EFFECTS OF LEARNER AND INSTITUTIONAL FACTORS ON ENROLLMENT IN ADULT LITERACY PROGRAMMES IN NYAHURURU SUB COUNTY, LAIKIPIA COUNTY, KENYA

BY

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A research project submitted in partial fulfillment for the requirement of the award of the degree of masters in education in adult education and community development school of Education

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DECLARATION

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

This research project is dedicated to my family; my husband James Njoroge and my children Edith, Lillian, Waithera, Mwangi and Lucy; for their support. God bless them.

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I wish to express my gratitude to God Almighty for granting me the gift of life and allowing me to pursue this course. I wish also to express my sincere appreciation to my supervisor Prof. Lucy Kibera of the department of education Nairobi University for her tireless support, guidance and advice which enabled me to accomplish this work.

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ABSTRACT

The study was carried out to investigate effects of learners and institutional factors on enrolment in Adult Education in Nyahururu sub-county, Laikipia County. The purpose of the study was to determine the factors hindering enrolment of adults into adult education programs in Nyahururu sub-county. The study was guided by the following objectives; to asses the effect of physical facilities on enrolment in adults literacy programmes, to determine the effect of teaching and learning materials on enrolment, to find out the effect of the level of income of adult learners on enrolment, to establish the influence of courses offered on enrolment and to establish the effects of teaching methods on enrolment. The study adopted descriptive survey design .It was carried out in 24 centers. The target population was 495 learners which was sampled to 171 learners .Data collection instruments comprised of open and closed-ended questionnaires. Data was analyzed using SPSS software and results were presented in graphs and tables. The findings showed that there was a severe shortage of physical facilities for adults learners, where 70.6% stated that the physical facilities were not enough. The study also revealed that teaching and learning materials were inadequate. The inadequacy was reflected by 82.4% for exercise books, 41.2% for textbooks and 76.5% for teaching aids and charts. Most of the learners (87.8%) earn below sh. 10,000 per month and thus spend most of their time to fend for their families. The reports also revealed that learners like to be taught courses which benefited them most. Agriculture had the highest (54.4%) as it is the main economic activity in Nyahururu Sub County. The study also revealed that teaching and learning materials were inadequate. The report also indicates that learners like the courses which benefit them most. The researcher recommended that the government and other stakeholders to provide physical facilities for adult earners. The sector should also be provided with adequate teaching and learning materials. The communities should also be sensitized on the importance of enrolling in adult classes. The government should train and employ more teachers as there is shortage of staff. The researcher suggested that similar studies should be carried out in other areas in Kenya.

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LIST OF ABBREVIATIONS

ACE: Adult and Continuing Education

BAE: Board of Adult Education

CBO: Community Based Organization

DAE: Department of Adult Education

DAEO: District Adult Education Officer

FBO: Faith Based Organization

KNALS: Kenya National Adult Literacy Survey

KNBS: Kenya National Bureau of Statistics

UNESCO: United National Educational Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Literacy is a tool for promoting socio-economic development of any country. This development can be propelled by a literate adult population. Adult and continuing Education is the entire body of learning process within the perspective of lifelong learning whereby adults and out of school youths are given opportunities to develop their abilities, enrich their knowledge and improve their skills to meet their own needs and those of their society members (Townsend Coles,1977). Eradication of illiteracy is an issue of major concern in today's society. Adult and continuing education has been on Kenya's development agenda since 1963 as the government committed itself to eradicate poverty, disease and ignorance. This would enable the country to attain social justice, human dignity and economic welfare for all (Sessional Paper No 10 of 1965).

After the Second World War in 1945 literacy gained a global power with the inception of United Nations Scientific and Cultural Organization (UNESCO). It was established that the war was provoked by misunderstanding and intolerance of other people's culture. Education was seen as one of the solutions that would break cultural barriers and prejudices and open ways for global understanding that would save human beings (UNESCO, 2005). Due to this education became a major concern of UNESCO to be promoted vigorously at national and international levels.

The 1966 Conference on Adult Education resolved that adults should understand the problem of their environment, their human and civil rights and take on

responsibilities associated there with. There was a feeling that literacy was a basic tool for social-economic liberation of a country. For a country to accelerate in its development, its people should be able to read and interpret government plans.

According to Bhola (1984) the Soviet Union had a successful literacy campaign which was rated at 87% literacy level of the population. The success was attributed to efforts in provision of instructional materials. This campaign lasted for twenty years from 1919 to 1939. Bhola also argues that communities need to be involved to provide instructional resources to literacy programmes. This will increase levels of participation among citizens. He cites that adults must not only be made aware of the importance of literacy programmes but be motivated to learn. This is likely to increase attendance and enrolment of adult learners.

Brazil also embarked on a national effort to eradicate illiteracy. The Brazilian Government first obtained financial resources. Secondly it availed classroom space for use and a volunteer teacher body and publishing firms to produce learning materials were put in place. The Brazilian population responded positively to the campaign and the adult literacy rate improved to 26% in 1973 (Bishop 1973). Other Countries that have conducted literacy campaigns include Nicaragua, Vietnam, Uruguay and Argentina. (UNESCO 2006, Lind and Johnson, 1990).

Africa is leading with the highest number of illiterates. By 1990 half of Africa's population was illiterate (Hulton, 1992). The adult literacy for Africa in 2004 was 60% while that of developed world was 82% (UNESCO, 2006). The low literacy rate in Africa can be attributed to many social economic and political problems. Mali,

Chad, Burundi and Mauritania have included literacy in their overall development goals (Bhola 1990). In Tanzania, mass campaign was conducted between 1971 and 1983. This reduced illiteracy level from 61 to 20% (Budd 1975).

In Kenya the colonial government provided adult literacy in the 1950s. Literacy skills were offered to few people in order to fulfill their interest. Women were taught basic literacy skills in addition to lessons on basic hygiene , cookery and nutrition(Mulira,1985).Since independence, Kenya has placed adult basic literacy on its development agenda as part of the country's general policy of bringing about accelerated and sustainable social economic development (UNESCO, 2007). Adult basic education in Kenya has over the years been acknowledged as an important element in the country's development process. Various educational commissions have been set up and mandated to address both formal and Adult Continuing Education issues. The Ominde report (Government of Kenya 1964) saw the importance of ACE in the social-economic progress of the country. It cited the need to re-educate older generation in line with the changing requirements and values of the society. In 1966 the Board of Adult Education was established by an act of parliament. It was to co-ordinate, advice and regulate activities of adult education providers in the country.

In 1967 the first national literacy campaign was launched in Kenya by the late president Jomo Kenyatta. The programme was done in four phases where each phase covered a number of districts. The programme ended up covering the entire districts in Kenya (Government of Kenya 1967). It resulted in to opening of many adult education centres and over 1500 adult learners enrolled. However, after three years the momentum of the campaign had slowed down because most of the teachers were

volunteers and others part time. Other factors that contributed to increase of the number of illiterates were lack of common language throughout the country and lack of accurate monitoring procedures and therefore the tendency to get insufficient and incorrect statistics (Government of Kenya 1967).

The Gachathi report (Government of Kenya 1976) resulted in the government recognizing the need to promote and develop the concept. It also stressed the need to facilitate the development of rural areas. The proposed development of lifelong education and mass literacy program cannot occur unless there is mobilization of teacher's equipment and other physical facilities to create learning conditions in rural areas.

A second re-launch was done in 1979 by the then president Moi. He wanted to eradicate illiteracy within five years of the re-launch. He argued that illiterate Kenyans had difficulties when using the currency in farming, businesses and could not participate fully in the country's development discussions. They would also have problems in dealing with ballot papers during elections (Government of Kenya, 1979). This campaign was positive in the first five years. However, during the subsequent years, enrolment in adult literacy programmes declined. According to Koech report (Government of Kenya, 1999) the illiteracy rate was 40%. A survey undertaken by the Kenya National Literacy Survey (KNALS) revealed that 7.8 million adults in Kenya are still illiterate (Government of Kenya 2007). This is 38.5% of the population. The report showed that the literacy rate was 61.5%. This also indicates that illiteracy rate had only dropped by 1.5% from 1999 to 2007. The KNALS (Government of Kenya 2007) indicates that only 32% of the male and 26%

of the female population are aware of the existence of adult literacy programmes in the country. This implies that the programmes lack awareness which leads to declining enrolment.

