

**FATORS CONTRIBUTING TO LOW MEN ENROLLMENT IN ADULT
EDUCATION LITERACY PROGRAMMES: A CASE OF RURING'U DIVISION,
NYERI COUNTY**

BY

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DECLARATION

I declare that this project is my original work and has never been presented to any other university either for certificate, diploma or degree award.

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This project has been submitted with my approval as the college supervisor

Signature:Date:

Supervisor: Dorothy Kitua

DEDICATION

This work is dedicated to my husband, Daniel Ndirangu and our children, Emma, Monicah, Gerald and Charles.

ACKNOWLEDGEMENT

My special thanks go to God, the creator of heaven and earth for giving me the chance to search for knowledge. I also acknowledge the University of Nairobi for providing a conducive environment for higher learning. In addition, I thank Dr. Juliana who introduced me to methodology work and whose passion had a lasting effect. I also expand my gratitude to those who directly and indirectly contributed to this project. Finally, I thank my supervisor for continued support and professional guidance.

ACRONYMS AND ABBREVIATIONS

UN:	United Nations
ALP:	Adult Literacy Programme
EFA:	Education for All
UNEP:	United Nations Educational Programme
AEL:	Adult Education Literacy Programme
ACE:	Adult and Continuing Education

TABLE OF CONTENTS

CONTENT	PAGE
DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
ACRONYMS AND ABBREVIATIONS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
ABSTRACT	x
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem	3
1.3 Purpose of the study	4
1.4 Objectives of the Study	4
1.5 Research Questions	5
1.6 Significance of the Study	5
1.7 Delimitations of the Study.....	5
1.8 Limitations of the Study.....	5
1.9 Assumptions of the Study	6
1.10 Definitions of Operational Key Terms.....	6
1.11 Organization of the Study	7
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
2.1 Introduction	8
2.2 Learning and Teaching Resources.	8
2.3. Methods of Teaching.....	8
2.4 Professional Qualifications of Facilitators	11
2.5 Conceptual Framework	12
2.6 Summary of the Literature Review	13

CHAPTER THREE	14
RESEARCH METHODOLOGY	14
3.1 Introduction	14
3.2 Research Design	14
3.3 Location Of The Study	14
3.4 Target Population	15
3.5 Sample Size and Sampling Procedures	15
3.6 Research Instruments	15
3.7 Instrument Validity	15
3.8. Instrument Reliability	16
3.9 Data Collection Procedures	16
3.9.1 Data Analysis Techniques	16
3.9.2 Ethical Considerations	17
CHAPTER FOUR	18
DATA ANALYSIS, FINDING AND DISCUSSION	18
4.0 Introduction	18
4.1 Teaching/Learning Materials	18
4.2 Prevalence of Men Enrolled in AEL Programmes	20
CHAPTER FIVE	23
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	23
5.0. Introduction	23
5.1 Summary of Findings	23
5.2. Conclusions of the Study	24
5.3. Recommendations	24
5.4 Further Study	25
REFERENCES	26
Appendix I: Questionnaire	27
Appendix II: Research Budget	29
Appendix III: Time Schedule 2015	30

LIST OF TABLES

Table 4.1: Teaching/Learning Materials.....	18
Table 4.2: Prevalence of Men Enrolled in AEL Programme.....	20
Table 4.3 Professional Qualification	22

LIST OF FIGURES

Figure 2.1: Conceptual Framework	12
Figure 4.1: Teaching/Learning Materials	19
Figure 4.2: Prevalence of Men Enrolled in AEL Programme	21

ABSTRACT

The study aimed at investigating the factors contributing to low men enrollment in Adult Education Literacy Programmes in Ruring'u Division, Nyeri County. The study specifically looked at the internal and external factors. The proposed study sought to fulfill the following objectives: to establish the availability of teaching/learning resources in AEL programme in Ruring'u Division, to establish the prevalence of men enrolled in AEL programmes and to establish the professional qualifications of facilitators of AEL programmes. According to James and Sally (2001) descriptive survey is a method which is used to explore relationships between variables and allows generalizations across the population. Therefore, it is used in this study because it enabled the researcher to obtain accurate information for large numbers of people using a small sample. The target population of this study was all adult learners in formal AEL programme. The study carried out a census of the 30 AE centres in Ruring'u Division. There are 767 learners and 17 facilitators in the district, 213 of whom are men. The data of this study was collected using a questionnaire for learners and facilitators while a semi-structured interview schedule for the senior administrators was used. The data collected by use of the various instruments was first coded to allow for easy classification in order to facilitate interpretation. The study generated both qualitative and quantitative data. After collecting the raw data, coding was done whereby responses were assigned codes. The coded data was entered into the Excel programme running on Windows Xp. The data was presented by use of tables. Some centres had adequate teaching/learning materials and others did not have adequate teaching/learning materials. The general enrollment of men in the area of study was wanting as compared to that of women. The study found that the facilitators were not adequately trained in AE and therefore this may have a bearing on the acceptance of men to enroll in the classes. The research made the following recommendations to the relevant stakeholders:

