

**TEACHER RELATED FACTORS INFLUENCING TEACHING AND
LEARNING IN ADULT BASIC EDUCATION LEARNING CENTERS
IN NAIVASHA SUB-COUNTY, KENYA**

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for Award of the Degree of Master of Education in Curriculum Studies**

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DECLARATION

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

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DEDICATION

I dedicate this work to my dear parents, Gitau Waithaka and Esther Gitau, my dear siblings were also an inspiration; Debra, Waithaka, Njeri, Njuguna and Shiku. God bless you for being my inspiration throughout my postgraduate studies and for you I continuously thank God.

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ABBREVIATIONS AND ACRONYMS

ABE Adult Basic Education

DAE Directorate of Adult Education

DACE Directorate of Adult and Continuing Education

KNLS Kenya National Literacy Survey

UNESCO United Nations Educational Scientific and Cultural Organization.

ABSTRACT

The purpose of this study was to investigate the teacher related factors influencing teaching and learning in Adult Basic Education centers in Naivasha sub-county. It sought to provide valuable information on the challenges facing adult education in regard to teachers in the sub-county to educational stakeholders and the directorate of adult education and to suggest recommendations to curb the problems. The objectives of the study sought to determine the extent to which teachers' qualifications, teachers attitudes, teaching and learning resources and the teaching methodologies the teachers of adult education used influenced teaching and learning in Adult Basic Education centers in Naivasha sub-county, Nakuru county, Kenya. The study was conducted using descriptive survey design. The target population was 14 adult education centers in Naivasha sub-county. The target respondents consisted of one Adult Education Officer, 14 teachers of adult education and 526 adult learners. From 541 members of the target population, the researcher used purposive sampling procedure to select a sample size comprising 1 Adult Education Officer, 14 teachers and 250 adult learners. The research instruments used included questionnaires and interview schedules. The analysis done was both qualitative and quantitative. Qualitative analysis considered the conclusions from the opinions of the respondents. Quantitative analysis considered use of frequency counts and distributions, tabulation, totals and calculation of percentages. Data collected was analyzed using statistical package for social sciences (SPSS). In the study it was found out that teaching and learning in adult education was faced by numerous challenges and the most prominent ones were lack of adequate trained and qualified teachers, inadequate teaching and learning resources. Therefore the researcher concluded that there were challenges facing the teachers of adult education which could negatively influence teaching and learning in the adult education centers. The government should employ more trained and qualified teachers and also hold in-service programmes to improve the skills of the present teachers and also provide more teaching and learning resources which are inadequate and some of them unavailable in order to improve teaching in adult education centers. The researcher suggested that more studies should be conducted on other factors influencing teaching and learning in adult education centers.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

There are about 781 million illiterate adults judging from recent direct assessments of adults reading ability, the rate of illiteracy is likely to have dropped slightly from 18% in 2000 to 14% in 2015, which means that the Dakar framework for Action which was adopted at Dakar conference in 2000 target of halving illiteracy has not been achieved. (UNESCO, 2015). Education has formally been formally recognized as a human right since the adoption of the Universal Declaration of Human rights (UDHR) in 1948. The UNESCO Convention against Discrimination in Education (1960) also affirmed the right to education while the International Covenant on Economic, Social and Cultural Rights (1966) stressed the responsibility to provide basic education for individuals who could not complete primary education. The right to education is not limited by age or gender. It extends to children, youth and adults including older persons.

Adult education enables people to acquire knowledge, skills and values which allow them to improve the quality of their present and future lives, thus the UNESCO report indicated that access to, and participation in, relevant and appropriate adult education are fundamental to personal, economic and societal development, (UNESCO, 2014). Learning does not only empower adults by giving them the knowledge and skills to better their lives but it also benefits their families, communities and societies. Adult education plays an influential role in

poverty reduction, improving health and nutrition, and promoting sustainable environmental practices (UNESCO 2009). Adult education therefore needs to be implemented effectively to enable adults acquire essential knowledge, skills and attitude so as to adjust rapidly to the changing world (McKay, 2007).

North America, for instance, developed the use of electronic curriculum to enhance implementation of Adult Basic Education curriculum as many of the learners could access the programme from the media (Organization of Economic Cooperation and Development, 2003). The electronic mode of learning was geared towards reaching the adults who for one reason or another could not go through the formal education successfully.

The National Agency for Qualifications (NAQ), IN Portugal promotes and supports education and training for adults. In order to ensure proper teaching and learning, trainers must have the necessary academic and professional qualifications for teaching in adult programme. They must have a Professional Aptitude Certificate (PAC) which is awarded under the National System of Professional Certificate (NSPC) educational statistics and planning office. (Republic of Portugal, 2009)

In Asia many achievements and innovations have been made to adult learning. community ownership to the implementation of the program have been promoted as well as encouraging learners, teachers, non-governmental organizations and the governments to participate in development of Adult Basic Education program

through the adoption of intersection and multi-level , approaches (Mboya, 2013). According to Mboya, many in the Asian nations are integrating literacy programmes with skill training to increase employment ability and income generation activities.

Ajibola (2008) notes that Nigeria made policy changes on instructional language in adults programme in order to enhance curriculum implantation for adult education in the country. According to the language policy, the use of Nigerian languages in formal and non-formal education is emphasized. Ayiende (2009) studied financing of adult and non-formal education in Nigeria and found out that lack of funding by the government affected effective implementation of Adult Basic Education curriculum.

In Uganda, the implementation of Adult Basic Education (ABE) has had many challenges due to lack of proper policies to guide its implementation. The ABE therefore, has been inadequate, inconsistent and uncoordinated. However, the ABE has survived through the national development frameworks such as the Poverty Eradication Action Plan (PEAP) and the National Adult Literacy Strategic Investment Plan (NALSIP). These frameworks have guided the government on the implementation of ABE (Hinzen, 2009).

In Kenya, adult education is seen as an important element in the national development process and the concept and practice of adult learning in Kenya goes back to 1963. The Board of Adult Education (BAE) in Kenya was formed

by an Act of parliament (Cap 223 of 1996 of the laws of Kenya) which was later revised in 1967. In 1979, there was a presidential directive on eradication of illiteracy in Kenya which led to the establishment of the Department of Adult Education (DAE, 2006). The implementation of adult education curriculum in Kenya is done by various bodies which include; Non-Governmental Organizations (NGO's), Community Based Organizations (CBO's), Faith Based Organizations (FBO's), government ministries and departments, the civil society and private organizations. According to Kaigongi, the government of Kenya coordinates the ABE curriculum providers in the country through the Directorate of Adult and Continuing Education (DACE) within the Ministry of Education.