Nyahururu sub County is in Laikipia County. Agriculture is the main economic activity. Trade, wildlife and tourism are also practiced. Nyahururu sub County has 24 ACE centers with most of them being located within the municipality. There are 19 ACE teachers. Among these 9 are full time, 7 are part time and 3 are volunteer teachers. This shows a shortage of staff. The sub county has one Adult Education Officer and two supervisors. According to the 2009 Kenya Population Census Nyahururu Sub County had a population of 134,509.The literacy rates of the county stands at 68.5%.These are 92,139 people. This leaves 31.5% or 42,370 illiterate individuals. The sub county has an enrolment of 495 learners. This comprises of 112 male adult and 383 female Adult learners (source sub county Adult Education officer 2014). This figure indicates a low enrolment. Some of the factors that are likely to be associated with low enrolment include; shortage of teaching and learning materials, lack of physical facilities like classes and desks, teaching methods of the teacher, level of income of the learner, age of the learner ,marital status of the learner, gender of the learner among others.

1.2 Statement of the problem

Nyahururu Sub County is experiencing low enrolment in adult literacy programme for both men and women. The enrolment comprises of 112 males and 383 females (Source: Sub County Adult education officer, 2014). This study was set to find out

the effects of learner and institutional factors on enrolment in Nyahururu sub county, Laikipia County.

1.3 Purpose of the study

The purpose of this study was to investigate effects of learner and institutional factors on enrolment in adult literacy programmes in Nyahururu sub county, Laikipia County.

1.4 Objectives of the study.

The specific objectives of the study were to:

i. Find out the effects of learner characteristics on enrolment
ii. Assess the effects of physical facilities on enrolment in adult literacy programmes.
iii. Determine the effects of teaching and learning materials on enrolment in adult literacy programmes.
iv. Establish the effects of teacher characteristics and teaching methods on enrolment.
v. Establish the influence of courses offered in adult literacy programames on enrolment.

1.5 Research questions

The study sought to answer the following questions

i. How do learner characteristics affect enrolment in adult literacy programmes?
ii. How do physical facilities affect enrolment in adult literacy programmes?

iii. To what extent do the teaching and learning materials affect enrolment in adult literacy programmes?

iv. To what extent do the teacher characteristics and teaching methods affect enrolment in adult literacy programmes?

v. How do the courses offered in adult literacy programmes affect enrolment?

1.6 Significance of the Study

The study will help ACE providers improve in the implementation of government policies. It will also provide knowledge that may be used by the policy makers and development planners to design policies that will increase enrolment in adult literacy programmes.

1.7 Scope of the Study.

The study was confined to Nyahururu Sub County in Laikipia County. This area was accessible to the researcher. The study targeted ACE teachers and adult learners.

1.8. Limitations of the study

The researcher assumed that the respondents will give relevant information. There was a possibility that not all respondents would be ready to co-operate and some might give socially acceptable answers just to please the researcher.

To curb this problem, the researcher will sought assistance from the teachers and the Adult education officer in the county.

1.9 Basic assumptions of the study

The researcher assumed that the data and the information from the respondents on ACE would be accurate and that they would be willing to co-operate in giving truthful information

1.10 Definition of operational terms.

The following are definitions of significant terms which will be used in this study.

Adult -A mature man or woman aged 18 years and above who is responsible for his or her entire life.

Adult and continuing Education (ACE)-An organized process of learning whereby adults and out of school youths are given opportunities to develop their abilities enrich their knowledge and improve their skill to meet their own needs and those of their society.

Adult and continuing education providers – these are different bodies that offer adult education programmes. They include government department in various ministries, Faith Based Organization, Community Based Organization, Institutions of Higher learning, Private sectors and individuals.

Drop Out - learners who withdrawal from an education system

Enrolment – Registering as a member of continuing education to attend classes regularly

Institutional characteristics- These are factors within the institution that enhances learning.

Illiteracy Inability to read write or enumerate

Literacy – Ability to read, write and enumerate

Participation – A situation of being present so as to give assistance physically, mentally or emotionally as it is required.

1.11 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, Scope of the Study, the limitations of the study and basic assumptions of the study. Chapter two consists of literature reviewed under the following topics: Adult literacy programme in Kenya, physical facilities, teaching and learning resources, teaching approaches, teacher qualifications, courses offered in adult literacy programmes and Adult Learner characteristics. 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.

CHAPTER TWO

REVIEW OF RELATED LITERTURE

2.0 Introduction

This chapter reviews literature related to the research problem being investigated. Literature review involves a systematic, location and analysis of documents containing information related to research problem being investigated (Mugenda and Mugenda 1990). This chapter reviews institutional factors such as teaching methods, literacy programmes offered, physical facilities, teaching and learning resources and teacher qualification. Learner characteristics reviewed are age of the learner, level of income, gender and marital status of the learner.

2.1 Institutional factors

2.1.1 Physical facilities

The barriers related to the enrolment of adults into continuing education have been classified into categories related to the practices and procedures that include poor choice of learning centers which discourage adults from enrolment (Cross 1981). Adult literacy programmes take place in varied places including community centers, churches, primary and nursery schools and mosques which are sometimes not suitable for adult learning. A study by Ngau (1997) found out that 69% of the centers under study had no suitable building that had been allocated for use in the literacy programmes. Some of the rooms used for adult classes are poorly lit and ventilated. The social context in which adult education operates determines its success. Learning environment determines the attitude of the learner (Cross 1981).

Waruru (1987) cited that learning atmosphere in adult literacy classes held in primary school classrooms was not conducive because of the noise made by pupils during break and games time. This disturbance hindered adults' enrolment. The physical facilities like desks used by nursery pupils when used by adults become very uncomfortable. The adults feel constrained and one is not able to participate effectively (Murai 1985, Ayot 1985). Where learning takes place outside or in temporary building as shelters, the adult experiences more difficult times during the hot and dry seasons.

Ngau (1997) noted that in some centers adult learners used to sit on improvised low level and narrow benches with no backs to lean on. They also had no flat form for writing on. These made the adult learners to experience sitting problems. Ngau (1997) also found out that where classes were held in public buildings the adult learners had to wait for a long time before the room was available for them to begin their classes. If the rooms are being used by others at the time the adult classes are to begin, the classes are either closed or postponed (Njeranga 2001). Oluoch (2005) in his study in Kisumu municipality, found out that some centers lacked toilets which posed a health risk. Learners were also found to be travelling fairly long distances of 200m to 2km to the center and this caused low enrolment.

Jarvis (1995) notes that adults bring different physiological conditions to the learning situation like declining visual or audio acuity, failing health `among others and therefore the teacher should ensure that the physical environment in which teaching and learning occurs is conducive in adult learning. To deliver effective programmes, there is need to deliver accessible, adequate and appropriate infrastructure that is

conductive for adult learning. Adult learners in Nyahururu Sub County have been allocated classrooms that are used by nursery school children. The classes have small uncomfortable furniture. The study was set to investigate whether physical facilities affect enrolment.

2.1.2 Teaching and learning materials.

The KNALS (Government of Kenya, 2007) report indicated that factors identified by managers of adult literacy centers as barriers to adult participation in literacy programmes included inadequate teaching and learning materials. Lack of multimedia resources and mixing of males and females in the same classes was also noted. Ngau (1997) in his research study on Kenya found out that lack of teaching and learning resources was a major contributing factor to drop out in literacy classes. The study revealed that all adult learners had no writing materials like exercise books. Some were using half filled exercise books where they wrote all the subjects. There was also shortage of pencils and rubbers that prompted too much movement and interruptions while borrowing (Ngau 1997). This made the adult learners feel that there is wastage of time, leading to low enrolment.