- The government should provide learning materials to all AEL Programmes.
- All stakeholders should conduct sensitization seminars so as to encourage men to enroll in AEL classes.
- The government should ensure that all AEL facilitators are properly trained.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

One of the major concerns of Adult and Continuing Education (ACE) is providing Adult Basic Education (ABE) opportunities to adults and out of school youths who have either missed their chances in the formal education system during their childhood or dropped out of school before obtaining the required education levels.

Globally the birth of Adult Education is attributed to several factors like industrialization, advanced technology and increased consciousness of the rights of all people so that they have a chance to fulfill their potentials (Bastille, 1975). In Britain for example, the growth and needs of the industrial revolution created a new class of readers known as mechanics who were civil and mechanic engineers in 1796, the Birmingham Brotherly society founded the mechanics institutes which provided Adult Education particularly in technical subjects to working men. The mechanic institutes were used as libraries for adult working class. Some of the first formalized adult education institutes in Britain, France and Germany were correspondence schools. These institutions developed and spread later in the 19th century.

According to Bholá (2002), at the World Educational forum which was held in Senegal in Africa 2000, United Nations Educational Scientific and Cultural Organization (UNESCO), the World Bank and global community of government development agencies and Civic Society Organizations adopted the Dakar Framework for Action reaffirming their commitment to achieve Education for all by 2015 at the latest. They pledged to achieve six goals among them being a 50 per cent reduction of illiteracy rates and achievement of universal quality education. The goals are designed to ensure, recognized and measurable

learning outcomes for everyone particularly in areas of literacy, numeracy and essential life skills.

Among the set goals of Education for All set by the Dakar Framework of Action (1999) was to ensure that the learning needs of all young people are met through equitable access to appropriate learning and life skills programmes. This was purposed to enable them find useful employment and protect themselves from risks of diseases and drugs. Another EFA goal was to provide equitable access to literacy and continuing education programmes for adults and achieving at least 50 percent reduction in current gender disparities within a decade (Fagerlid, & Sahah, 2013).

In Kenya, Adult Education (AE) has over the years been recognized as an important demand in the country's development process. The Government recognizes the importance of Adult Education through various Educational Commissions set up to map out the way forward on matters of education. The Kenya Education Commission Report (Republic of Kenya, 2005) realized that the social economic progress of the country relied on the rising standards of education among its populace. This report acknowledge that older people cannot be ignored and asserts that the society should look for ways and means to educate the old and the uneducated youth in line with the changing requirements and values of the society.

In Kenya, millions of our nation's adult men lack the skills or competencies necessary to be successful in the workplace and society, but they are not enrolling or persisting in adult education programs. They may be unaware of the services available, believe that they would not benefit from participating, or have responsibilities that conflict with such activities.

While many adult men do not participate or persist in adult education for reasons that are personal and beyond the control of programs, some do not enroll or remain in a program because of its quality or limited access to the courses and services they need. As noted by Oluoch (2007), “Adults who make the personal investment in learning deserve a broad array of high-quality program options that best meet their needs.” The fact is that involvement in adult education and training is a choice, and participants often make considerable sacrifices to attend. If adult men feel the program is not helping them achieve their goals or is not structured for their specific needs, they may decide the personal investment is not worth it and drop out.

Consequently, enrollment in the adult classes remains grossly low. In particular, enrollment of men in the classes wants. Over the years however, Oluoch (2007) argues, there has been concern that the programme that once thrived was doing very badly. It has become low-keyed and ineffective and characterized by poor participation, particularly of men, making it impossible to achieve the goals of adult literacy. To gain a better understanding of the factors influencing enrollment and persistence in adult education programs and what providers can do to improve program quality and access, this paper explored the factors leading to low men enrollment in adult education centres.

