9 Type of physical facility used by adult learners.

The respondents were asked to indicate their physical facility they used at the learning centre. The information is presented in Table 4.6.

Table 4.6: Type of physical facility for adult learners

Physical facility	Frequency	Percent
Social halls	10	6.7
Primary school class rooms	140	93.3
Secondary school classrooms	0	0
Religious halls	0	0
Total	150	100.0

The learners were asked to state the physical facility where learning is conducted. The responses were summarized in the Table 4.6. The above Table illustrates clearly that most Adult and Continuing Education centres are held in primary schools. Ayot (1995) and Murai (1985) observed that adults use small and uncomfortable desks especially in classes held in nursery school buildings.

4.10 Adequacy of physical facilities

The respondents were asked to indicate the adequacy of physical facilities. The information is presented in Table 4.7.

Table 4.7: Adequacy of physical facilities for adult learners

Question	Frequency	Very Adequate	Adequate	Not Adequate	Total percentage
Size of the classroom	150	27.3	66.0	6.7	100
Chairs to sit on when learning	150	6.7	53.3	40.0	100
Classrooms have good windows	150	26.7	40.0	33.0	100
Toilets	150	36.0	58.0	6.0	100
Water for adult learners	150	26.7	60.0	13.0	100
Desks for adult learners	150	20.0	33.3	46.7	100

The analysis presented in Table 4.7 reveals that most of adult education centres use primary schools facilities. For this reason physical facilities in those primary schools such as toilets and chairs just to mention a few are not suitable for adult learners. However, adult learners did not seem to mind these facilities. The results resemble what other studies have found out on adequacy of physical facilities. Ngau (1997) stresses that literacy centres run by government mainly operate in facilities some of which are inappropriate for the adult use.

4.11 Distance covered by adult learners from home to learning centres

The adult learners were asked to indicate their estimated distances from home to learning centres. The information is presented in Table 4.8.

Table 4.8: Estimated distances from home to learning centre

Distance	Frequency	Percent
1-2 kilometers	110	73.3
Over 3 Kilometers'	40	26.7
Total	150	100.0

The findings reveal that 73.3% of the learners travelled a distance of less 2 kilometres and only 26.7% travelled more than 3kilometres. National centre for safe routes. Wit et al (1994) states that long journeys to school have a negative impact on students' health and on their education achievements levels.

4.12 Learning resources

The **second** objective sought to establish the influence of learning resources on adult literacy programme. The information on availability of learning resources is summarized in terms of availability of learning materials for adult learners, availability of learning materials. The findings on the adequacy of learning materials are contained in Tables 4.9, 4.10, and 4.11.

4.13 Availability of learning resources

The respondents were asked to indicate availability of learning materials. The information is presented in table 4.9

Table 4.9: Availability of learning material for adult learners

Type of materials	Responses				
	Frequency	Available	Scarce	Not available	Percentage %
Reading materials	150	13.3	86.7	0.0	100
Writing materials	150	16.7	83.3	0.0	100
Exercise books	150	20	80	0.0	100
Pencils	150	13.3	87.7	0.0	100
Biro pens	150	6.7	93.3	0.0	100

The results presented in Table 4.9 indicate that learning materials were provided though they were inadequate. In all centres reading materials, writing materials, exercise books, pencils, biro pens were scarce at 86.7%, 83.3%, 80%, 86.7% and 93.3% respectively. Ngau (1997) established that lack of resources was a major contributing factor to drop out of the literacy classes.

4.14 Responses of adult learners on availability of learning resources

The respondents were asked to indicate availability of learning resources. The information is presented in Table 4.10.