The National Development Plan (Republic of Kenya 2002), proposal of strengthening and expanding literacy programs by creating sustainable environment through developing reading materials , review of the non-formal curriculum and developing support materials. To attain the main objectives of the Adult Basic Education calls for profession facilitator's skill and experience. The facilitator has to relate content to the social-cultural, technological, political and environmental demands of the society; the teacher should apply the most effective teaching and learning methodologies and evaluate the teaching and learning process in the education system. The facilitator has to interpret, plan and execute the curriculum on daily basis; the teaching equipment and other physical material are vital to increase learning.

Teaching and learning entails putting into practice the officially prescribed courses of study, syllabuses and subjects (Pratt, 1994). The process involves

helping the learner acquire knowledge or experience. The teacher or facilitator in adult learning plays a major role in determining and implementing the curriculum. Stenhouse (1975) identifies the teacher as the agent in the teaching and learning process and argues that implementation is the manner in which the teacher selects and mixes the various aspects of knowledge contained in curriculum document in syllabus. Handal and Herrington (2003) also stresses the central role of the teachers in implementing the curriculum and calls on policy makers to take teachers attitudes and perceptions into account.

Teachers and educators are the major pillars in the teaching and learning process, they are the most important persons in the practice curriculum. With their knowledge, experience and competencies teachers are central to any curriculum improvement effort and they are also responsible for introducing the curriculum in the classroom and outside the classroom as well. Researchers have shown that the ability of teachers to implement the curriculum is dependent on variables such as teacher qualification, experience, perceptions and school support measures among many others (Snyder, Bolin & Zumwalt, 1992; Vaughn et al. 2000).

Meir (2001) argues that the factors that influence the success of teaching and learning of an adult education programme include the availability of both human and physical resources, adequate number of trained and well-motivated facilitators, a relevant curriculum, relevant subject matter, proper physical conditions and a conducive learning atmosphere for learners in the classroom. Wang and Cheng, (2005), concluded that of all the factors that determine

teaching and learning, the teacher's qualification and experience, which are a product of their orientation and skills was probably the most crucial. Evans (2001), however demonstrated that implementation of a program was higher when teacher perceptions, driven by attitude was more positive and years of experience was less.

The teacher's attitude towards the adult learners and teaching them is very important as it affects how adult learn and thus teaching and learning in adult learning centers. After reviewing many studies, Freedman and Carver, (2007) suggest that it is now a widely accepted those teachers' personally held beliefs and values help to guide their teaching practices. Teaching and learning resources form the medium through which teaching is carried out. Fullan and Miles (1992) assert that implementation demands resources for training, for substitutes, for new materials, for new space and above all for time.

Teaching methods used in adult learning centers are important elements during teaching and learning. According to Brooks and Brooks (1993), one of the first things a teacher must do when considering how to teach students is to acknowledge that all students do not learn the same way. This means that if the teacher chooses only one style of teaching, that is either direct instruction, collaborative learning, inquiry learning and so on, the learner will not be maximizing their learning potential. Therefore, this study seeks to establish teacher factors that influence teaching and learning in adult learning centers in Naivasha sub-county.

1.2 Statement of the problem.

The Kenya Vision 2030 (Republic of Kenya) aims at attaining 80 percent adult literacy by the year 2030 while the mission of the Adult Basic Education is to provide adults with education opportunities and aid them acquire literacy skills necessary for them to become self-sufficient and participate effectively in the society. UNESCO had set for 2015 for countries to attain 50 percent literacy. However, according to a report of UNESCO 2015 on adult education and literacy, Kenya is making a slow progress towards attaining the 50 percent literacy target. This was revealed when the world marked the 51st International Literacy Day in September 2015 (UNESCO, 2015).

A survey by the Kenya National Literacy Survey conducted in 2006 revealed that there were over 7.8 million (38.5 percent) adults and youth who lacked the minimum literacy levels (Republic of Kenya, 2007).

In September 17, 2015, on the International Literacy Day the then Cabinet Secretary for Education, noted that there was a shortage of adult instructors and to address the problem, he said that the Kenya Institute of Curriculum Development will review the curriculum for training the adult literacy instructors and to ensure that they are equipped with the right skills to effectively and professionally deliver the content using appropriate methodologies.

By June 2015 the enrollment for adult education and literacy programmes stood at 231,305 (158,374 females and 72,391 males. Naivasha sub- County had 4,505 adult learners at the time, meaning that the enrollments rates in the country are

quite poor. This is despite the much spirited efforts by the government of Kenya and other stakeholders to fight illiteracy. The cabinet secretary also noted that UNESCO had projected that by 2015, 26 percent of all illiterate adults will live in sub-Saharan Africa, up from 1 percent in 1990 (UNESCO Institute for Statistics, 2015). This study therefore sought to examine the teacher factors influencing teaching and learning in Naivasha sub-County.

1.3 Purpose of the Study

The purpose of the study was to investigate teacher related factors influencing teaching and learning in Adult Basic Education centers in Naivasha sub-county, Nakuru County.

1.4 Objectives of the Study

This study sought to achieve the following objectives:

- i) To establish the influence of teacher professional qualifications on the teaching and learning in Adult Basic Education centers in Naivasha sub-county.
- ii) To find out the influence of teachers attitude on the teaching and learning in Adult Basic Education centers in Naivasha sub-County.
- iii) To establish the influence of teaching and learning resources on the teaching and learning in Adult Basic Education centers in Naivasha sub-county.
- iv) To find out the influence of teaching methods on the teaching and learning in Adult Basic Education centers in Naivasha sub-county.

1.5 Research Questions

This study was guided by the following questions:

- i) Does teacher qualification contribute to teaching and learning in Adult Basic Education centers in Naivasha sub-county?
- ii) To what extent does teacher's attitude affect teaching and learning in Adult Basic Education centers in Naivasha sub-county?
- iii) To what extent do the teaching and learning resources affect teaching and learning in Adult Basic Education centers in Naivasha sub-county?
- iv) How does teaching methods contribute to teaching and learning in Adult Basic Education centers in Naivasha sub-county?