1.2 Statement of the Problem

Male enrollment in Adult Education Literacy Programme in Kenya has always been very crucial worth of investigation. Adult Education teachers are expected to implement the various programmes. However, the male enrollment in adult education centres remains elusive despite the government’s intention of improving it. There is an apparent lack of

awareness by men leading to low men enrollment. For instance, there are inadequate facilitators who are also inadequately trained. There is also lack of proper teaching/learning resources. Although the programmes aim at helping the new literates to engage in productive learning activities in order to retain, improve and apply their literacy, numeracy and communication skills, these and other problems seem to incapacitate the AEL programme. Consequently, the enrollment to AEL programmes remains significantly low. This means that the governments effort to fight male illiteracy through adult education has not borne fruit. This study therefore attempted to investigate factors contributing to low men enrollment in Adult Education Literacy Programmes in Ruring'u Division, Nyeri County.

1.3 Purpose of the study

The study aimed at investigating the factors contributing to low men enrollment in Adult Education Literacy Programmes in Ruring'u Division, Nyeri County. The study specifically looked at the internal and external factors.

1.4 Objectives of the Study

The proposed study sought to fulfill the following objectives:

- i. To establish the availability of teaching/learning resources in AEL programme in Ruring'u Division.
- ii. To establish the prevalence of men enrolled in AEL programmes in Ruring'u Division.
- iii. To establish the professional qualifications of facilitators of AEL programmes in Ruring'u Division

1.5 Research Questions

The study intended to answer the following research questions:

- i. To what extent are learning/teaching resources available for Adult Education Literacy Programmes in Ruring'u Division.
- ii. What is the prevalence of men enrolled in AEL programmes in Ruring'u Division?
- iii. What are the professional qualifications of facilitators of AEL programmes in Ruring'u Division?

1.6 Significance of the Study

The findings of this study may help AE providers improve their implementation of key government policies set for the government's development policy like the policy for expanding access and quality of AE in session paper no. 1 of 2005. Also the study may provide information for policy makers as a reference document, apart from being used by other researchers.

1.7 Delimitations of the Study

This study was carried out in Ruring'u Division. The researcher was able to reach to these areas with her own resources since the study is self-sponsored.

1.8 Limitations of the Study

The limitations of the study were:

- i. Limited time due to the strict schedule to be followed.
- ii. Hard to confine all the facilitators and administrators since they were attending to other duties.

iii. Possibility of the respondents sharing in the process of answering the questionnaires and therefore providing similar answers to the questionnaire items.

1.9 Assumptions of the Study

i) The study assumed that all adult facilitators understand adult education policies and goals of the country.

ii) The respondents would provide the right and correct information to the questions asked.

iii) The respondents would be available.

iv) The respondents would have the knowledge to respond to research questions

1.10 Definitions of Operational Key Terms

Adult: This will refer to any person of age at which one feels him/herself as an adult and at which the person is treated as one by their social group.

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

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

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

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

1.11 Organization of the Study

The study is organized into four chapters. Chapter one consists of the introduction, background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, delimitations of the study, limitations of the study, assumptions of the study and definitions of operational key terms. Chapter two consists of the literature review while chapter three shows the methodology used in the study. Chapter four consists of data analysis, findings and conclusions while chapter five consists of the summary, discussions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature review in this section is discussed under sub-headings guided by the research objectives.

2.2 Learning and Teaching Resources.

Without instructional materials, no quality learning might be said to be taking place. It is the resources that aides the facilitators on the topic, time portion and the techniques to be utilized. The resources are critical in light of the fact that the centres use them to advance open doors offered to adult learners. They incorporate course books, tables, classrooms outlines, counters and others. The resources help in the assistance of learning (Moya, 2005). The adult education facilitator must be inventive enough to assess the needs of the learners and their passage level which is possible through prior preparation of learning exercises and resources which are pertinent to the needs of the learners. Ekundayo (2006) concurs that resources ought to be utilized as a part of the most regular and intelligent way to fortify a specific learning activity.

2.3. Methods of Teaching

Sometime during instructing, facilitators use changed teaching methodologies on the grounds that the adult learner needs to secure new learning: Practical information of methods, genuine (information) and hypothetical learning (ideas). The facilitators' work is not to bestow information, aptitudes or data but to help learners get these for themselves.