Table 4.10: Teachers' responses on availability of resources

Question	Frequency	Yes	No	Percentage %
Library	22	100	0.0	100
Learning materials	22	45.5	54.5	100
Chairs	22	100	0.0	100
Tables	22	90.9	9.1	100
Cup board	22	27.3	72.7	100
Lighting	22	36.4	63.6	100

According to the responses from the teachers on availability of learning resources in their centre, revealed that all (100%) did not have a library. Further, the results on Table 4.14 show that 45.5% of the learning centres had learning materials whereas 54.5% did not have learning materials. All learning centres had chairs, some 90.9% of the centres had tables whereas 9.1% did not have. Cupboards were available at 27.3% of the centres while the rest did not have cupboards. Ngau (1997 in his research study found out that lack of teaching and learning resources was a major contributing factor to dropout from adult literacy programme. Further, most of these learning centres are found in public primary schools. Lighting was available only at 36.4% on the learning centres while 63.6% of the centers had no lighting.

Ngau (1997) states that most adult learners use public facilities such as churches, social halls and some of these facilities are poorly lit and ventilated.

4.15 Courses taught to adult learners in adult classes

The respondents were asked to indicate the courses taught at adult learning centres. The information is summarized in Table 4.11.

Table 4.11: Courses taught in adult learning centres

Courses taught in adult education centres	Frequency	Percentage
Carpentry	6	30.0
Welding	0	0
Tailoring	7	35.0
Hair dressing	5	25.0
Masonry	4	15.0
Fashion and design	0	0
Computer packages	0	0
Total	22	100.0

The analysis in Table 4.11 indicates that carpentry was taught at 30%, tailoring 35%, hair dressing 25%, and masonry 15% respectively.

4.16 Adult literacy teachers' responses on adequacy of learning resources

The respondents were asked to indicate adequacy of learning resources. The information is presented in Table 4.12.

Table 4.12: Adult Literacy Teachers' Reponses on Adequacy of learning resources

Learning Resources	Frequency	Adequate	Not adequate	Percentage %
Library books	22	0	100	100
Learning materials	22	18.2	81.8	100
Teaching aids	22	45.5	54.5	100
Chairs	22	68.2	31.8	100
Chalk board	22	100.0	0.0	100
Proper lighting of classrooms	22	27.3	72.7	100

The information in Table 4.12 summarizes the responses of adult teacher on adequacy of learning resources in their learning centre. From the table, most learning resources are inadequate in most learning centres with exceptional of chalkboards that were adequate in all learning centres. Chairs were adequate with 68.2% of adult teachers stating they were available. Library books were not available at all in all learning centres. These inadequacies affect negatively adult literacy programmes. Ngau (1997) established that lack of resources was a major contributing factor to drop out is the literacy classes.

4.17 Languages used for teaching and teaching approaches

The **third** objective sought to establish the influence of teaching approaches of the adult teachers is summarized in terms of language used for teaching adult learners and method used for teaching often. These findings are presented in Tables 4.13, 4.14, and 4.15

4.18 Type of language used for teaching adult learners

The respondents were asked to indicate the languages used in adult literacy classes. The information is presented in Table 4.13.

Table 4.13: Languages used for teaching adult learners

Type of Language	Frequency	Percent
Mother tongue only	30	20.0
Mostly mother tongue	120	80.0
English only	0	0
Mostly English	0	0
Kiswahili only	0	0
Mostly Kiswahili	0	0
Total	150	100.0

The information in Table 4.12 summarizes the responses of adult teacher on languages used for teaching adult learners. Most teachers 20% used mother tongue only whereas 80% use mostly mother tongue. Mokah (2005) teaching methodologies and teaching approaches applied by adult teachers was a major cause of adult learners especially men becoming disinterested in adult literacy.

4.19 Adult learners' views on whether physical facilities for adult learners should be improved

The respondents were asked to indicate whether the physical facilities should be improved. The information is presented in Table 4.14.

Table 4.14: Adult learners' opinions on improvement of physical facilities for literacy programmes

Physical facilities	Frequency	Available	Scarce	Not provided	Percentage %
Learning / teaching materials	150	10	30	60	100
Reading materials	150	20	30	50	100
Writing materials	150	30	25	45	100
Exercise books	150	60	10	30	100
Pencils	150	20	25	55	100
Biro pens	150	10	30	60	100

The information in Table 4.14 reveals that there should be improvement in all physical facilities to enhance adult education learning in their centres.