1.6 Significance of the Study

This study sought to generate useful information about the teachers or instructional factors influencing teaching and learning in Naivasha sub-county of Nakuru county, Kenya. The findings may be useful for the Ministry of Education, the Department of Adult Education and ABE curriculum facilitators who are in the field of teaching and learning in making informed decisions based on research on adult education in the country. The study may be important to the Ministry of Education, policy makers in Adult Education and also the Kenya institute of Curriculum Development in identifying the teacher factors that influence teaching and learning in Adult Basic Education centers and recommend for best practices. More specifically, the results of this study would help answer pertinent questions on some of the factors influencing adult education in Naivasha sub-County. The study findings might also draw attention to the stakeholders on the

need for training and preparing teachers at the ABE centers for effective implementation of the ABE curriculum.

1.7 Limitations of the Study

According to Best and Khan (2009), limitations are conditions beyond control of the researcher that may affect the conclusions of the study and their application to other studies. The researcher covered only one sub county which may have unique settings thus the results of the study cannot be generalized to the whole country. The researcher did not have control over the attitudes of the respondents which affected the validity of the responses. This limitation was mitigated through the use of an interview and questionnaires which helped verify some of the responses given by the respondents.

1.8 Delimitations of the study

The area of the study was Naivasha sub-county and it was looking at the teacher related factors influencing implementation of curriculum in Adult Basic Education centers in Naivasha sub-county and the respondents targeted was director of Adult Basic Education, adult educators or teachers and the adult learners present in the sub-County.

1.9 Basic assumptions of the study

In this study, it was assumed:

- i) That the information obtained from the respondents was accurate and true to the best of their knowledge.

ii) That the instruments given for the examination was reliable and valid.

1.10 Definitions of Significant terms.

Adult Learner, refers to any person aged 18 years and is engaged in adult learning process.

Adult Education Centre, refers to the venue where adult literacy class is conducted, it can be a classroom, socio hall or church premises.

Teaching and learning refers to the process of putting a document or an instructional programme into practice, or the stage when the curriculum itself, as an educational programme is put into practice.

Teacher attitude refers to the teacher's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice).

Teaching and learning resources refers to information presented and stored in a variety of media and format intended for use by teachers and learners that assist adult learning as defined by the curricula.

Teaching methods refers to systematic, logical or orderly ways of instructing adult learners.

Teacher factors, refers to the features of the teachers usually through formal coursework and practice teacher.

1.11 Organization of the Study

The study is organized into five chapters. The first chapter is introduction highlighting the background to the study, statement of the problem, purpose of the study, research objectives, research questions and significance of the study, limitations and delimitations of the study, basic assumptions of the study and finally the definitions of significant terms in the study.

Chapter two is looking at the review of literature. The review will be under different sub-topics which are guided by the research objectives which include an overview of teaching and learning in adult education in Kenya, teacher qualifications, teacher attitudes and teaching and learning of adult learners, teaching/ learning resources and also the teaching methods and teaching and learning of adult learners. This chapter will also include theoretical and conceptual framework of the study.

Chapter three will cover the research methodology to be employed. This included research design, target population, sample size and sampling procedures, research instruments, data collection procedure, data analysis techniques and ethical considerations. The fourth chapter presents the data analysis, interpretation and discussion of research findings. The last, chapter five focuses on the summary, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter aims to review literature of an overview of teaching and learning in Adult Education Centers, teacher's qualifications and teaching and learning in adult education centers, teachers' attitudes and teaching and learning of adult learners, teaching methods and teaching and learning of adult learners, availability of teaching and learning resources of adult learners and summary of the literature, theoretical and conceptual frameworks.

2.2 An overview of teaching and learning in Adult Education Centers

Adult education is an entire body of educational process, whatever the content, level or method; whether formal or informal as well as apprenticeship (UNESCO, 2006). It provides an opportunity to those who for various reasons could have dropped out of school before receiving education (UNESCO, 2005). In Kenya, it is mainly provided to equip illiterate adults and out of school youth with numeracy, reading writing, Kiswahili, English and any other language that may be of interest to the learners (MOE and KICD, 2007).

Persons regarded as adults by their societies they belong develop their abilities, enrich their knowledge, improve technical or professional qualifications or turn them in a new direction and bring out about changes. Linderman(2005).argues that the change in learners may be in attitudes or behavior in the two fold

perspective of full personal development in balanced in independent social economic and cultural development.

The Kenyan government, since independence has put emphasis on adult literacy in order to achieve fast and sustainable socio-economic development (Titmus, 2009). The objectives of the adult education programmes are to: eradicate illiteracy, provide knowledge, skills and attitude for work, to create self-confidence and foster positive behavior towards life. In order to achieve this, the learners have to be exposed to specific content in the adult education curriculum content which includes literacy, family life, health, and nutrition, civics, environmental studies and agriculture. It is hope that if this content is covered effectively, it will make Kenya achieve her objectives of adult education and by extension national development as stipulated in vision 2030 (Kibera, 2007).

Nyerere (1976) emphasizes that the education provided to adults must encourage the development in each citizen by inculcating an enquiring mind, developing an ability to learn from what others do and reject or adopt the same to his or her own needs and finally it must lead to a basic confidence in one's position as a free and equal member of the society who values others and is valued by them for what he does and not what he obtains. According to Coombs (1973), the purpose of basic general education for men and women is to offer them essential learning experiences to enable them to participate in the modern world with greater confidence and improved chances of success. Townsend (1977) contributes to

this by adding that education must contribute to the material, social and cultural improvement of each individual from childhood to old age.

2.3 Teacher qualifications and teaching and learning in adult education centers

The effectiveness of any teaching and learning depends on the quality of the personnel involved. Mwandia (1972) argues that the success of any literacy programmes is largely dependent on the type of teachers recruited. (Lind (1990) agrees to this when arguing that the central to any adult education programme needs qualified educators at all levels. Fordman (1995) advocates for training of adult literacy teachers before the start of literacy programmes to boost their confidence and motivate learners to learn.

According to Directorate of Adult and Continuing Education Report (2012) most of the ABE facilitators have KCPE OR KCSE qualifications. The report however indicated that most of these facilitators have confidence to discharge their duties which is vital for successful implementation of adult education curriculum. The report further notes that the facilitators get in-service training to enhance their work in teaching and learning though some of the facilitators do not attend the in-service training effectively and regularly. The need to improve teacher training, working conditions and the professional status of literacy educators is important (UNESCO, 2004).

Muya (2013) found out that the adult education teachers were recruited from varying academic backgrounds from Kenya Certificate of Primary Education (KCPE) through Kenya Certificate of Secondary Education (KCSE) to Kenya Advanced Certificate of Education (KACE). Muya also found out that the adult education teachers' training was not structured to suit their varying educational backgrounds but rather the content was the same for all of them. The training which took place in form of induction, in-service and correspondence (Correspondence Course Unit-CCU) was found to be piecemeal, haphazardly organized, irrelevant and far between which did not amount to quality professional training.