Oluoch (2005) in his research study found out that the teachers had no guides, curriculum or reference materials to guide them. They therefore had great difficulties determining the starting point of the learners. The primers used by learners were obsolete and learners generally lacked relevant materials in all centers. Njeranga (2001) cites that adult literacy teachers don't have teaching and learning aids apart from the portable chalk boards. The primers and textbooks also are not enough to be shared by the learners. Murai(1985) states that the teachers complaints regarding

materials are centered on four areas. These are lack of writing materials, insufficient copies of available books, lack of relevant books in English, Kiswahili, Math and local languages and lack of primers with relevant content for the learners at different levels of achievements. Adult learners in Nyahururu Sub County are not provided with exercise books and textbooks. The study was set to determine the effects of teaching and learning materials on enrolment.

2.1.3 Courses offered in adult literacy programmes

Adults are more likely to participate and persist in programmes if the courses and services offered match their needs and are of high quality. According to UNESCO (1989), findings on the functioning and effects of Kenya's Adult literacy program found out that it was facing a serious problem in terms of enrolment. This problem was attributed to the failure of the program to meet the learner's needs. It was observed that many learners have not enrolled because their needs were not met. Adults learn those things that are interesting or those that will improve their lives. Thus adult education begins from the needs of adults (Nyerere 1971). If real learning needs are not properly met the learner may not enroll or will drop out because the learners go to classes with a motive.

Murai (1985) on adult literacy education cited the problem of dropout as a factor that has affected Kenyan's adult literacy programs. He attributed this to the failure by government planners and administrators to understand the motivation for learning.

It therefore calls for the need for a clear perception of the factors which motivate the adults to enroll for learning as well as their assumptions made about functionality of the literacy provided. Despite Kenya's efforts in staging national literacy campaign,

the problem on literacy is still associated to lack of motivation leading to high dropout rates. According to Knowles (1980) adults want to learn what they can immediately apply to their situation to solve immediate problems affecting them. If their needs are well met, they would find it necessary to enroll more. Most adult learners in Nyahururu Sub County are only taught how to read, write and enumerate: This study aimed to investigate the influence of the courses offered on enrolment.

2.1.4 Teaching methods

The link between teaching methods and the contents depends upon the approach which teachers of adults adopt during the teaching learning process. An emphasis of content largely dictates the method to be used. To concentrate on methods in the process of teaching and learning means that the content will be dealt with and the content based approach will tend to be teacher centered. Prosser (1967) cites that if adult learners' motives are not taken care of by adult teachers, they will drop out because adult learning is closely linked to needs. The teacher should create conditions that will enable the learners to learn properly.

Oluoch (2005) in his study in Kisumu municipality found out that group or class activities were lacking and the learners could not open up to share views and experiences as learning was purely teacher centered. There were no co-curricular activities although it was recognized that learners open up more freely during sporting activities than in classrooms.

Freire (1972) suggests that adults have immense skills, knowledge and therefore it is the responsibility of the teacher to apply the right teaching method that will

encourage the sharing of such knowledge, skills and experience among adults. This can be of immediate use among learners.

In a study of the causes of premature withdrawal of learners from University of Nairobi Extra Mural Programme, Reche (1992) found that most tutors in the programme were trained to teach students in the formal system and thus lack skills to teach adult learners. This causes adults to drop out. Facilitation of the lessons in Nyahururu Sub County is mostly teacher centered. Teachers explain the content of the lesson; they demonstrate and guide learners on the chalkboard. The study intended to establish the effects of teaching methods on enrolment.

2.2 Teacher qualification

The success of literacy programmes largely depends on the facilitators. Their efficiency depends on the training and regular supervision they are given. In Kenya the department of Adult Education is responsible for recruitment of teachers and adult education officers. After recruitment, the teachers are trained. Walden (1975) discourages untrained teachers being used to manage adult literacy classes. The skills acquired in training enables the teachers to handle learning centres professionally on situations which can enhance adult learners' enrolment. (Proser and Clarke 1972)

Njeranga (2001) asserts that teachers lack confidence in themselves and adults may look down upon them. Ngau (1997) notes that there are complaints about teachers' inability to handle adult learners appropriately. This implies lack of training and experience to teach adults.

Fordham et al (1995) noted that the training of adult literacy teachers should be done before a literacy programme starts. This gives them confidence to manage literacy classes. ACE facilitators in Nyahururu Sub County are inadequate. There are 24 ACE centres and 19 teachers. Among these 9 are fulltime 7 are part time and 3 are volunteer teachers. The part time and volunteer teachers have not been trained. The study aimed at investigating whether professional and academic qualification of the ACE facilitator affect enrolment.

2.3 Adult Learner characteristics

2.3.1 Level of income of adult learners

Socio-economic factors have significant effects on development of adult literacy within a society. Thompson (1987) argues that it is difficult to take adults away from their normal farming and domestic responsibilities. This hinders them from joining the programme.

According to Mwangi (2001) the department of Adult Education indicated that some learners do not enroll classes because they are busy with their income generating projects. Mwangi quotes that some adults are unable to join literacy programmes because their economic status is low. Those adults are not able to afford or purchase the needed learning materials and thus prefer to take care of their family's needs than enroll in the literacy classes. Oluoch (2005) in his study of adult education programmes in Kisumu Municipality noted that majority of the learners were from low income areas and were either farmer of petty traders. They recognized literacy as important in acquisition of skills in business and as a factor to improve their lives. The study noted that even those adults, who are not enrolled, acknowledged the crucial

role played by literacy as a stepping stone for further studies and to compensate for earlier educational opportunities lost.

2.3.2 Age of the learner and enrolment

According to Aggarwal (2001) the uneducated adults feel that it is too late to join literacy classes. This discourages them from participating. Some of the adult learners feel shy learning in advanced age in life.

According to Obura and Rodgers (1993) some teachers are too young in comparison to their learners. Therefore the learners may drop out and refuse to join the literacy classes because of the age of the teacher. Mwangi (2001) cites that learning centers located in primary schools discourages learners because many adult learners confess that they feel ashamed to use the ssame learning facilities used by children. Oluoch (2005) in his study on causes of low participation in adult literacy classes noted that adult learners also stay away if they feel that the teachers are not treating them as adults.

2.3.3 Gender and enrolment

Oluoch (2005) in his study on reasons of low participation in adult literacy classes commented that strategies that promote learners access should be encouraged. He proposed that there should be men only classes as most illiterate men shy off if they are to share classes with women. He added that men also opt to forego attending classes if they are to share classes with women who normally perform better and shame them.

2.3.4 Marital status and enrolment

According to Nafukho *et al* (2005) African families are large with several children. This exerts a lot of pressure on attendance in adult education. They also argue that marital and family problems would affect recruitment of learners because they would not have the interest to attend classes as they tend their families.

2.4 Theoretical framework

Theoretical framework is important because it assists the researcher to focus on the study. This study will use the theory of andragogy by Malcolm Knowles on adult learning. He came up with the theory in 1980.In this study the researcher's intention is to analyze the causes of low enrolment in adult classes and to establish motivation factors that will sustain learners in literacy classes. Knowles states that adult teachers should know their learners background well in order to take care of their entry behavior (Knowles, 1980). He popularized the concept of Andragogy as the art and science of helping adults learn contrasting it with pedagogy (the art and science of teaching children).

Andragogy suggests a different model of learning in which the adult learner moves from dependency to increasing self directedness as he or she matures and can direct his or her own learning. The adult learners see education as empowering and have high expectations of it and those who provide it. Knowles basic assumptions about the adult learners in this theory are that the learner draws on his or her accumulated reservoir of life experiences to aid learning. The learner is also ready to learn when he or she assumes new social life holes. Knowles theory also states that adult learning is problem centered and the adults want to apply new learning immediately. Adults are

motivated to learn by internal rather than external factors. Knowles also gives ideas on how adults should be treated by the adult teachers to facilitate learning using relevant methodology. Qualified teachers are needed in order to integrate methods giving room to the adult learners to practice his freedom of thought through discussions of group work.