4.20 Respondents responses on the most common language used by adult teachers for literacy programme

The information in Table 4.13 indicates that 80% of the respondents were taught in mostly in their mother tongue while 20% were taught exclusive in their mother tongue. It is worth noting 93.3% of all learners were pursuing beginners or basic level as illustrated in Table 4.4 this showed that all adult teachers must be conversant with the mother tongue of the learner. Freire (1992) suggests that adult teachers should apply the right ACE teaching methods that will encourage sharing knowledge, skills and experiences among adults, and can find immediate use among learners.

4.21 Languages used most to teach adult learners

The adult learner respondents were asked to indicate the language mostly used to teach them.

The information is captured in Table 4.15.

Table 4.15: Languages mostly used to teach adult learners

Language	Frequency	Percent
Mother tongue only	22	100
Mostly mother tongue	0	0
English only	0	0
Mostly English	0	0
Kiswahili only	0	0
Mostly Kiswahili	0	0
Total	22	100.0

The result in Table 4.15 indicates that all adult literacy teachers (100%) stated that they use mother tongue in their centre. The teachers used mother tongue mostly because the learners are of one ethnic community. This is likely disadvantage the learners in their communication in other languages effectively.

4.22 Adult literacy teachers' responses on method used to teach most of the time

The respondents were asked to indicate the teaching methods used. The information is presented in table 4.16.

Table 4.16: Teaching methods used

Methods of teaching adult learners	Frequency	Percent
Group discussion	20	90.9
Assignment	0	0
Demonstration	0	0
Tests	2	9.1
Telling a story	0	0
Question and answer	0	0
Lecturer	0	0
Total	22	100.0

The findings revealed that group discussion method was the most used 90.9% in teaching whereas test had 9.1%. Oluoch (2005) in his study in Kisumu municipality found out that demonstration and question and answer were lacking and learners could not open up to share their views and experiences. Mokah (2005) suggests that adult teachers should apply participating approach and exchange of ideas while teaching adult learners.

4.23 Teacher qualifications of adult learners and their influence on literacy programme

The **fourth** objective sought to assess the influence of teacher qualification on adult literacy programme. The respondents were thus asked to indicate their level of education. The information is presented in Table 4.17.

Table 4.17 Level of education for adult teachers

Education level	Frequency	Percent
Primary level	0	0.0
Secondary level	4	18.2
College level	18	81.8
University level	0	0.0
Total	22	100.0

The findings reveal that 81.8% of adult literacy teachers have college level education while 18.2% have secondary certificates. All of them have post primary education but none of them has attained degree level. By all standards these teachers have what it takes to teach learners at the beginner's level. Njerenga (2001) asserts that majority of teachers were school leavers aged between 18 and 22 had received little or no training in teaching adults.

4.24 Adult teachers' views on their influence on teaching

The respondents were asked to indicate if their academic qualification affected their teaching. The information is presented in Table 4.18.

Table 4.18: Teachers' views on their influence on teaching

Teachers' influence on teaching	Frequency	Percent
Agree	0	0.0
Strongly agree	0	0.0
Disagree	10	45.5
Strongly disagree	12	54.5
Total	22	100.0

All (100%) Adult literacy teachers disagreed that academic qualification of an adult education teacher have effect on adult literacy programmes with 54.5% disagreeing strongly and 45.5% disagreeing. This may be explained by the fact that agreeing that academic qualification of an adult education teacher has effect on adult literacy programmes might render a good number of them irrelevant if their academic qualifications are considered.

4.25 Adult teachers' satisfaction with salary earned

The respondents were asked to indicate if they are satisfied on their salary. The information is presented in Table 4.19.

Table 4.19: Adult teachers' level of satisfaction with salaries they earned

Salary satisfaction	Frequency	Percent
Very satisfied	1	5.5
Satisfied	7	15
Not satisfied	14	89.5
Total	22	100.0

The findings in Table 4.19 show that 89.5% of adult learners were not satisfied with the salary. 15% only said they were very satisfied while 5.5% were satisfied respectively. Since most of the teachers stated that they were not satisfied with their salary, it is likely that they will not be committed to their work.