In Kenya the department of Adult Education officers, the recruitment is done locally and training done by the departments. A major setback in effective teaching and learning is the problem of unqualified teacher's especially specialized teachers in areas like vocation and technical subjects. In most instances, curriculum is designed up to implementation without adequate manpower to translate these documents into reality (Sofalahan, 1998).

2.4 Teacher attitude and teaching and learning of adult learners.

An attitude is a predisposition to respond in a particular way towards something, object or a situation (Gormly 1997). An attitude can be an organized and consistent manner of thinking, feelings and reacting to people, group and social issues or generally any event in the environment (Iambert 1973). Hall (2005) indicates that the decisions that content area teacher makes about what to teach

and how to teach it may be largely influenced by their beliefs. He further elaborates that despite the types and amount of knowledge that teachers hold; it is their beliefs that are more likely to dictate their actions in the classrooms.

According to Brook (1972), the critical element in determining how much learners learn does not seem to be inherent in the subjects themselves, in the manner in which they are organized, or in the basic ideas that characterize the subjects. The most important determinant of how many adult learners learn seems to be the degree to which the teacher demonstrates that he thinks the material is important and that he values it and regards it as useful. Therefore, according to Pearce (1966), one of the factors that seem to account for more successful student learning in ABE is the teacher's genuine enthusiasm for the subject matter being taught.

An attitudinal commitment that adult illiterates can learn and that the teacher can create the necessary conditions to permit effective learning is probably an overriding demand of all ABE teachers (Brook, 1972). Teachers who are receptive to the positive characteristics of their learners demonstrate that they both believe in and respect the abilities of their students. According to Barnes and Hendrickson (1965), the verbal behavior, body gestures, facial expressions and written communication of more successful ABE teachers all give clear indication that they feel that their students have unlimited potential.

Teachers of adult learners should understand and appreciate the nature of the life conditions of their students- their homes and their communities- and the significance of these conditions for learning and development. According to Pearce (1966), such an understanding should be based on mutual respect, with the teacher recognizing merits in the students' way of life. When observed by the research team in the Barnes and Hendrickson study, it was noted that teachers who appeared more successful were able to subjugate their own attitudes and value systems in order to start the adult illiterate where he was, and also genuinely accepted the student as a human being who was capable of learning.

Osakwe (2000) observes that attitude is majorly affected by teachers' knowledge base and mastery of the subject of the subject knowledge and the socio-cultural context. A teacher who possess a negative attitude impairs the ability of the students to be able to receive messages from the subject the teacher teaches leading to wrong interpretations of concepts (Aoko, 2012). Teachers' attitude has been found to be associated with quality teaching and learning in the classroom Okorodudu (2006) argues that possession of positive work attitude enhances teaching thereby leading the achievement of learning objectives and the overall educational objectives. This implies that the teacher who possesses negative attitudes impairs the ability of students to receive messages from the subjects that they teach leading to wrong interpretation of concepts.

Sometimes, the facilitator tends to have an unacceptable and unsympathetic mood towards the learners. According to Knowles (1970), the teacher does not appreciate the fact that the self-concept of an adult is different from the child. The

tendency of handling learners like school children usually tantamount to rejection, that is, the adult learner resists, avoids and resents such situations.

Saylor and alexander (1973) research demonstrated a relationship between teacher's attitude towards a curriculum and its ultimate effectiveness. They said that determining the reasons for any teacher dissatisfaction may suggest remedies which will bring a change of teacher's attitude and subsequently increase the effectiveness of a curriculum.

2.5 Teaching methods and teaching and learning of adult learners

Adults learn in a variety of ways thus it is important to use multi teaching methods in teaching a particular topic as many adults wants to be involved with learning. Adult learners learn differently hence it is important to involve different delivery format and teaching methods. The adult educator should provide learning opportunities for the adult to expand their knowledge and skills. The selection of delivery skills is pegged on several factors which include the purpose of the educational program (programme outcome), objectives (outcome), anticipated number of participants, participant travel (distance and expense), available facilities equipment and resources estimating budget (Mboya 2013).

Mboya notes that teaching methods are mainly divided into three categories which are; one way communication method, interactive or two way communication methods and the laboratory or skills development methods. The selection of methods depends upon intended objectives and maturity of the learners. According to Mboya, the one way communication is mainly used when the objectives are primarily focused on transition of information from one or

more source to a group of learners. It targets to expand the knowledge of the learners, and it may include lectures use of resource persons, symposium, panel discussion and computer aided instruction.

Interactive communication is an exchange or dialogue between the information source and the adult learners, these methods includes group discussion case study role playing, problem solving and brain storming. Mboya continues to argue that in the acquisition of knowledge and skills for the performance of a psycho motor task, laboratory teaching methods are used which include demonstration and field trips.

Waite (1972) states that in arriving at a preference for specific method in given circumstances, there are some criterion that might be relevant such as the motivational strength of the methods, reading ability of the students the cultural background of the students. Training and experience of the instructor also needs to be considered, the financial resources available for materials, equipment and premises, time limits and the number of adult learners. Also support services for the teacher such as typing and duplicating services and access to supplies should also be considered. Another criterion for selecting the method an adult educator can use is whether the class is fairly homogeneous or heterogeneous as to grade level, learning ability, learning speed, experience, interests and age bracket.

2.6 Learning and teaching resources in adult learning

No quality or meaningful learning takes place without instructional and learning resources. (Lockheed 1991) It is the resources that guide the facilitators on the subject matter to be taught, time allocation and the strategies to be employed. Learning/teaching resources include any material that are used by facilitators and learners to facilitate learning which include books, magazines, newspapers, projectors and electronic material such as radios and computers. Learning resources also include learning aids.

Resources are vital inputs needed to effectively conduct instructional activities at all levels of the educational system. Gregory, (2002) and Kenya institute of Curriculum, (2007) argue that the teaching and learning aids enhance understanding of certain concepts in the situation of learning. Ekundayo (2002) confirms that learning and teaching resources should be used in a logical and natural manner in order to bring meaning to an adult learner.

Colloids (2001) argues that providing learning and teaching materials to all learners' increases achievement and retention rates, when Ngigi (2002) carried out a study on factors contributing to low enrolments rates on adult literacy in Makadara Division, he concluded that human and teaching resources influenced the enrollment rates in the division. Ondiko (2002) also carried out a study on the use of post-literacy materials by adult education learners in Rachiony District and found out that lack of teaching and learning resources affected teaching and learning of ABE.