Knowles states that the teacher should set a co-operative climate for learning in the classroom where learners are made to use their accumulated knowledge and experiences so that they can benefit from each other. When they share they are happy and will desire to continue with learning and avoid dropping out. The adult teacher should develop learning objectives based on the learner's needs, interest and skill levels. The researcher should design sequential activities to achieve the objectives. The teacher should work collaboratively with the learner to select methods, materials and resources for instructions.

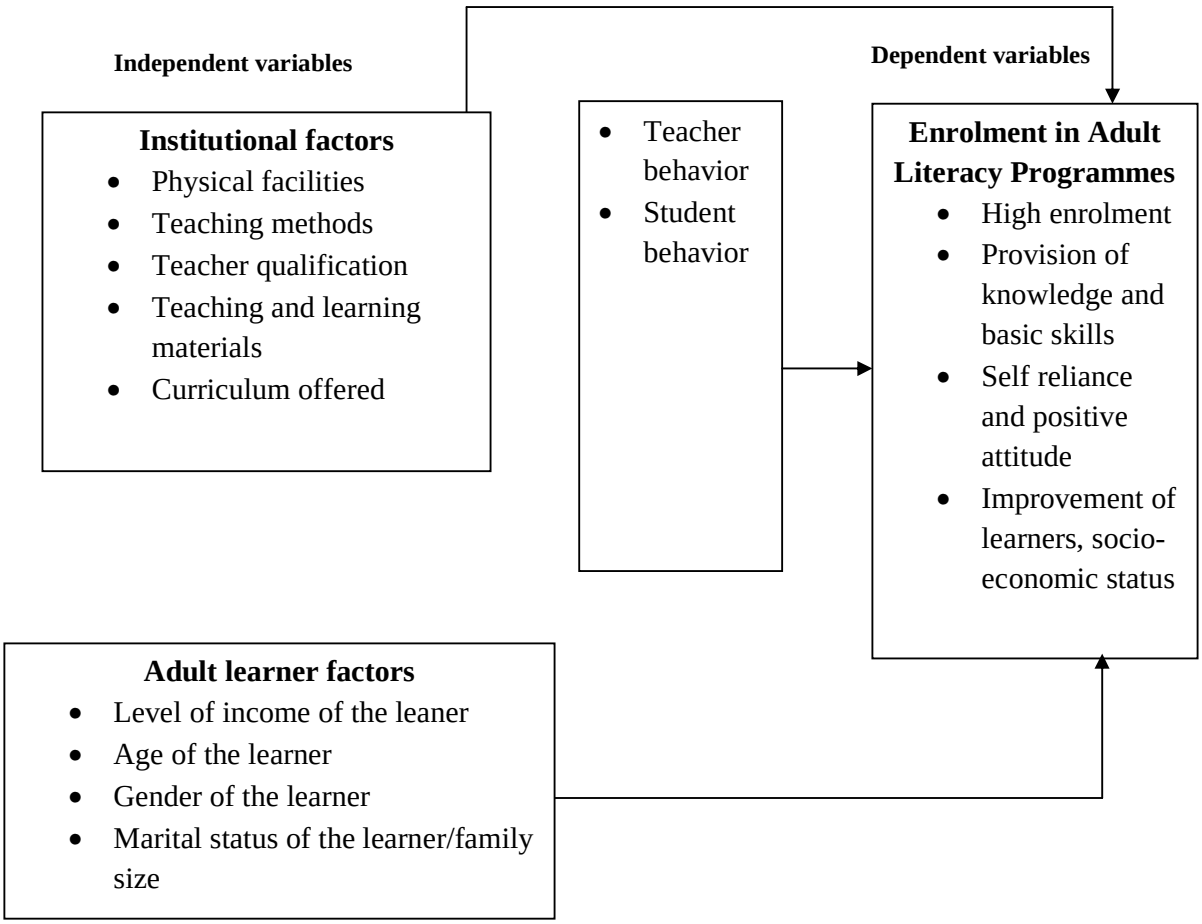
To make use of knowledge and skills that the adult acquire, the department of adult education should provide materials which can be used for practice so as to retain the literacy skills. Burnet M (1965) agrees with Knowles theory of andragogy which emphasizes functional literacy. It is through functional literacy that the learners can be sustained in classes and enroll more.

2.5 Conceptual framework

A conceptual framework is a model of how one makes logical sense of the relationships among several factors that have been identified as important to the problem of study. The conceptual framework adopts the following aspects from the

theory of Malcom Knowles on Andragogy. It suggests that the teacher should set a co-operative climate of learning in the classrooms. The teacher should design sequential activities to achieve objectives and should also work collaboratively with the learner to select the methods, materials and resources for learning. It also cites that the learner is need based and wants to apply new learning immediately. These aspects comply with the independent variables being investigated in the study and how they affect enrollment which is the dependent variable.

Conceptual Framework showing variables associated with enrolment of adult learners in literacy programme.



Source: Researcher 2014

Figure 2.1: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deals with the research methodology which was applied in the study. The chapter presents research design, target area, target population, samples, and sampling procedures as well as the research instruments. It also discusses data collection procedures and the techniques of data analysis.

3.1 Research Design

Research design can be defined as the method the researcher wants to use in executing his or her research (Mugenda and Mugenda, 2003). It is the roadmap of the researcher's investigation procedure that he or she wants to adopt to serve the identified problem. The study adopted descriptive survey method. This is a systematic collection and analysis of data in order to answer questions concerning the current status of an education programme, project or activity (Ogula, 1995). The researcher attempts to describe such things as possible behavior, attitude, values and characteristics (Mugenda and Mugenda, 1999) .Thus the design was suitable to the study and enabled the researcher to describe the current status of enrolment in ACE programmes in Nyahururu sub County in Laikipia County

3.2 Target Population

The target population of the study comprised of ACE teachers, and the adult learners. The adult education officer in Nyahururu Sub County also assisted. The population was chosen to serve as useful source in getting information with regard to enrolment in adult literacy programmes in Nyahururu Sub County.

3.3 Sample size and sampling procedure

The study applied simple random sampling method to select the respondents. There were 495 adult learners and 19 teachers and one adult education officer. (Source Sub County Adult Officer). Out of the 495 adult learners, 34% were sampled to participate in the study giving a sample size of 171 adult learners. Mugenda and Mugenda (2003) states that sampling is a processing of identifying individuals to participate in the study. For purposes of the study purposive sampling was used to select teachers and the ACE centres. According to Mugenda and Mugenda (2003) purposive sampling allows a researcher to use cases that have the required information with respect to objective of the study and also where the population is small it is advisable to take all cases. All the 19 teachers and 24 centres were included in the sample size. In the randomized list of learner's one learner was picked after every 3 learners-until the desired sample size of 171 learners was realized. All the 19 adult teachers and one education officer participated in the research study.

For the purpose of the learners both random and stratified sampling method were used. According to Best and Khan (1997) stratified sampling involves dividing target population into similar groups with common characteristics. Out of 171 adult learners a proportion of each category was used i.e. 35% male which is 60 male adult learners, 65% female which makes up 111 female adult learners. This totals to 171 adult learners.

3.4 Research instruments

Questionnaires were used to collect data as they are suitable for collecting data from a large sample size of adult learners. They were also used to collect data from the adult

teachers. Since most learners had difficulties in reading and interpreting the questionnaires, the researcher used Focus Group Discussion to collect data. The researcher consolidated e.g. 2 or 3 centers that were close to one another at a point and discussed the questionnaires. This enabled the targeted group to give more honest answers. There were both closed and open ended questions. The questionnaires were useful in getting information on how the independent variables of the study affect enrolment. They also helped to establish the status of ACE literacy programmes in Nyahururu Sub County which is relevant in the study.