4.26 Adult teachers on teaching adult learners

The respondents were asked to indicate if they are satisfied with teaching adult learners. The information is presented in Table 4.20.

Table 4.20: Adult teacher's responses on whether they like teaching adult learners

Teaching adult learns	Frequency	Percent
Yes	20	95
No	2	5
Total	22	100.0

The results in Table 4.20 have revealed that 95% of adult teachers stated that they liked teaching adult learners while 5% they did not like teaching adult learners respectively. Mokah (2005) suggests that adult teachers should apply participatory approach and exchange of ideas while teaching adult learners.

4.27 Adult learners' opinions on factors affecting learning in adult literacy programmes

Finally, respondents were asked to indicate the challenges they face in teaching adult learners. The information is presented in Table 4.21.

Table 4.21: Challenges in teaching adult learners

Challenges	Frequency	Strongly agree %	Agree %	Strongly disagree %	Disagree %	Total %
Prevalence of poverty in the sub county	22	70	12	15	3	100
The gender of adult learner	22	75	15	7	3	100
The level of income of adult teachers	22	10	35	50	5	100
The marital status of the adult learner	22	60	20	5	10	100
Distance of the learning centre	22	70	10	5	15	100
Teaching men and women together	22	65	10	15	10	100
Size of the family	22	60	10	15	15	100
Adequate teaching and learning materials	22	50	30	15	5	100

The results in Table 4.21 show that 70% of learners agreed that prevalence of poverty affected their learning, 75% cited gender, 60% marital status, 70% distance of the learning centre, 65% teaching men and women together, 60% the size of the family while 50% attributed challenges of adult literacy.

4.28 Adult teachers' responses on whether they like physical facilities used by adult learners

The respondents were asked to indicate if they like the physical facilities in adult education centres. The analysis is presented in Table 4.22.

Table 4.22: Adult teachers liking of physical facilities

Adult teachers	Frequency	Percent
I like it very much	5	20
I like it	7	30
I do not like it	10	50
Total	22	100.0

The findings in Table 4.22 have revealed that (20%) of adult learner stated they liked the physical facilities very much, 30% liked them, whereas the rest 50% did not like them. Waruru (1987) cited that learning atmosphere in adult classes held in primary schools was not conducive because of noise made by pupils.

4.29 Adult teachers' suggestions on improvement of adult teachers' working conditions

The adult teachers suggested that they should be well remunerated by the government so as to boost their morale in teaching. The teachers also suggested that the government should pay them on time. A report published by UNESCO Nairobi office, 2006 cited barriers of participation in adult literacy programmes as; cost of learning materials, lack of relevant teaching materials, lack of centres within reach of most adults, and curriculum that are not relevant to learners needs.

4.30 Adult learner's suggestions on improvement of physical facilities for adult literacy programme

The adult learners suggested that the government should provide them with adult learning centres. The government should also install comfortable desks, chairs and tables. They also be provided with toilets and clean water. Murai (1985), Ayot (1985) states that adult learners feel constrained and one is not able to participate effectively.

CHAPTER FIVE: SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter summarizes the study findings and presents research conclusions, recommendations for the study and suggestions for further studies

5.1 Summary of the findings

The purpose of this study was to investigate the influence of institutional factors on adult literacy programme in Kandara Sub-county, Murang'a County, Kenya. The study sought to answer four research questions namely;

- i. What is the influence of physical facilities on the learning in adult literacy programme in Kandara Sub-County?
- ii. What is the effect of teaching/learning resources on learning in adult literacy programme?
- iii. Do teaching approaches influence learning in the adult literacy programme?
- iv. What is the influence of teacher qualifications on learning on adult literacy programme?