Resources and materials are designed to help teachers enact the curriculum into practice (Ball & Cohen, 1996). Kombo and Tromp (2006) asserts to this and says that resources enables the teacher to confidently relay knowledge without deviations and to the level of the learners, they continue to argue that resources also enhance learning as those taught through such resources tend to work on their own or in groups to conceptualize ideas longer.

2.7 Summary of literature review

From the literature review, it is evident that most of the adult education facilitators or learners do not have adequate qualifications necessary for them to instruct adult learners, it is therefore recommended that a lot of in-servicing and training ought to be done in order for them to acquire the needed knowledge, skills and attitudes to teach adult learners. It is also recommended that the educators should possess positive attitudes towards the content they are teaching, towards the adult learners and also the school environment for proper and effective learning to take place in adult education centers. Teaching and learning resources are very crucial When it comes to teaching and learning not only in adult education centers but at any educational level, unfortunately, it is noted from our literature review that most of our adult education centers do not have adequate teaching and learning resources, enough physical facilities and also human resources. Lastly, it is worthy to note that adult learners are special learners as they have their own unique characteristics such as having a rich experience and being older than the average learners, thus the methods used by the educators should make the adult learners feel motivated and ready to learn.

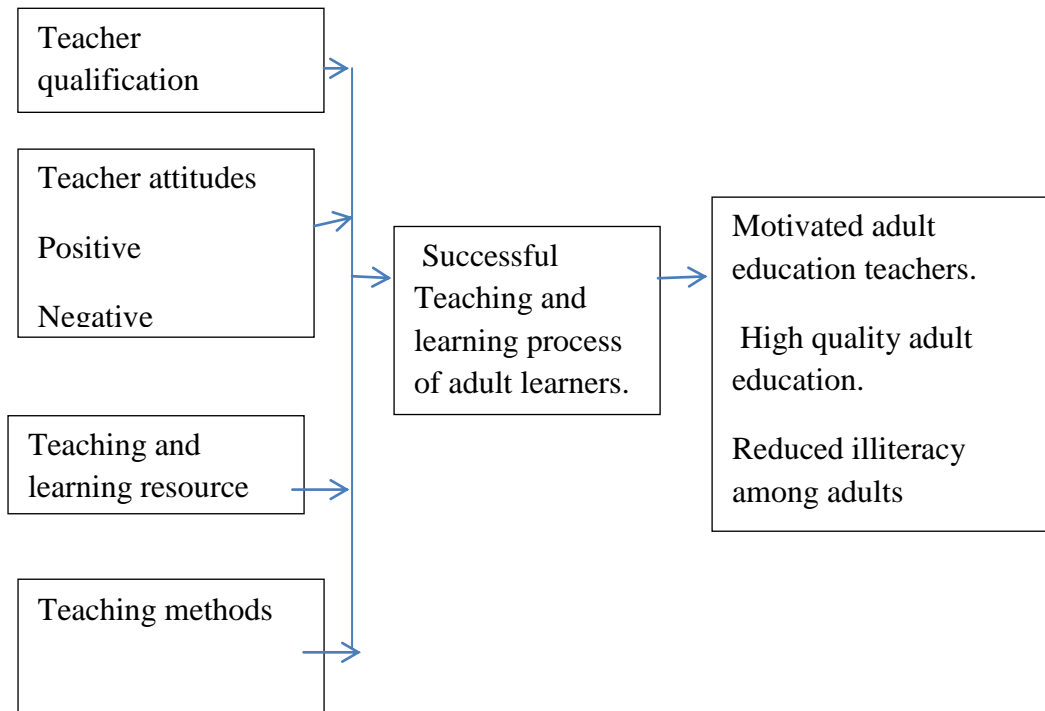
2.8 Theoretical framework

This study was guided by the dysfunctional theory proposed by Neal Gross (1971). Gross' theory states that any educational programme brings in mind the question of learning resources, the question of teacher training, teaching or instructional resources, learning facilities attitudes of the teachers and learners and allocation of time to classes and sometimes supervision. The facilitators need to be equipped with the relevant knowledge, skills and attitudes so that they can facilitate learning among the adult learners effectively. Resources like teaching and learning aids need to be adequately provided in every centers so as to ensure effective delivery of content; this is compounded with the centers having adequate human and physical resources. Thus effective implementation of the curriculum was achieved if all the variables are properly managed.

2.9 Conceptual framework.

Punch (2001) defines a conceptual framework as a representation, either geographically or in narrative form, of the main variables and their present relationship with each other that is the relationship between independent and dependent variables. It assists the researchers to develop awareness and understanding of the situation under investigation and to communicate this. (Fraenkel and Wallen, 2001). Figure 2.1 shows the conceptual framework of the study designed to access the relationship between the inputs of independent variables

Figure 2.1: interrelationship between teacher's characteristics and teaching and learning of adult learners.



In conclusion, the conceptual framework of the study shows that the interplay of the factors such as teacher qualification, teacher attitudes, the availability of teaching and learning resources and appropriate teaching methods will lead to highly motivated adult education teachers and in turn the adult learners receiving high quality education from their teachers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.

This chapter consisted methodology used to carry the study. It was subdivided into research design, target population, sample size and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection procedures and analysis techniques.

3.2 Research design

Kombo and Tromp (2006) defines a research design is the arrangement of conditions for collection and analysis of data in a way that aims at minimizing expenditure of efforts, time and money. This study was conducted using descriptive survey as the design which Orodho (2005) as a method of collecting information by interviewing or administering questionnaires to a sample of individuals. This design was suitable for this study as it collected data which would describe the existing conditions in adult learning centers in Naivasha sub-county.

3.3 The target population

Mugenda and Mugenda (1999) define target population as the population to which the research would like to generalize his nor her results. The study was conducted in Naivasha sub-County, Kenya. The study targeted all the 14 adult education centers in the sub- County which has a total population of 526 learners, there are 14 adult education teachers and one Adult Education Officer.

3.4 Sample size and sampling procedure

A sample is a portion of the population whose results can be generalized to the entire population (Amin,2005). In Naivasha sub-County, the target population included all the 526 adult learners, 14 teachers and the one Adult Education Officer. The study used simple random sampling to select 250 adult learners for the study. This represents 10% of the target population; this is in line with Gay's (1992) recommendation which states that a sample of 10% and above is a good representation of the target population. All the 14 adult education teachers were purposively selected to participate as well as the Adult Education Officer.