Methods of teaching may be separated into four classifications which are:-

Presentation, Participatory and Discovery. In addition, tests and quizzes used to evaluate the learning already done may be adopted as a teaching technique and as a means for further learning (Alan, 1996).

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

- Demonstration

This method is most commonly employed in skill teaching. In this approach, the teacher shows the learners how specific procedures are undertaken and the student is expected to emulate the teacher (Jarvis, 1995). The demonstrator is usually very skilled and the process appears to be easy and effortless. Berkeri and Belbin (1972) suggest that if a skill which is being taught is broken into bits in the demonstration, the learner may be able to grasp the concept more easily. Alan (1996) however says that, there is a danger of the teacher transmitting their own imperfect skills to their learners. Demonstration technique is imperative since it aids understanding and retention. It stimulates learners' interest and gives learners a model to follow. It must however be accurate and relevant to learners.

- Lecture method

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

- Individual reading assignment

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

- Guided discussion

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

- Role Play

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

- Brainstorming

According to Bergevin, Moris and Smith (1963) this method is an "idea inventory". It is an intensive discussion situation in which the quantity of ideas produced or potential solutions offered to problems is more important than the quality. Group members are not allowed to criticize any of the ideas put forward, or offer solution during brainstorming. The ideas are

then analyzed by the group at the end of an agreed period to reach a consensus, offer potential courses of actions and offer solutions to the problems under scrutiny.

- **Projects and Case Studies**

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

Case studies are similar to projects but the groups may seek to focus upon a specific phenomenon and in this instance it may incorporate a multi-discipline perspective (Coates and Silburn, 1967). Together with teaching methods and approaches, Prosser and Clarke, (1972) suggests that approaches to teaching adults should take motivation and sustaining learners' interest into consideration so that learners can enjoy and participate actively in the lesson.

2.4 Professional Qualifications of Facilitators

Ocharo (2013) argues that facilitators are imperative for the transmission of quality education. Very qualified facilitator can have a positive effect on effective programmes of adult education. This would mean that the programmes are appealing to men who would otherwise consider them wasteful as compared to activities which are directly geared towards income generation. The quality of the teacher affects the quality of the programmes they

offer which is also a reflection of the teacher education programmes they underwent. In Kenya the training of adult education facilitators is offered by the Directorate of Adult and Continuing Education (DACE). Facilitators are trained for two years, sit exams and later on issued with a foundation course certificate after passing (Republic of Kenya, ACE policy, 2010). The facilitators also can go for a diploma course and degree for two and four years respectively in the universities (MOE, 2010). Quality education can only be through qualified facilitators. These are the ones who initiate, develop, direct learning and evaluate the learner (Ocharo, 2013). The facilitators must be kept relevant through seminars or workshops to update them on new strategies in education so that they remain relevant in the provision of education every day. This study therefore will find out how facilitators academic and professional qualification do influence them in implementing adult education programmes as the facilitators will feel confident and will be the masters of knowledge.

2.5 Conceptual Framework

The study was guided by the following conceptual framework.