5.1.1 Influence of physical facilities on the learning in adult literacy programme in Kandara sub-county

Most adult learners use public facilities; social halls (6.7%) primary classrooms (93.3%). Some of these classes have inadequate desks (46.7 were inadequate) and chairs (40%) were in adequate as well as uncomfortable since they were originally meant for primary school

children not adult learners. These inadequacies negatively affect the learning in adult literacy programme. However, existence of these social facilities such primary schools have made adult literacy programme possible for without them it would have been almost impossible to conduct these programmes. The Government should provide adequate and appropriate infrastructure that are conducive for adult learning in order to deliver effective programmes. Ngau (1997) stresses that literacy centres are run by government mainly operate in facilities some of which are inappropriate for the adult use.

5.1.2 Availability of teaching/learning resources for adult literacy programme

The availability of learning resources were cited as being scarce by learners in terms of reading materials, writing materials, exercise books, pencils and biro pens at 86.7%,83%,80%,86.7% and 93.3% respectively. Teaching resources were inadequate according to teachers with 81.8%. Some 54.5% of adult teachers stated that teaching aids were also inadequate. Insufficient teaching and learning resources are likely to affect learning in adult literacy programme negatively.

5.1.3 Influence teaching approaches learning on the adult literacy programme

Group discussion method was the most commonly used method with 90.9% of the adult teachers whereas 9.1 of the teachers used test method. Discussion method encourages the sharing of such method, skills and experience among adults. The teaching of adults can be improved if adult teachers received training on adult teaching skills. The story telling method should be encouraged in adult literacy classes since this method is likely to help learners to enjoy and retain what they have been taught.

5.1.4 Influence of teacher qualifications on adult literacy programme

Findings revealed that 81.8% of adult literacy teachers had college level education while 18.2% had secondary certificates. This implies that academic qualifications of the teachers were not of high caliber and could influence learning negatively for adult literacy programme.

5.2 Conclusions

In reference to the research findings institutional factor are likely to greatly influence adult literacy programmes negatively in kandara sub-county. To improve the quality of adult literacy programme and Government in consultation with relevant stakeholders should streamline adult literacy programmes as well as allocate it adequate funds for facilities and teaching and learning resources.

The study further established the physical facilities used for adult literacy programmes were inappropriate for adult learners. Primary schools were used as classrooms. Physical facilities in these schools are designed for children and not adults. The study also established that learning and teaching resources were inadequate for both teachers and adult learners. Finally the study established that adult teachers had inadequate qualifications to teach adult learners.

5.3 Recommendations

Some results have shown that institutional factors are severely inadequate. In these findings the following recommendations have been made.

1. The National Government in consultation with County Government and other relevant stakeholders should consider building classes for adult learners in the whole country.
2. Government should provide adequate teaching/learning resources for all adult literacy centres.
3. County governments should sensitize their community on importance of enrolling in adult literacy programmes.
4. Government should consider to fund literacy programmes through churches.

5.4 Suggestion for further studies

A study should be undertaken to establish whether the terms of employment (salary) of an adult teachers affect performance of an adult learner. Another study should be carried out on the role of learner characteristics and socio-economic on success of literacy programmes.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Jane NjeriKabocho
Gakui Primary School
P. O. Box 191, Kandara
30/3/2015

Kandara Sub-county
Education Office
P.O. Box 15
Kandara.

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION FOR JANE NJERI KABOCHI E56/83936/2012

I am a student undertaking a degree in Masters of Education at the department of Educational Foundations Adult Education and community development, university of Nairobi, collecting data from adult teachers in the adult and continuing education programme for research study project. This questionnaire is a requirement for my degree work. The project aims at determining the influence of institutional factors on adult literacy programme within Kandara sub-county, Murang'a County. The data to be collected from this exercise will be used purely for academic purposes. Hence information from respondents will be used for academic purpose only and will therefore remain confidential. The questionnaire will therefore be destroyed after analysis of the data and a copy of the findings will be provided to you on request.

I request that you answer all the questions as they are all equally important to this and your cooperation is highly appreciated.

Yours faithfully,

Jane Kabochi

APPENDIX II: QUESTIONNAIRE FOR ADULT LITERACY TEACHERS

This is designed purely for the purpose of academic research to determine the influence of institutional and learner factors on adult literacy programmes in Kandara Sub-county, Murang'a County. Hence, information from respondents will remain confidential.