3.5 Instrument reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree at which research instruments yields consistent results after repeated trials. The researcher carried out a pilot test in Nyahururu Municipality which had nine ACE centers. The sample comprised of teachers and learners in the municipality. The results obtained were used to test reliability.

3.6 Instrument validity

According to Orodho (2005) validity is the degree to which results obtained from analysis of data actually represents the phenomenon under investigation. The researcher employed content validity which was used to measure the degree to which the items represented specific areas collected by the study. The researcher measured content validity by making use of professionals or experts. The experts then advised the researcher on the items to be collected.

3.7 Data Collection procedures.

The researcher obtained a permit from the National Council of Science and Technology and Innovation and from other relevant authorities including Sub County Education Officer and the Sub County Commissioner in order to proceed with the research study. Two Adult Education supervisors and ACE teachers were hired to assist in administering questionnaires to the respondents drawn from the sampled population.

3.8 Data analysis techniques

According to Ogula (1995) data analysis is the process of reducing research data to manageable summaries. Analysis started with the process of organizing, categorizing and labelling the data to assign them numerical values. This was followed by recording the data by coding the answers from the questions to prepare the data for analysis.

The researcher used Statistical Program for Social Sciences (SPSS) package to analyze data. SPSS software is a computer based programme used in generating large scale and appropriate numerical data analysis. The results were presented in frequencies, percentages and graphs.

3.9 Ethical issues

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

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction

This chapter presents a systematic analysis and interpretation of the data collected. The chapter is presented in terms of respondents profile for both adult literacy teachers and adult learners. Further the findings are presented in tables, frequencies and percentages.

4.1 Adults learner characteristics and enrolment

The **first objective** of the study dealt with effects of learner characteristics such as gender, age, and marital status, current level of education, occupation, income and cultural factors on enrolment.

4.1.1 Gender of adult learners

The study sought to find out the gender of the adult learners. The findings are presented in Table 4.1.

Table 4.1 Gender of adult learners

Gender	Frequency	Percent
Male	60	35.1
Female	111	64.9
Total	**171**	**100.0**

The findings in Table 4.1 reveal that 64.9% of the respondents were females and 35.1% males. This illustrates that adult and continuing education centres had more females than males. UNESCO (2014) information on literacy levels indicate that

there are more literate males than females and therefore there are a higher number of females who enroll in adult classes.

4.1.2 Age of adult learners

The adult learners were asked to indicate their age. Their responses are summarized in Table 4.2.

Table 4.2 Age of adult learners

Age	Frequency	Percent
18 – 25	15	8.8
26 – 35	48	28.1
36 - 45	51	29.8
Over 45	57	33.3
Total	**171**	**100.0**

The results in the Table 4.2 show that 63.2% of the respondents were aged above 35 years and only 36.8% were aged below 35 years. 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.

4.1.3 Marital status of adult learners

The study sought to find out the marital status of the respondents. The findings are presented in Table 4.3.

Table 4.3 Respondents marital status (adult learners)

Marital status	Frequency	Percent
Single	39	22.8
Married	126	73.7
Widow	6	3.5
Total	**171**	**100.0**

The results in Table 4.3 showed that 73.7% of the respondents were married, 22.8% single while 3.5% were widowed. This indicates that marriage responsibilities do not appear to deter enrolment.

4.1.4 Level of enrolment of adult learners

The study sought to find the level of enrolment of adult learners. Their responses are summarized in Table 4.4

Table 4.4 Respondents level of enrolment

Level of enrollment	Frequency	Percent
Beginner	96	56.1
Pursuing primary Education	54	31.6
Pursuing secondary Education	18	10.5
Undertaking entrepreneurial course	3	1.8
Total	**171**	**100.0**

The study revealed that 56.1% of the learners in the study were enrolled at basic level 31.6%, were perusing primary education, 10.5% were enrolled at secondary school level and 1.8% were undertaking entrepreneurial courses.

4.1.5 Respondents on learners occupation

The learners were told to indicate their occupation. The analysis is captured in table 4.5

Table 4.5 Occupation of adult learners

Occupation	Frequency	Percent
Self employment	54	31.6
Casual labour	42	24.6
Peasant farming	75	43.9
Total	**171**	**100.0**

The results from Table 4.5 indicate that 31.6% of the learners were self employed, 24.6% are casual labourers and 43.9% were peasant farmers. This indicates that the nature of employment of most of the learners are involved in is not likely to generate enough income to cater for their families' needs. Thus most of the time they are preoccupied trying to make ends meet reducing time to attend literacy classes.

4.1.6 Respondents on estimated monthly income in Kenya shillings

The learners were told to indicate their estimated monthly income. The results are shown in Table 4.6

Table 4.6 Learners estimated monthly income

Income range	Frequency	Percent
Below Ksh 500	24	14.6
Ksh 600 – Sh10,000	125	73.2
Ksh 11,000 – Sh 20,000	15	8.8
Over Ksh 20,000	6	3.4
Total	**171**	**100.0**

The findings in Table 4.6 show that 14.6% of the learners had a monthly income of less than sh.500, 73.2% had a monthly income of between sh. 600 and sh. 10,000, 8.8% had a monthly income of between sh.11,000 and sh.20,000 and only 3.45 had a monthly income of more than sh. 20,000 per month. According to Mwangi (2001) the department of adult education indicated that some learners do not enroll into adult literacy classes because they are busy with their income generating projects. The pre-occupation of adult learners with income generating activities is likely to leave them with little time for literacy programming.

4.1.7 Cultural factors and enrolment

The adults learners were told to indicate their agreement on several factors and how they affect enrolment. The findings are summarized in Table 4.7

Table 4.7 Cultural factors and enrolment

Challenges	Response					
	Frequency	**Strongly agree**	**Agree**	**Strongly disagree**	**Disagree**	**Percentage**
Older people do not like to go to class	**171**	1.6.4	35.1	20.4	28.1	**100%**
Men feel inferior to be in class with women	**171**	11.1	59.1	13.4	16.4	**100%**
Men do not like to mix in the same class with women	**171**	17.6	56.1	9.9	16.4	**100%**
Too much work prevents women from attending classes	**171**	12.9	77.8	3.5	5.8	**100%**
Married women have more time to attend school than single ones	**171**	18.1	55.6	6.4	19.9	**100%**
Married women are prevented from attending classes by their husbands	**171**	1.6.4	17	24.6	52	**100**

The information in Table 4.7 shows that 51.5% agreed that older people do not like to go to class. It also reveals that (70.2%) agreed that men feel inferior to be in the same class with women. The findings also reveal that (73.8%) agreed that men do not like to mix with women. The findings indicate that too much work prevented women from attending classes. This is represented by 90.6%. The information revealed that married women (73.7%) had more time to attend classes than single ones. This is because the single women are the sole breadwinner of their families.

4.2 Physical facility for learning and enrolment

The **second objective** sought to assess the effect of physical facilities on enrolment. It included places where adult learning takes place and the adequacy of the physical facilities.

4.2.1 Physical facility for learning

The learners were told to indicate the places where their classes are held. The analysis is summarized in Table 4.8

Table 4.8 Place where adult classes are held

Physical facility	Frequency	Percent
Church	81	47.4
Nursery school	63	36.8
Social hall	18	10.5
Primary school	9	5.3
Total	**171**	**100.0**

The analysis in Table 4.8 illustrates that most of adult literacy progammes are held in churches (47.4%) and nursery schools (36.8%). This indicates shortage of adult learning centres. Waruru (1987) cited that learning atmosphere in adult classes held in primary schools was not conducive because of noise made by pupils.