3.5 Research instruments

The researcher developed research instruments which consisted of questionnaires and interview schedule to collect data. Questionnaires allows for the measurement for or against a particular viewpoint (Orodho, 2004). Orodho continues to argue that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. The questionnaires was used to collect data from the teachers and adult learners while an interview schedule was used for the adult education officers. The questionnaires was divided into three sections; the first section will seek demographic information about the teacher and adult learner respondents such as age, experience and qualifications, the second section sought the information on the determinants for teaching and learning in adult education such as availability of teaching – learning resources, teacher attitudes, teaching methods used by the teacher while the third section

will seek the opinion or suggestions of the respondents on improvement of factors prevailing in adult education.

An interview provides an opportunity to the interviewer to question thoroughly certain areas of inquiry (Orodho, 2005). The interview schedule was developed to gather more information and data and also to compliment the questionnaires, they was administered to adult education officers and their assistants if there be.

3.6 Validity of the instruments

According to Sounders, Lewis & Thornhill (2007), validity of instruments refers to the quality of the research gathering instrument or procedure that enables it to measure what it is supposed to measure. Validity of the instruments used was established through a pilot study to two adult education centers which was conducted in the nearby Gilgil sub- County in one adult education center. Borg and Gall (1989) argue that validity of an instrument is improved through expert judgment, therefore the researcher will seek assistance from research experts, lecturers and the supervisors in order to help improve validity of the instruments.

3.7 Reliability of the instrument

Reliability of instruments is the consistency of scores or answers from one administration of an instrument to another and from one set of items to another (Fraenkel and Wallen, 2006). Test- retest technique was used to ascertain the reliability of the instrument during the first stage pilot. The questionnaires was administered to a sampled number of respondents and after duration of three weeks the same questionnaires was given to the same respondents in the same

adult education centers. The responses given during the two instances was compared to determine their reliability. The Pearson's Product Moment Correlation formula was used to compute the correlation coefficient (r). Orodho (2005), states that the Pearson Product Moment Correlation establishes the extent to which the contents of the instruments are constituent by eliciting the same responses every time the instrument is administered.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2] [n \sum y^2 - (\sum y)^2]}}$$

Where,

r is the degree of reliability.

x is the score obtained during first test

y is the score obtained during second test

n = is the number of score within each distribution.

According to Mugenda and Mugenda (2003), a coefficient of 0.8 or more is considered reliable. This study obtained a coefficient of 0.86 for Adult education teachers and 0.84 for the adult learners and therefore this was deemed reliable.

3.8 Data collection procedures

The researcher sought a permit from the National Council for Science and Technology, Assistant County Officer, the District Adult Education Officer, Division Adult Education Officer, and the facilitators in charge of the centers. The centers was personally visited to create rapport with the respondents and set date for the administration of instruments. The instruments were administered through drop and pick hence confidentiality was assured to all respondents.

3.9 Data analysis techniques

According to Mugenda and Mugenda (2003), data analysis is the process of bringing order and meaning to raw data collected. The data was edited and information categorized into topics based on the research questions. Descriptive statistics such as frequency distribution, percentages, graphs and charts was used to analyze the quantitative data. Qualitative data from open ended questions was organized into themes (thematic analysis). Responses were coded, processed and tabulated by using the Statistical Package for Social Science (SPSS)

3.10 Ethical considerations

The respondents of the research must be assured of their protection from harm that may arise as a result of the researcher's activities even as the researcher aims at producing new knowledge. In this regard, the following ethical principles was adopted by the researcher to ensure adherence to ethical and legal standards. A research permit and authorization to conduct research in schools was acquired, an informed consent where the teachers and adult education officers was made aware of the purpose of the study. The other measure that was taken is to ensure the anonymity of the respondents in order to protect them from any danger or harm that may arise from answering the instruments; this was by not requiring them not to write their names.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and discussions on the research findings which were collected in 11 adult education centers, the study investigated the teacher related factors influencing teaching in Adult Basic Education centers in Naivasha sub-county. The teacher factors were: teachers' demographics, teacher's qualifications, attitude of the teachers, teaching and learning resources and teaching methodologies. The findings of this study are based on the responses of the Adult Basic Education Officer, Adult Education teachers and adult learners who were sampled out. The chapter is organized into the following sections; questionnaire return rate, demographic information and findings from the research questions based on the study objectives.

4.2 Questionnaire return rate

Two sets of questionnaires were used to collect data for this study, that is, questionnaires for adult education teachers and the adult learners. A total of 11 teachers (78%) and 230 adult learners (86.8%) questionnaires were dully filled and completed. All these were included in the data analysis. The response on the interview with the Adult Education Officer was successful. The questionnaire return rate is as shown in the Table 4.1

Table 4.1 Questionnaire return rate

Category	number of questionnaires sampled	Number of questionnaires returned	Return rate Percentage %
Teachers of Adult Education	14	11	78
Adult Learners	265	230	86.8
Total	279	241	86.3

Table 4.1 indicates that the response rate was satisfactory and data can be generalized, that is, 78% of the teachers of adult education filled and returned the administered questionnaires and 86.8% of the adult learners returned the administered questionnaires. This return rate was deemed sufficient for data analysis and representation conforming to Mugenda and Mugenda (2003) who stipulates that a response rate of 60 percent is good and a response rate of 70 percent is excellent.

4.3 Demographic information on the respondents

The objective of this section was to get information on a number of variables from the teachers and adult learners, which included their demographic attributes.

Descriptive statistics from the data collected from the teachers were presented. To understand the background the background of the respondents participating in the study, the researcher required them to indicate their gender, age, academic qualification, teaching experience, and their employment terms among other variables. The information was important in establishing the nature of the participants in the study.

4.3.1 Gender of the teachers

The demographic variables are divided into two basic categories where there is a category for teacher. The results are presented in Table 4.1.

Gender	Frequency(f)	Percentage (%)
Male	2	18.2
Female	9	81.8
Total	11	100.0

Table 4.2: Distribution of teachers by gender

The data in Figure 4.1 shows that's there were female teachers accounted for 81.8%, that is n=9. As compared to their male counterparts who are 18.2% whose n=2. This data indicates tat the Adult Education centers in Naivasha have more female teachers, that is 81.8% as compared to only 18.2% of the teachers who are male. This shows that more females are attracted to teaching adult learners in

Naivasha sub-county and this reveals a high level of disproportion in gender disparity in teaching staff in Naivasha sub-county which is composed of very few male adult education teachers, which might have have contributed to a low turnout of male adult learners.