Instruction: Please indicate with a tick (✓)

1. How many adult learners are in the following age bracket in the ACE center? Tick one only (✓)

a) Male

b) female

2. How many adults are in the following age bracket in your ACE centre? Tick one Only (✓)

a) 18 – 25

b) 26 – 35

c) 36 – 45

d) 45 and over

3. What language do you use in the centre when teaching? Tick one only (✓)

a) Kiswahili only

b) English only

c) Mother tongue only

d) Mostly English

e) Mostly Kiswahili

f) Mostly Mother tongue

4. Indicate your status as a teacher in the ACE programme. Tick one only (✓)

a) Full time teacher

b) Part time teacher

c) Volunteer

5. Indicate your highest level of education. Tick one only (✓)

a) Primary level

c) College level

b) Secondary level

d) Bachelor's degree

6. Indicate with a tick the extent to which you like teaching adult learners. Tick one only (✓)

a) Strongly like teaching adult learners

b) Strongly do not enjoy teaching adult learners

c) Explain your answer

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

7. Academic qualifications of adult education teachers affect adult literacy programmes.

Do you agree with this? Tick one only (✓)

a) Strongly agree

c) Disagree

b) Agree

d) Strongly disagree

Give reasons for your answer

.....
.....

8. Listed below are some of the methods that teachers are expected to use when teaching adult learners. Indicate with a tick (✓) how often you use them.

Methods of teaching adult learners		Very often	Often	Rarely used
a)	Group discussion			
b)	Assignment			
c)	Demonstration			
d)	Tests			
e)	Telling a story			
f)	Question and answer			
g)	Lecture			
h)	Other(s) specify			

9. Where do you conduct your class? Tick one only (✓)

- a) Social hall c) Primary school classroom
 b) Religious buildings d) Others specify

10. Do the following factors affect learning in adult literacy programmes. Do you agree with this statement? Indicate with a tick (✓).

		Strongly agree	Agree	Disagree	Strongly disagree
a)	Relevance of poverty in the sub-county				
b)	The gender of the adult learner				
c)	The age of the adult learner				
d)	The income level of the adult learner				
e)	The marital status of the adult learner				
f)	Distance to the learning centre				
g)	Teaching men and women together				
h)	The size of the family				
i)	Adequate teaching and learning materials				

11. (a) Indicate with a tick (✓) whether the following items are available in your adult learning centre:

Type of resources	Available	Not available
Library		
Learning materials		
Chairs		
Tables		
Cup board		
Lighting		

11b) Describe the adequacy of the following items in your learning centre:

Type of resources	Available	Not available
Library books		
Learning materials		
Teaching aids		
Chairs		
Chalk board		
Proper lighting of classrooms		

12. How satisfied are you with the salary you get for teaching adult learners? Indicate with a tick (✓).

- a) Very satisfied
- b) Satisfied
- c) Not satisfied

13. How can the problems be addressed

- a).....
- b).....
- c).....
- d).....

14. To what extent do you like the facilities you have? Indicate with a tick (✓).

- a) I like it very much
- b) I like it
- c) I do not like it

15. Do you like teaching adult learners? Indicate with a tick (✓).

- a) Yes
- b) No

Thank you for your cooperation

APPENDIX III: QUESTIONNAIRE FOR ADULT LEARNERS

This questionnaire is designed purely for the purpose of academic research to determine the influence of institutional and learner factors on Adult Literacy programmes in Kandara Sub-county, Murang'a County. Hence, the information from the respondents will remain confidential.