4.2.2 Respondents on adequacy of physical facilities/items /conditions

The learners were asked to state how adequate the physical facilities were in their centres. The summary of the findings are in Table 4.9

Table 4.9 Adequacy of physical facilities

Condition of Physical Facilities	**Response**				
	Frequency	**Very adequate**	**Adequate Not**	**adequate**	**Percentage**
Spacious classrooms	**171**	0.0	35.3	64.7	**100.0**
Good desks for Adult learners	**171**	0.0	29.4	70.6	**100.0**
Good toilet for adult learners	**171**	5.9	35.3	58.8	**100.0**

The analysis in Table 4.9 revealed that 64.7% cited that the classes were not adequate, 35.3% cited that they were adequate and none left they were very adequate. On the adequacy of good desks for learners, 70.6% of the learners stated that they were not adequate 29.4% adequate and none (0%) cited they were very adequate. On the adequacy of good toilets for adult learners, 58.8% of the learners stated that they were not adequate, 35.3% stated they were adequate and 5.9% stated they were very adequate. The results resemble what other studies have found out on inadequacy of physical faculties. Oluoch (2005) in his study in Kisumu municipality found out that some centres lacked toilets and this posed a healthy risk.

4.3 Teaching and learning materials and enrolment

The **third objective** sought to determine the effects of teaching and learning materials on enrolment in adult literacy programmes.

4.3.1 Respondents on adequacy of learning materials

The learners were told to indicate the adequacy of learning materials. The analyses of the findings are Table 4.10

Table 4.10 Adequacy of learning materials

Question	Response				
	Frequency	Very adequate	Adequate	Not adequate	Percentage
Text book	171	5.9	52.9	41.2	**100.0**
Pens	171	2.3	11.8	85.9	**100.0**
Exercise books	171	5.9	11.8	82.4	**100.0**
Teaching aids	171	0.0	23.5	76.5	**100.0**

The information in Table 4.10 revealed that learners were provided with learning materials although they were not adequate. This may impede learning in adult literacy classes. Some of the learners are likely to drop out due to lack money to buy the required learning materials. Ngau (1997) in his research study found out that lack of teaching and learning resources was a major contributing factor to dropout in adult classes.

4.4 Adult teachers and teaching methods

The **fourth objective** sought to establish the effects of teacher characteristics and teaching methods on enrolment. This includes language of instruction and teaching methods used.

4.4.1 Language of instruction used by teachers' at the adult education centre

The teachers were asked to indicate the language of instruction they use. The teachers were asked to indicate the language on instruction used. The results are illustrated in Table 4.11.

Table 4.11 Language of instruction used by adult teachers

Language	Frequency	Percent
Mother tongue	6	35.3
Kiswahili	5	29.4
All(English, Kiswahili and mother tongue)	6	35.3
Total	**17**	**100.0**

The findings from Table 4.11 show that 35.3% of the instructors used mother tongue, 29.4% use Kiswahili while 35.3% use all the three languages (English, Kiswahili, and mother tongue). This may be explained by the fact that Nyahururu Sub-county is multi-ethnic society and learners have enrolled at different levels (56.1% all learners in the study being enrolled at the basic level, 31.6% were pursing primary education, 10.5% were enrolled at secondary school level)

4.4.2 Adult Literacy Teachers' Reponses on method of teaching used

The adult teachers were asked to indicate how often they used the different teaching methods. The results are presented in Table 4.12

Table 4.12 Teaching methods used

Teaching Method	Response				
	Frequency	**Most often**	**Often**	**Rarely**	**Percentage**
Lecture	**171**	35.3	17.6	47.1	**100.0**
Demonstration	**171**	35.3	41.2	23.5	**100.0**
Discussion	**171**	70.6	29.4	0.0	**100.0**
Question and answer	**171**	52.9	29.4	17.6	**100.0**
Drama and role play	**171**	0.0	17.6	82.4	**100.0**

The findings in Table 4.12 reveal that discussion method was used most (70.6%) in teaching followed by question and answer 52.9%. Drama and role play was the least used method by the adult teachers. Oluoch (2005) in his study in Kisumu

municipality found out that group or class activities were lacking and learners could not open up to share their views and experiences as learning was purely teacher centred.

4.4.3 Responses on adult teachers highest level of education

The teachers were told to indicate their highest level of education. The findings are summarized in Table 4.13

Table 4.13 Adult teachers highest level of education

Highest level education	Frequency	Percent
Secondary level	16	94.1
University level	1	5.9
Total	**17**	**100.0**

The findings in Table 4.13 revealed that 94.1% of adult literacy instructors have secondary level of education while 5.9% have university level education.

4.4.4 Responses on whether a teacher is trained as an adult educator or not.

The teachers were asked to indicate whether they were trained or not. The findings are summarized in Table 4.14

Table 4.14 Responses on whether an adult educator is trained or not

Responses	Frequency	Percent
Yes	13	76.5
No	4	23.5
Total	**17**	**100.0**

The findings in Table 4.14 showed that 76.5% of the instructors were trained while 23.5% were not. Njeranga (2001) in his study noted that untrained teachers lack confidence and adults may look down upon them. This is likely to lower enrolment

4.4.5 Adult teacher qualification

The adult education teachers were told to state their qualification. The findings are summarized in Table 4.15

Table 4.15 Adult teacher qualification

Qualifications	Frequency	Percent
Untrained teachers at Form IV level	3	17.6
Certificate(trained)	13	76.5
Graduate level(untrained)	1	5.9
Total	**17**	**100.0**

The data in Table 4.15 reveal that 76.5% of the teachers had attained certificate level, 17.6% were untrained form IV level and 5.9% were untrained graduate level. Ngau

(1997) in his study noted that lack of training and experience leads to inability of teachers to handle adult learners appropriately. This is likely to lower enrolment.

4.5 Courses offered in adult literacy programmes and enrolment

The **fifth objective** sought to establish the usefulness of courses offered and their influence on enrolment. The responses of the learners are captured in Table 4.16.

Table 4.16 Courses offered in Adult Literacy

Courses offered	**Response**					
	Frequency	**Very often**	**Often**	**Less often**	**Not often**	**Percentage**
Tailoring	**171**	1.8	0.0	1.8	96.5	**100.0**
Masonry	**171**	1.8	0.0	7.0	91.2	**100.0**
Agriculture	**171**	14.0	38.6	28.1	19.3	**100.0**
Business education	**171**	17.5	28.1	33.3	21.1	**100.0**
Health science and home management	**171**	38.6	31.6	10.5	19.3	**100.0**

The information in Table 4.16 revealed that agriculture and health science are the courses that are taught often. They are followed by business education. Masonry and tailoring are least taught among the entrepreneurship courses.

4.5.1 Respondents' views on usefulness of the courses offered

The learners were asked to indicate the usefulness of courses offered in adult literacy programmes. The findings are summarized in Table 4.17.

Table 4.17 Usefulness of the courses offered

Courses offered	**Response**					
	Frequency	**Very useful**	**Useful**	**Less useful**	**Not useful**	**Percentage**
Tailoring	**171**	31.6	35.1	1.8	31.6	**100.0**
Masonry	**171**	35.1	24.6	3.5	36.8	**100.0**
Agriculture	**171**	54.4	42.1	0.0	3.5	**100.0**
Business education	**171**	52.6	35.1	5.3	7.0	**100.0**
Health science and home management	**171**	54.3	38.6	1.8	5.3	**100.0**

The information in Table 4.17 shows that agriculture was the most useful of the courses offered with 54.4% followed by home management (54.3%) and business education 52.6%. Knowles (1980) notes that adults want to learn what they can immediately apply to solve their problems.

4.6 Analysis of adult learners' open ended questions on causes of low enrolment

Further information on the likely causes of low enrolment was gathered from teachers and learners through open ended questionnaire items. The results are discussed here below.

The adult learners recommended that they should be taught Information Communication Technology. This would increase their knowledge in usage of mobile phones and banking. They also suggested that they should be taught welding and horticultural farming.

The learners suggested that the major factors that prevented adults from enrolling were lack of time to attend the classes. In an addition, they feared being known by their community that they were illiterate. They also cited poverty as it made them to spend most of their time fending for their families through casual labour.