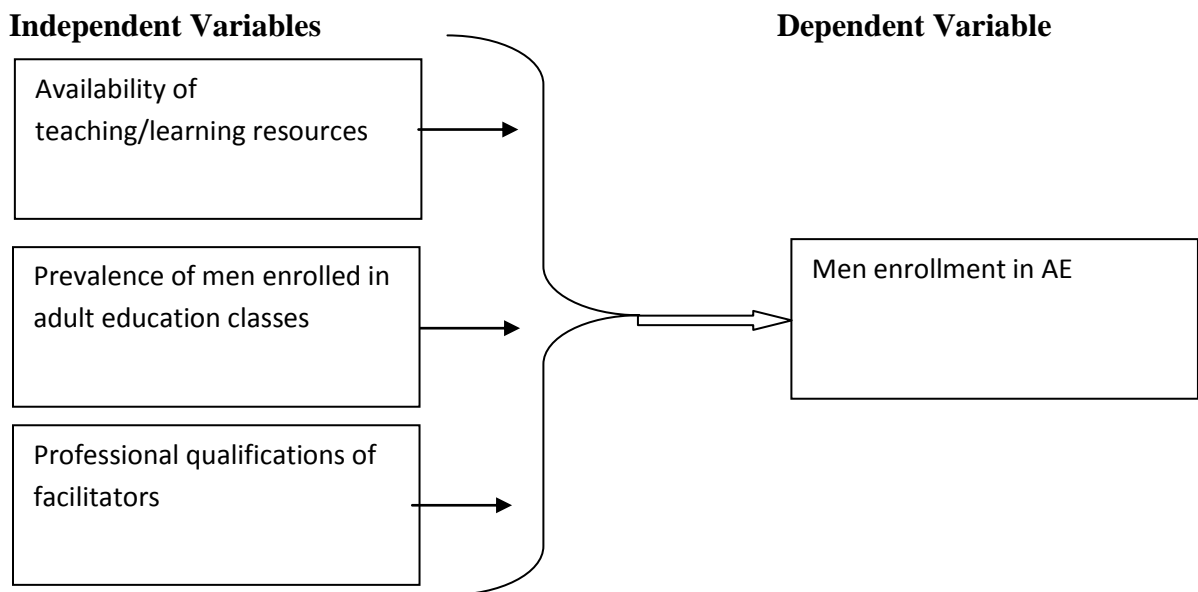


Figure 2.1 Conceptual Framework

The conceptual framework shows that the dependent variable (men enrollment in AEL Programme) is influenced by the independent variables (professional qualification of facilitators, prevalence of men and availability of teaching learning resources). An increase in any of the independent variable would cause a corresponding response in the dependent variable.

2.6 Summary of the Literature Review

The literature addressed the learning teaching resources, the methods of teaching, and professional qualifications of facilitators.

CHAPTER THREE RESEARCH METHODOLOGY

3.1 Introduction

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

3.2 Research Design

According to James and Sally (2001) descriptive survey is a method which is used to explore relationships between variables and allows generalizations across the population. Therefore, it is used in this study because it enabled the researcher to obtain accurate information for large numbers of people using a small sample. A survey design was preferred because it concerns itself with describing practices to determine the current status of that population with regard to one or more variables. The usefulness of this design is convenience in collecting extensive quantifiable data from a large sample of respondents within a short period of time. The design was considered appropriate because it met the broad objective of the study.

3.3 Location Of The Study

Ruring'u Division is in Nyeri county. It is approximately 160 km from Nairobi, the capital city of Kenya. Economic activities in the area of study are both subsistence and small scale cash crop farming. The men enrollment rates for AE education are low and the researcher wished to establish the factors leading to this in the area of study. This was the rationale for conducting the study in this area.

3.4 Target Population

The target population of this study was all adult learners in formal AEL programme. The study carried out a census of the 30 AE centres in Ruring'u Division. There are 767 learners and 17 facilitators in the district, 213 of whom are men.

3.5 Sample Size and Sampling Procedures

Sampling is a procedure through which some elements are selected from the population to be representatives of the whole group. Purposive sampling was used to arrive at Ruring'u Division which has a relatively low enrollment rate for adult learners. A purposive sampling was done to pick out 3 respondents from each centre including a lady, a man and the class leader. These respondents were purposively chosen because they are likely to have pertinent information required for the study. A total of 93 respondents thus encompassed our survey target population. On part of the facilitators, all were studied. Stratified purposive sampling design was used because our selected respondents are most likely to have the crucial information required.

3.6 Research Instruments

The data of this study was collected using a questionnaire for learners and facilitators while a semi-structured interview schedule for the senior administrators was used.

3.7 Instrument Validity

Validity refers to the extent to which an instrument measures what it is intended to measure (Polit et al, 2001). Content validity refers to the extent to which an instrument represents the objectives under study. This was guaranteed by discussions with my research supervisor and peers. The supervisor helped to check ambiguous, confusing and poorly prepared items.

3.8. Instrument Reliability

Reliability is the degree of consistency with which an instrument measures the attribute it is designed to measure (Polit et al, 2001). The researcher sought assistance from the supervisor. In addition to discussing with the research supervisors, questions ambiguities, errors and irrelevance were eliminated after a thorough feedback from respondents. The test-retest method was used whereby the same questionnaire were administered to the same “test group” in a span of two weeks to see if the responses would be replicated. The entire questionnaire were refined and improved. To determine the validity of the instruments, a pilot study was carried out. After the study, some items which seem ambiguous were either be eliminated or altered. The instrument was also validated by the supervisor.

3.9 Data Collection Procedures

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes (Weiner, 2005). After seeking research permit from the college, the researcher proceeded to contact the respondents known to her from which the sample size would grow. Data was collected through the actual administration of questionnaires and conduction of interviews by the researcher. The questionnaires were administered personally to the facilitators and the adult students.