Instructions: Please indicate with a tick (✓)

1. Indicate your gender: Tick one only (✓)

Male female

2. Indicate your marital status: tick one only (✓)

a) Married c) separated
 b) Single d) Divorced

3. Indicate your age bracket: Tick one only (✓)

a) 18 – 25 c) 36-45
 b) 26-35 d) Over 46

4. Indicate with a tick the attitude of various people in the community listed here below have an adult education.

Different people and their opinions of adult education	Scale		
	Very positive	Moderately positive	Not positive
Female teachers			
Male teachers			
Chief			
Husband			
Wife			
Religious groups			
My age mates/peers			
Community			

5. Indicate the level that you are currently enrolled for? Tick one only (✓)

a) Beginners or basic level

b) Pursuing primary education

c) Pursuing secondary education

d) Undertaking an entrepreneurship course

e) Do you think physical facilities affect enrolment in adult literacy programmes? Tick one only (✓)

6. Do you think physical facilities affect enrolment in adult literacy programme?. Tick one only (✓)

a) Yes

b) No

c) (a) Indicate with a tick (✓) the extent to which physical facilities/items/conditions are adequate to learning in your adult education centre.

7. a) Indicate with a tick (✓) the extent to which physical facilities/ items / conditions are adequate to learning in your adult education centre

Physical items/condition	Very adequate	Adequate	Not adequate
Size of the classroom			
Chairs to sit on when learning			
Classrooms have good windows			
Toilets			
Water for adult learners			
Desks for adult learners			

8. What kind of physical facilities do you use for learning. Tick one only (✓)

- a) Social hall
- b) Religious building
- c) Primary school class rooms
- d) Secondary school classroom
- e) Other(s) (specify)

9. What do you think should be done to improve physical facilities to attract more adults to join the programme?

.....

.....

.....

10. Indicate with a tick (✓) the adequacy of learning/teaching materials

		Available	Scarce	Not provided
a)	Learning/teaching materials			
b)	Reading materials			
c)	Writing materials			
d)	Exercise books			
e)	Pencils			
f)	Biro pens			

11. Listed below are some of the methods that teachers are expected to use when teaching you. Indicate with a tick (✓) how often they use them.

	Methods of teaching adult learners	Very often	Often	Rarely used
a)	Group discussion			
b)	Assignment			
c)	Demonstration			
d)	Tests			
e)	Telling a story			
f)	Question and answer			
g)	Lecture			
h)	Other(s) (specify)			

12. (b) What language of teaching do adult teachers use? Tick the most common language used by adult teachers to teach?

- a) English only
- b) Kiswahili only
- c) Mother tongue only
- d) Mostly English
- e) Mostly Kiswahili
- f) Mostly mother tongue

13. Listed here below are some of the courses taught all the centre. Indicate with a tick (✓) whether they are taught well or not.

	Courses taught at the adult Education Centre	Well taught	Just well	Not well taught	Course not offered
a)	Carpentry				
b)	Welding				
c)	Tailoring				
d)	Hair dressing				
e)	Masonry				
f)	Fashion and design				
g)	Computer packages				

14. Indicate with a tick(✓) the estimated distance from home to learning centre

a) 1 – 2 Kilometres

b) 3 – 4 kilometres

c) Over 4 Kilometres

Thank you for your cooperation



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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9th Floor, Utalii House
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NAIROBI-KENYA

Ref: No.

Date:

20th July, 2015

NACOSTI/P/15/8094/6717

Jane Njeri Kabochi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of institutional factors on adult literacy programmes in Kandara Sub-County, Murang’a County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Murang’a County** for a period ending **6th November, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Murang’a County** before embarking on the research project.

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Murang’a County.

The County Director of Education
Murang’a County.



CONDITIONS

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



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A **5860**

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

**MS. JANE NJERI KABOCHI
of UNIVERSITY OF NAIROBI, 191-1034
Kandara, has been permitted to conduct
research in Muranga County**

**on the topic: INFLUENCE OF
INSTITUTIONAL FACTORS ON ADULT
LITERACY PROGRAMMES IN KANDARA
SUB-COUNTY, MURANG'A
COUNTY, KENYA.**

**for the period ending:
6th November, 2015**

Permit No : NACOSTI/P/15/8094/6717

Date Of Issue : 20th July, 2015

Fee Received :Ksh. 1000



Jane Kabochi

**Applicant's
Signature**

[Signature]
**for Director General
National Commission for Science,
Technology & Innovation**