The adult learners cited several challenges they faced in learning. These included lack of learning centre. This has made the learners to hold their classes in churches, nursery schools, social halls or primary schools. These places do not have comfortable desks or chairs for adult learners. Lack of toilets was also a challenge. The learners again lacked adequate learning materials like exercise books and pencils which forced

them to spend their own money. Shortage of teachers was a challenge that has resulted into some centres having no adult learners.

4.7 Analysis of adult teachers' open ended questions on challenges in literacy programmes

The adult education teachers also cited the problems they encountered in teaching. The major problem was lack of physical facilities for learning i.e. classes, desks, toilets, chairs and tables. The available facilities were uncomfortable for their learners. Absenteeism among learners was also a problem. The learners are absent during several farming seasons like planting, weeding or harvesting. This becomes a problem for them to follow up what they had learnt earlier.

Other challenges the teachers faced included lack of teaching materials like textbooks, chalks and chalkboards. They also cited low salary by the government as a challenge.

The adult teachers noted the factors hindering enrolment. These included poverty which made the learners spend most of their time fending for their families. They also cited that some learners did not want to be known by their community that they are illiterate. Lack of awareness of the presence of adult literacy programmes in their areas also hindered enrolment.

The teachers gave the following suggestions on ways of improving enrolment in their centres. The major ways suggested included provision of adult learning centres, provision of learning and teaching materials, sensitizing the community on importance of adult education and employment of more teachers by the government.

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

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

5.1 Summary of the findings

The purpose of this study was to investigate the effects of learner and institutional factors on enrolment in adult literacy programmes in Nyahururu sub county, Laikipia County.

The study sought to answer five research questions namely

i. How do learner characteristics including the level of income of adult learners affect enrolment in adult literacy programmes?
ii. How do physical facilities affect enrolment in adult literacy programmes?
iii. To what extent do the teaching and the learning materials affect enrolment in adult literacy programmes?
iv. What is the effect of teacher characteristics and teaching methods h on literacy programme.
v. How do the courses offered in adult literacy programmes affect the programmes?

5.1.1 Effects of learner characteristics including income levels of adult learners on enrolment in adult literacy programmes

The analysis in Table 4.6 indicate that 87.8% of the learners earn Kshs 10,000 or less per month. This indicate that most learners do not have the capacity to pay for adult literacy programmes let alone buy the learning materials required in these programmes. With these levels of income it would be difficult for the learners to enroll for adult literacy programmes without Government sponsorship.

5.1.2 Effect of physical facilities on the learning in adult literacy programme in Nyahururu sub county, Laikipia County

Most adult learners use public facilities churches (47.4%), nursery school (36.9%), social halls (10.5%) while primary schools accounts for 5.3%. These institutions are not meant for the purpose of adult learning especially the churches which are place of worship. In Nyahururu sub-county they are the most preferred venues for adult learning. Most of these public utilities do not have the conducive environment for learning. As the learners indicated the desks in these facilities were inadequate (not adequate70.6%), the toilets and spacious classrooms were inadequate too. The Government should provide adequate and appropriate infrastructure that are conducive for adult learning in order to deliver effective literacy programmes.

5.1.3 Effects of Teaching and learning materials on enrolment in adult literacy programmes

The availability of learning and teaching materials were cited to be inadequate with learners stating that; textbooks (41.2% not adequate), pens (85.9% not adequate) and exercise books (82.9%). Teachers stated that teaching aids were inadequate by 76.5%.

This insufficiency, considering that most learners earn a low monthly income will negatively affect learning in the adult literacy programmes.

5.1.4 Effects of teaching methods on enrolment in adult literacy programmes

Group discussion method is the most commonly used method as cited by 70.9% of the adult instructors while drama and play role were least used. Discussion method encourages the sharing of such knowledge, skills and experience among adults. These teaching methods can be further improved if adult instructors received training on adult teaching skills. Drama and role play methods should be encouraged in adult literacy classes since they help learners retain what they have learnt.

5.1.5 Effects of courses offered in adult literacy programmes on enrolment

Depending on the level of enrolment of in adult literacy programmes, learners may have different opinions on usefulness of various courses. From the study most learners considered courses applicable in their day to day activities as valuable. Agriculture, Business education and Health science and home management were found most useful. This indicate the need to consult with learners before offering any course in adult literacy programes

5.2 Conclusion

In reference to the research findings, learner characteristics and institutional factors greatly affect enrolment in adult literacy programmes in Nyahururu sub-county. A critical analysis of these institutional factors lead to the conclusion that adult literacy programmes are crucial in reduction of illiteracy and poverty in the country. The

Government in consultation with relevant stakeholders should streamline adult literacy progrmmes.

The study established the physical facilities used for adult literacy programmes were found to be inappropriate for adult learners. Churches and nursery schools were used as classrooms. Physical facilities in these centres are designed for worshippers and early child learners.

The study also established that learning and teachings resources for both adult learners and adult teachers were inadequate.

The income levels of adult learners were very low and most of them could not afford the needed learning materials and thus they preferred spending most of their time engaging in tasks that bring food on the table at the expense of enrolling in the literacy class. The government should make this programme free for all.

Lastly the study established that there was a shortage of adult instructors and some were employed on part time. This made them have low morale.

5.3 Recommendations

In order to respond to the challenges faced by adult literacy programme the following recommendations should be implemented to improve these programmes:

i. The National Government and other relevant stakeholders should provide physical infrastructure for adult literacy programmes in the whole country.
ii. Government should provide adequate teaching and learning resources in all adult literacy programmes.

iii. County governments should sensitize their community on importance of enrolling in adult literacy programmes

iv. The government should employ adult teachers deployed as part time teachers on full time basis.

v. The government should help learners in starting self help groups.

5.4 Suggestions for further studies

Further studies should be undertaken to establish whether the terms of employment (salary) of an adult teacher affect performance of an adult learner. Further studies should be carried out in other areas in Kenya.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

TERESIA W NJOROGE
P.O BOX 43-20300
NYAHURURU
24 – 4 – 2015

Dear Respondent

RE: LETTER OF INTRODUCTION FOR TERESIA W. NJOROGE: STUDENT ID E56/83845/2012

I am a student undertaking a degree in Masters of Education in Adult Education and Community Development in the University of Nairobi. I am collecting data from learners and teachers in ACE programme for a research study project which is a requirement of my degree. The project aims at investigating the effects of institutional and learner factors on enrolment in Adult literacy programmes in Nyahururu Sub County of Laikipia County.

The data to be collected from this exercise will be used purely for academic purposes hence the information from the respondents will remain confidential. The questionnaires will therefore be destroyed after analysis of the data and a copy of the findings will be provided to you on request.

I kindly request that you answer all the questions as they are all equally important. Your co-operation is highly appreciated.

Yours Faithfully,

Teresia W. Njoroge

APPENDIX: II QUESTIONAIRRE FOR ADULT LEARNERS

Instructions: Please tick your answer in the box.

1. What is your gender?

   Male ☐ Female ☐

2. What is your age bracket?

a) 18 – 25 ☐ c) 36 - 45 ☐

b) 26 – 35 ☐ d) Over 45 ☐

3. What is your marital status?

   Single ☐ Widow ☐

   Married ☐ Widower ☐

4. Indicate the programme you are enrolled in with a tick.

   a) Beginner ☐

   b) Pursuing primary Education ☐

   c) Pursuing secondary Education ☐

   d) Undertaking entrepreneurial course ☐

5. How often are classes held?

   a) Once a week ☐

   b) Twice a week ☐

   c) 3 days in a week ☐

   d) Throughout the wee ☐

6. What kind of work do you do?

   a) Salaried employment ☐

   b) Self employment ☐

   c) Casual labour ☐

   d) Peasant farming ☐

7. Which of these indicates your estimated monthly income in Kenya shillings?

a) Below Sh 500 ☐

b) Sh 600 – Sh10,000 ☐

c) Sh 11,000 – Sh 20,000 ☐

d) Over Sh 20,000 ☐

8. Among the places listed below, where do you go for your adult classes?

a) Church ☐

b) Nursery school ☐

c) Social hall ☐

d) Primary school ☐

9. Listed below are some characteristics of teachers. Indicate the extent to which they affect enrolment in adult literacy programmes.