3.9.1 Data Analysis Techniques

Data analysis is a process of inspecting, cleaning, transforming, and modelling data with the goal of highlighting useful information, suggesting conclusions, and supporting decision making (Cooper and Schindler, 2008). It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements in order to determine/

interpret inherent facts or meanings. The data collected by use of the various instruments was first coded to allow for easy classification in order to facilitate interpretation. The study generated both qualitative and quantitative data. After collecting the raw data, coding was done whereby responses were assigned codes. The coded data was entered into the Excel programme running on Windows Xp. The data was presented by use of tables.

3.9.2 Ethical Considerations

The researcher obtained an introductory letter from The University of Nairobi. Ethical considerations were observed. For example the researcher assured the respondents that their identity would be treated confidentially. This was to ensure that their rights are not violated and that the information would only be used for academic purposes but not to incriminate anyone. The researcher also explained the purpose of the study to the respondents and ask them to participate in the study.

**CHAPTER FOUR
DATA ANALYSIS, FINDING AND DISCUSSION**

4.0 Introduction

This chapter presents data analysis, finding and discussions.

4.1 Teaching/Learning Materials

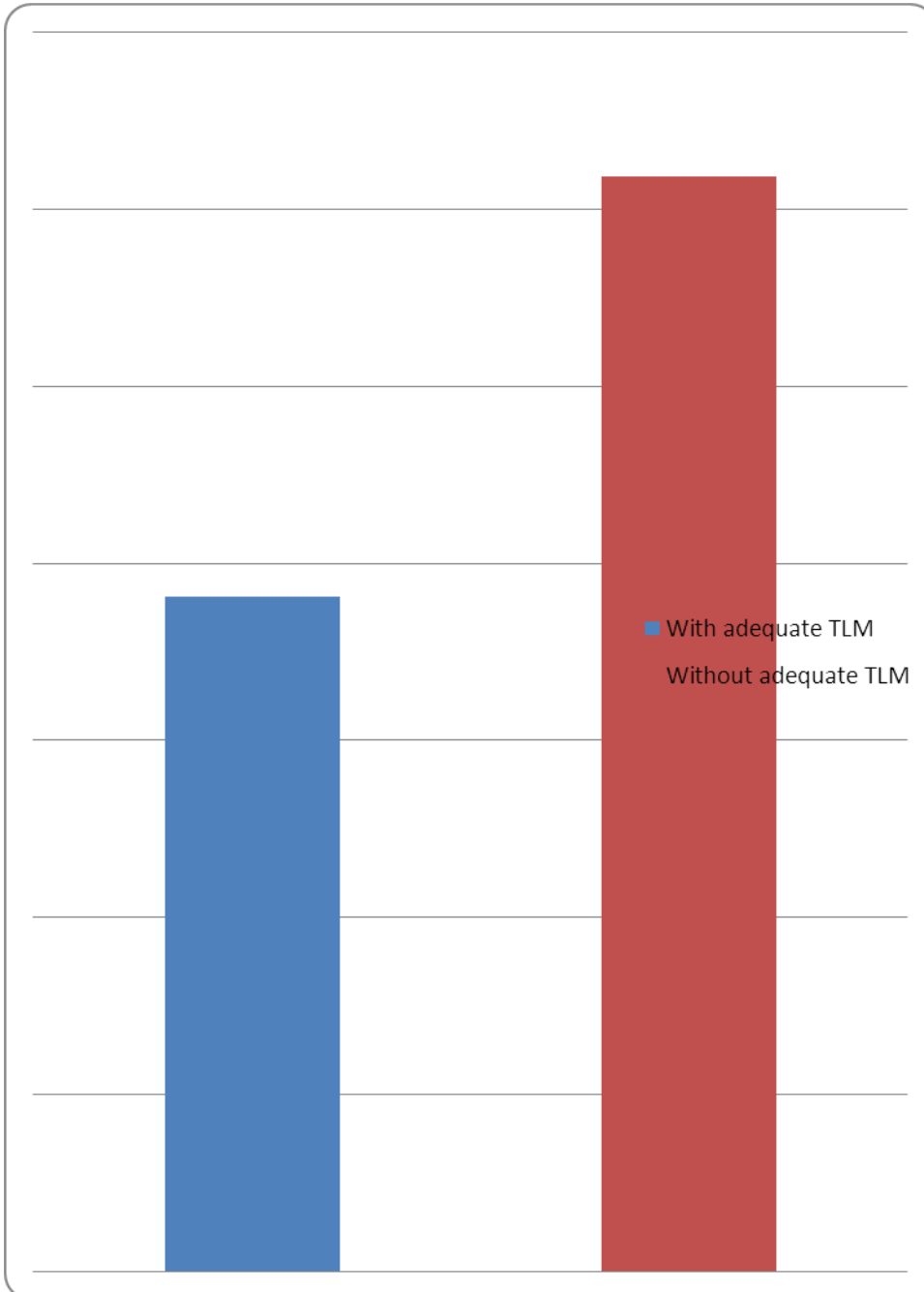
The first objective in this study was to identify teaching/learning materials in AEL Programmes in Ruring'u Division, Nyeri County, Kenya.