4.3.2 Age distribution of teachers

The study sought to find out the age of the teachers of adult learners. This information helped to know the ages of the teachers of adult learners in Adult Education Centers in Naivasha sub-county. The results are presented in Table 4.3.

Table 4.3 Respondents by age.

Age (Years)	Frequency (f)	Percentage (%)
30-39	3	27.3
40-49	7	63.6
Above 50	1	9.1
Total	11	100.0

Table 4.2 indicates that majority of the teachers were of the age ranging between 40 and 49 years accounting for 63. % while those teachers aged between 30 and

39 were three teachers who represent 27 % and one teacher who is above 50 years. This shows that majority of teachers were mature and experienced.

4.3.3 Level of education of the teachers

The level of educational qualification for teachers of adult learners was considered an integral variable based on the assumption that there is a high correlation between level of education and teachers understanding of the factors influencing teaching and learning of adult learners. The results are as presented in Table 4.3.

Table 4.4 Education level of teachers of Adult Learner

Qualification	Frequency (f)	Percentage (%)
KCPE	2	18.2
KCSE	3	27.3
KACE	4	37.3
P1	1	9.1
Degree	1	9.1
Total	11	100.0

The data on Table 4.3 indicates that only 2 (18%) teachers had K.C.P.E certificates while K.C.S.E qualified were 27%, 36% had K.A.C.E certificates while 1 had a P1 certificate as also reflected by the teacher who had attained a degree. Hence more teachers were qualified to teach in Adult Basic Education

centers in Naivasha sub-county. This data indicates that 45.5% of the teachers have not undergone basic training in teaching which is a worrying fact and could disadvantage adult learners in the sub-county in terms of teacher professional qualifications.

4.4 Teachers' professional qualifications and teaching and learning in ABE centers.

The effectiveness of any teaching and learning depends on the quality of the personnel involved. Mwandia (1972) argues that that the success of any literacy programmes is largely dependent on the type of teachers recruited. Teachers of adult education themselves were asked if their qualifications affected the teaching and learning of adult learners.

Table 4.5 Teachers' qualification

Are teachers qualified	Frequency	Percent
Yes	8	72.7
No	3	27.3
Total	11	100.0

Table 4.4 shows the influence of teachers' qualifications on teaching and learning of adult learners. The data shows that 72.7% of the teachers of adult education agreed that qualification indeed influenced the process of teaching and learning indicating reasons such as that teachers who were more qualified had better mastery of content, knew the teaching methods to apply when teaching adults than their counterparts while a smaller percentage of 27.3 disagreed that qualification influenced teaching and learning arguing that the process depends on the teachers' interaction with learners and also focusing on objectives of the lessons and not necessarily on qualifications. Hay (2000) argues that professional qualification of the teacher impacts on the student performance. Thus, it is possible that learners in most of the adult basic education centres in Naivasha sub county are disadvantaged in terms of facilitator professional qualifications.

4.4.1 Teachers work experience

The teaching experience of the sampled teachers from each of the Adult Education center was considered an important variable as it had impact on the teachers' process of teaching and learning. The findings are as shown in Table 4.6

Table 4.6 Teachers' experience

No. of teaching years	Frequency	Percentage
1-5	4	36
6-10	5	45
11-15	2	18
Total	11	100

Table 4.5 shows that only 36.0% of the teachers had less than 6 years of experience of teaching in Adult Basic Education centers, that is n=7, 63% while 36% had 1-5 years of experience. This clearly indicated that majority of the teachers in the sub-county had been teaching the adult learners for a reasonable period of time and were better placed in understanding the factor influencing teaching and learning in the adult education centers. This shows that majority has a positive effect on adult learning in the sub county.

4.4.2 Teachers' experience on teaching and learning.

The teachers were asked whether they thought their teaching experience or the number of years they have taught influenced their teaching they would indicate their answers with a yes or no. Figure 4.3 shows the results given by the respondents.

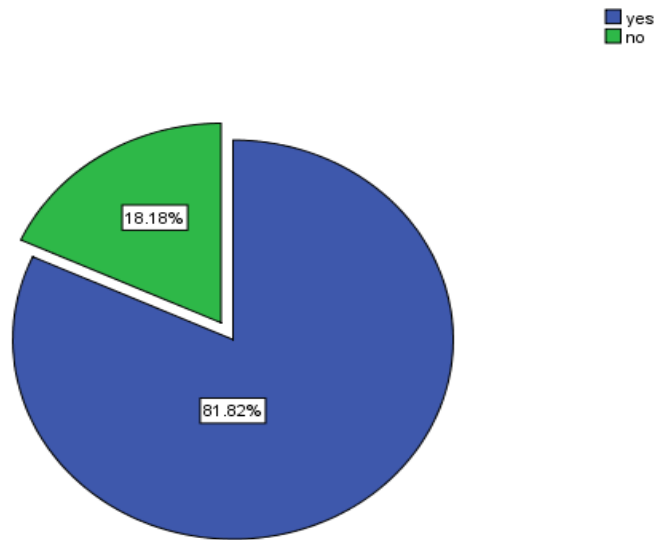


Figure 4.1 Teaching experience on teaching and learning of adults

Figure 4.1 shows that 81.8% of the teachers thought that the teaching experience of the teachers of adult education influenced teaching and learning as opposed to 18.2% who felt otherwise. The teachers who thought that experience influenced teaching and learning supported their argument by indicating that more experienced teachers knew the content in the curriculum better, knew how to handle adult learners well than the inexperienced ones while those who did not support this question argued that teaching is more about delivery and mastery of knowledge rather than experience.

4.4.3 Employment terms of the teachers

Table 4.7 shows the employment terms of the teacher in the sample below.

Employment terms	Frequency	percentage
Full time	3	27
Part time	7	63
N.G.O	1	9
Total	11	100

Table 5 shows that teachers of Adult Education in the sub-county work on part-time basis $n=7$, which is 63% while $n=3$, that is 27% of the teachers work on full time basis while only one teacher is employed by an N.G.O. This suggests that the teacher work elsewhere which could be attributed to poor payments and lack of remuneration. This has a negative implication on the teaching and learning process in adult education centres as the teachers do not have adequate time to teach the adult learners. The finding tallied with (UNESCO 2010) that most of the teacher in adult basic education centres are under paid and work under worse conditions. On other hand it was worth noting that the part time teachers represented a big percentage since this left them with enough time to do other things. These really corresponded with the some of the challenges Adult and Continuing Education programmes faced of high turnover of staff and volunteers teachers (Sessional paper 2012 Gok.)