Characteristics of teacher	**Very influential**	**Influential**	**Not influential**
Elderly			
Young			
Male teachers			
Female teacher			

10. Please tick the box that describes how happy you are with your adult education teacher on each of the following (tick in the space provided).

Items	**Very Happy**	**Happy**	**Not Happy**
Are you happy when teachers come to class always?			
Are you happy with the way the teacher teaches?			
Are you happy when the teacher is absent?			
Are you happy with the care the teacher gives you?			
Are you happy when you are taught difficult topics?			

11. The following factors are associated with adult learning centers. Indicate your agreement on their adequacy.

Factors that affect enrolment of adult learners	**Very adequate**	**Adequate**	**Not adequate**
a) Physical facilities • Good classrooms for adult learners • Good chairs for adult learner • Good toilet facilities for adult learners			
b) Teaching and learning materials • Textbook • Pens • Exercise books • Teaching aids and charts • chalkboards			

12. Listed below are some of factors that affect enrolment in adult literacy programmes. Indicate the extent at which they affect

Items	**Very Influential**	**Influential**	**Not Influential**
Institutional factors			
Physical facilities			
Teaching and learning materials			
Courses offered			
Teaching methods			
Teacher qualification			
Learner characteristics			
Level of income of adult learners			
Age of the learner			
Gender of the leaner			
Marital status of the learner			

13. How often do your teachers use the following methods in teaching?

Method	Most often	Often	Rarely
• Drama and role play	☐	☐	☐
• Lecture	☐	☐	☐
• Demonstration	☐	☐	☐
• Question and answer	☐	☐	☐
• Tests	☐	☐	☐
• Group work	☐	☐	☐
• Discussion	☐	☐	☐

14. Indicate your agreement on the quality of teaching and learning materials used. Teaching/learning materials used.

Teaching/learning materials	**Good**	**Fair**	**Poor**	**Very poor**
Text books				
Exercise books				
Pens				
Teaching aids and charts				

15. What is the attitude of the local community towards adult education?

a) Very positive ☐

b) Moderately positive ☐

c) Negative ☐

d) Very negative ☐

16. Listed below are some of the challenges faced by adult learners. Indicate your agreement on how they affect enrolment.

Challenges	**Strongly Agree**	**Agree**	**Strongly Disagree**	**Disagree**
Older people do not like to go to class				
Men feel inferior to be in class with women.				
Men do not like to mix in the same class with women				
Too much work prevents women from attending classes				
Married women have more				

time to attend school than single ones				
Married women are prevented from attending classes by their husbands.				

17. How often are the following courses offered in your centre? (Tick from the columns)

Course	Very often	often	Less often	Not often
Tailoring				
Masonry				
Agriculture				
Business education				
Health science and home management				

18. How useful are the following courses to you as an adult learner (tick in the box appropriately).

Course	Very useful	Useful	Less useful	Not useful
Tailoring				
Masonry				
Agriculture				
Business education				
Health science and home management				

19. Besides the courses that are offered in your centre, which others do you recommend to be offered?

i. ……

ii. ……

iii. ……

20. In your opinion what factors prevent adults requiring literacy from enrolling?

_____

_____

21. List the challenges you face in learning.

i. ……

ii. ……

iii. ……

iv. ……

22. How can enrolment of adult learners be improved?

i. ……

ii. ……

APPENDIX III: QUESTIONNAIRE FOR ADULT EDUCATION TEACHERS

Instructions: TICK IN THE BOX [√]

1. How many learners are in the centre?

   Male ☐ Female ☐

2. How many learners are in the following age bracket in your Adult and Continuing Education (ACE) centre?

   a) 18 - 25 ☐

   b) 26 - 35 ☐

   c) 36 - 45 ☐

   d) Over 45 ☐

3. How many learners are in the following level in the centre?

   a) Beginners(basic) ☐

   b) Pursuing primary education ☐

   c) Undertaking secondary education ☐

   d) Undertaking entrepreneurship courses ☐

4. Indicate your status as an ACE teacher.

   a) Full time ☐

   b) Part time ☐

   c) Volunteer ☐

5. Are you a trained adult educator?

   Yes ☐ No ☐

6. Indicate your qualification as an adult education teacher.

   a) Untrained teachers at Form IV level ☐

   b) Certificate ☐

   c) Diploma ☐

d) Graduate level ☐

7. Indicate your highest level of education.

a) Primary level ☐

b) Secondary level ☐

c) College level ☐

d) University level ☐

8. What language of instruction do you use at the centre?

a) Mother tongue ☐

b) Kiswahili ☐

c) English ☐

d) All the above ☐

9. How often are classes held?

a) Once a week ☐

b) Twice a week ☐

c) 3 days in a week ☐

d) Throughout the week ☐

10. How often do you use the following methods in teaching?

Method	Most often	Often	Rarely
Lecture			
Demonstration			
Discussion			
Question and answer			
Drama and role play			

11. Indicate the adequacy of the following in your centre.

		Very adequate	Adequate	Not adequate
a)	Physical facilities			
i.	Spacious classrooms	☐	☐	☐
ii.	Good desks for Adult learners	☐	☐	☐
iii.	Good toilet for adult learners	☐	☐	☐
b)	Teaching and learning material.			
•	Text books	☐	☐	☐
•	Exercise books	☐	☐	☐
•	Teaching aids e.g. charts	☐	☐	☐

12. How often are entrepreneurship courses offered in your centre?

Courses	Very often	Often	Less often	Not at all
• Tailoring	☐	☐	☐	☐
• Masonry	☐	☐	☐	☐
• Carpentry	☐	☐	☐	☐
• Health care	☐	☐	☐	☐
• And home management	☐	☐	☐	☐
• Business education	☐	☐	☐	☐
• Agriculture	☐	☐	☐	☐

13. Listed below are some factors that affect enrolment in adult literacy programmes. Indicate the status at which they affect

Items	**Very Influential**	**Influential**	**Not Influential**
Institutional factors			
Physical facilities			
Teaching and learning materials			
Courses offered			
Teaching methods			
Teacher qualification			
Learner characteristics			
Level of income of adult learners			
Age of the learner			
Gender of the leaner			
Marital status of the learner			

14. Besides the courses that are offered in your centre which others do you recommend to be offered?

i. _____

ii. _____

iii. _____

15. What problems do you encounter in your teaching?

i. _____

ii. _____

iii. _____

iv. _____

16. In your opinion what are the factors that prevent the adults learning literacy from enrolling into literacy programmes?

---

17. Suggest ways of improving enrolment in your centre.

i. _____

ii. _____

iii. _____

iv. _____

APPENDIX IV: RESEARCH AUTHORIZATION CERTIFICATE

THIS IS TO CERTIFY THAT:
MS. TERESIA WANJIKU NJOROGE
of UNIVERSITY OF NAIROBI, 43-20300
nyahururu,has been permitted to
conduct research in *Laikipia County*

on the topic: *EFFECTS OF LEARNER AND INSTITUTIONAL FACTORS ON ENROLLMENT IN ADULT LITERACY PROGRAMMES IN NYAHURURU SUB COUNTY, LAIKIPIA COUNTY, KENYA.*

for the period ending:
31st October,2015

Permit No : NACOSTI/P/15/8462/7728
Date Of Issue : 26th August,2015
Fee Recieved :Ksh. 1000

.....
Applicant's Signature

.....
Director General
National Commission for Science, Technology & Innovation

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

26th August, 2015

NACOSTI/P/15/8462/7728

Teresia Wanjiku Njoroge
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Effects of learner and institutional factors on enrollment in Adult Literacy Programmes in Nyahururu Sub County, Laikipia County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Laikipia County** for a period ending **31st October, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Laikipia 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.

SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Laikipia County.

The County Director of Education
Laikipia County.