Table 4.1 Teaching/Learning Materials

CENTRE STATUS	NUMBER	PERCENTAGE
With adequate TLM	10	33.3%
Without adequate TLM	20	66.7%

The above information was further presented on a graph as shown below.

Figure 4.1 Teaching/Learning Materials



Prevalence of teaching learning materials was different for different Centres. However, the researcher grouped the centres into those that had adequate teaching/learning materials and those that did not have adequate teaching/learning materials. 66.7% of the centres did not have adequate Teaching/learning materials while only 33.3% had adequate teaching/learning materials.

The table 4.1 and figure 4.1 showed that prevalence of teaching/learning materials was wanting in many centres. Despite the work of Reiber (1990) who stated that teaching/learning materials facilitate the reconstructing process during retrieval by encouraging organization, the provision of teaching/learning materials was wanting in the area of study.

4.2 Prevalence of Men Enrolled in AEL Programmes

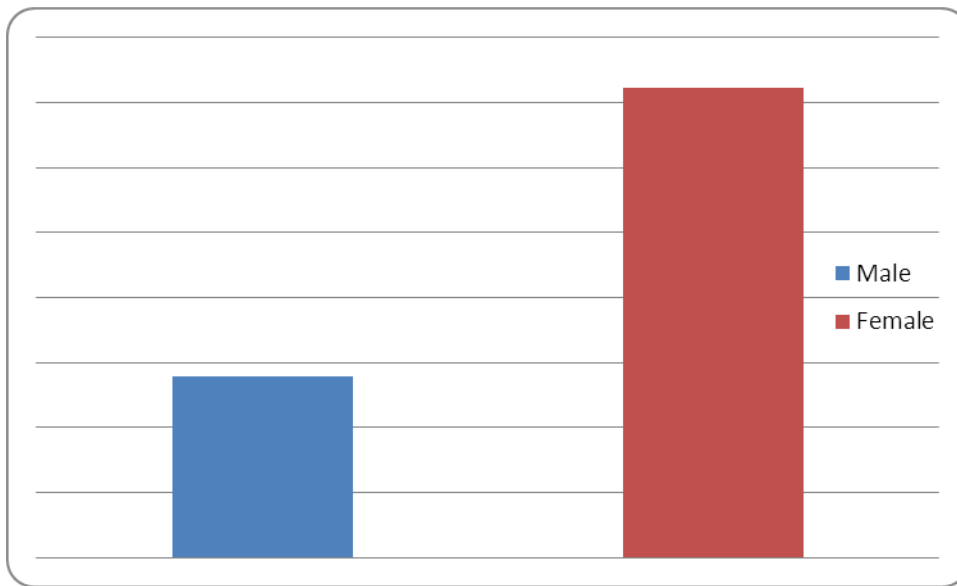
The second objective of this study was to establish the prevalence of men enrolled in AEL programmes activities in AEL Programmes in Ruring'u Division, Nyeri County, Kenya.

Table 4.2 Prevalence of Men Enrolled in AEL Programmes

Gender	Frequency	Percentage
Male	213	27.8%
Female	554	72.2%
Total	767	100

The information was further presented on a graph as shown below.

Figure 4.2 Prevalence of Men Enrolled in AEL Programmes



The general enrollment of men and women in AEL programme in the area of study was distinguishable. Men were fewer with only a percentage of 27.8 against the ladies who were 72.2% of the total enrollment.

The findings are consistent with the literature where it is argued that men are fewer in adult literacy classes. This can be attributed to the many responsibilities men have as compared to women in support of their families. Although women contribute to the welfare of the family, it is the men who bear the larger weight and to a large extent, on whom the bulk stops.

4.3 Professional Qualifications of Facilitators of AEL Programmes

The third objective of the study was to determine the professional qualifications of facilitators of AEL programmes

Table 4.3 Professional Qualification

Type of training	Teachers	Facilitators
Seminars in AE	27	3
Certificate in AE	15	0
Diploma in AE	4	1
Total	46	4

Table 4.3 shows that 3 of the facilitators had attended seminars on AEL Programme in the area of study. 27 of the teachers had attended such seminars. On the other hand, none of the facilitators had attended certificate course in AE while 15 of the teachers had such training. At diploma level, 1 of the facilitators had attended diploma courses in AE while 4 of the teachers had such training.

From a general point of view, AE training has not been fully embraced by the teaching fraternity in the area of study. This is not consistent with the status in other parts of the world where AE teachers in most United States of America, usually have a Master's degree in AE.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter contains summary of findings, conclusions and recommendations made by the researcher.

5.1 Summary of Findings

Prevalence of teaching learning materials was different for different Centres. However, the researcher grouped the centres into those that had adequate teaching/learning materials and those that did not have adequate teaching/learning materials. 66.7% of the centres did not have adequate Teaching/learning materials while only 33.3% had adequate teaching/learning materials. The study established that prevalence of teaching/learning materials was wanting in many centres. Despite the work of Reiber (1990) who stated that teaching/learning materials facilitate the reconstructing process during retrieval by encouraging organization, the provision of teaching/learning materials was wanting in the area of study.

The general enrollment of men and women in AEL programme in the area of study was distinguishable. Men were fewer with only a percentage of 27.8 against the ladies who were 72.2% of the total enrollment. The findings are consistent with the literature where it is argues that men are fewer in adult literacy classes. This can be attributed to the many responsibilities men have as compared to women in support of their families. Although women contribute to the welfare of the family, it is the men who bear the larger weight and to a large extend, on whom the bulk stops.

The study found that the facilitators had attended seminars on AEL Programme in the area of study. 27 of the teachers had attended such seminars. On the other hand, none of the

facilitators had attended certificate course in AE while 15 of the teachers had such training. At diploma level, 1 of the facilitators had attended diploma courses in AE while 4 of the teachers had such training. From a general point of view, AE training has not been fully embraced by the teaching fraternity in the area of study. This is not consistent with the status in other parts of the world where AE teachers in most United States of America, usually have a Master's degree in AE.

5.2. Conclusions of the Study

- Some centres had adequate teaching/learning materials and others did not have adequate teaching/learning materials.
- The general enrollment of men in the area of study was wanting as compared to that of women.
- The study found that the facilitators were not adequately trained in AE and therefore this may have a bearing on the acceptance of men to enroll in the classes.

5.3. Recommendations

The research made the following recommendations to the relevant stakeholders:

- The government should provide learning materials to all AEL Programmes.
- All stakeholders should conduct sensitization seminars so as to encourage men to enroll in AEL classes.
- The government should ensure that all AEL facilitators are properly trained.

5.4 Further Study

The researcher recommends a further study on the factors contributing to more female enrollment in AELP in Ruringu Division, Nyeri County.

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Appendix I: Questionnaire

INSTRUCTIONS

Please answer these questions as honestly to the best of your knowledge, write your responses in the spaces provided. Please put tick where applicable. Kindly do respond to all items. Please don't write your name on the questionnaire.

SECTION A: BACKGROUND INFORMATION

SCHOOL CODE _____

1. What is your gender?

Male

Female

2. Age in years

21-30

31-40

41-50

Above 50

2. What is your highest academic qualification?

KCPE

KCSE

College

University

3. How would you rate the availability of teaching learning resources in adult education classes?

Available

Not Available/

4. Would you rate the level of men enrolled in AEL programmes as good and adequate?

No

Yes

Appendix II: Research Budget

Activity	Amount
Stationary	K/sh 4000.00
Printing	K/sh 6000.00
Transport	K/sh 10000.00
Internet services	K/sh 3000.00
Telephone	K/sh 6000.00
Miscellaneous	K/sh 1000.00
Total	K/sh 30000.00

Appendix III: Time Schedule 2015

Activities	April	May	June	July	August
Proposal Writing and presentation					
Data collection analysis and presentation					
Submission of report					