4.4.4 In-service programme on teaching and learning.

Adult Education teachers should get in-service training to enhance their work in teaching and learning though some of the facilitators do not attend the in-service training effectively and regularly. The researcher enquired from the teachers if they had ever attended any in-service programme.

Table 4.8. Shows the results

I have attended an in-service programme	Frequency	Percent
yes	6	54.5
no	5	45.5
Total	11	100.0

Teachers who attended in-service programmes

Table shows that f=6, that is 54.5% of the teachers of Adult Education in Naivasha sub-county had attended at least one in-service programme as opposed to f=5, 45.5% who had not. All the teachers had indicated having attended a one day or two days workshop organized by the directorate of Adult Education in the sub-county and the County at large, however most of them felt that the workshops were not involving or educative enough to be quantified as an in-service programme. This could be due to the fact that very few workshops are organized by the relevant authorities. This may have an implication that most of the facilitators are ill equipped in terms of current skills and knowledge to implement ABE curriculum

4.4.5 In-service programmes on teaching and learning

The teachers of adult education were asked if the in-service programmes they have ever attended had had any influence in their teaching of adult learners.

The results are shown in the figure 4.3.

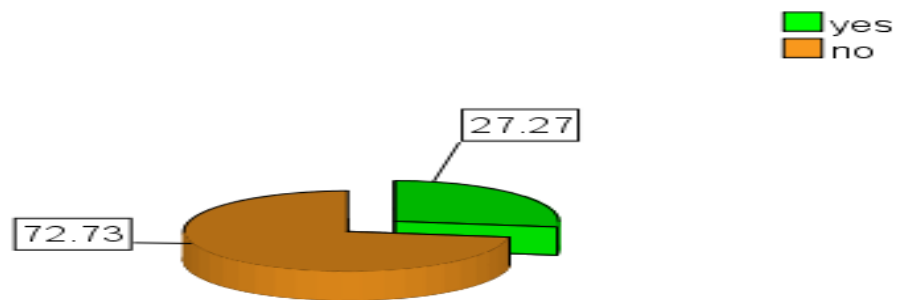


Figure 4.2: Responses on in-service programs attended and their effect on teaching and learning.

Figure 4.2 shows that 72.7% disagreed that the in-service programmes that they had attended had had any influence in their teaching of adult learners, the reasons cited were that the in-service programmes took a short time; one week at most times and that that were not oftenly arranged, some of the workshops they had attended did not address the challenges they faced as teachers in the process of teaching and that some of them had never even attended a single programme. 27.3% of the teachers, however, indicated that the in-service programmes they had attend had had a positive implication on their teaching of adult learners.

4.5 Teachers' attitude on teaching and learning in Adult Learning

Centers

This questions seeks to investigate how teachers' attitude affect teaching and learning in Adult Basic Education centers in Naivasha sub-county. Table 4.6 shows how teachers respond on issues relating to their attitude in the teaching and learning process. They were to Strongly Agree (SA), Agree (A), Disagree(D) or to Strongly Disagree (SD)

Table 4.9 response on teachers' attitude on teaching and learning

Statement	SA		A		D		SD	
	F	%	F	%	F	%	F	%
The topics I teach are relevant to adult learners	5	27	5	45	3	27	0	0
Teaching adults is simple and interesting	5	44.5	6	54.4	0	0	0	0
All learners have the ability to learn	1	9.1	6	54.4	4	36.2	0	0
I have adequate mastery and knowledge of the content	8	72.7	3	27.3	0	0	0	0
Learners are self-driven and willing to learn	4	36.4	6	54.5	1	9.1	0	0
I am confident in teaching adult learners	8	72.7	3	27.5	0	0	0	0
Total	F=11							

Table 4.9 captures teacher's attitude on various areas relevant to teaching adults. Majority of the teachers had a positive attitude towards teaching and learning of adults. For example, all respondents agreed that teaching adult learners is simple and interesting, that is 44.5% strongly agreed and 54.4% agreed with the variable. On the same breath all the teachers agreed that they had mastered adult content, were confident in teaching and they believed that the learners were self-driven. Furthermore majority of the teachers felt that the topics taught were relevant to adults, that is 82% of the teachers. And Also according to the teachers in the sample, they felt that 63.6% of the learners had the ability to learn.

4.5.1 Adult learners' response on teacher's attitudes towards them.

Adult learners were asked to respond on various items which measured their teacher's attitude towards them. They were either to Strongly Agree (SA), Agree (A), Disagree (D) or Strongly Disagree (SD)

Table 4.10 Response of learners on teachers' attitude towards them

Statement	SA		A		D		SD
	F	%	F	%	F	%	F%
I have a good rapport with my teacher	97	42.2	130	56.5	3	1.3	
The teacher sees me as capable of learning	73	31.7	14	62.6	13	5.7	
My teachers treat me as an adult during the Learning process	110	47.8	115	50.0	5	2.2	
The teacher appreciates my experience as An adult learner	68	29.6	128	55.7	34	14.8	
The teacher uses teaching methods that am comfortable with.	85	37.0	136	59.1	9	3.9	
Total	f=230						

Table 4.10 indicates that the adult education learners felt that their teachers had a good attitude or perception towards them. 98.7% of the adult learners agreed that they had a good rapport with their adult education teachers as opposed to only 1.3% who disagreed to having a good rapport with their teachers. Similarly a good number of the adult learners strongly agreed that their teachers' perceived them as capable of learning, that is 31.7% and 62.6% agreed to the same as opposed to only 5.7% who felt that their teachers' did not view them as ones capable of learning. 97.8% of the teachers treated their learners as adults and this means that they respected them and were basically mutual which shows that the teachers held a positive attitude towards the learners. Furthermore 75.3% of the learners felt that their teachers' appreciated their experiences as adult learners thereby enriching the fact that the teachers of Adult Education in Naivasha sub-county had a positive attitude towards their learners as Hall (2005) indicates that the decisions that content area teacher makes about what to teach and how to teach it may be largely influenced by their beliefs. He further elaborates that despite the types and amount of knowledge that teachers hold; it is their beliefs that are more likely to dictate their actions in the classrooms.

4.6 Influence of teaching and learning resources on teaching and learning of adult learners.

The teachers of Adult Education were asked whether the teaching and learning resources are available in the Adult Basic Education centers in Naivasha sub-county.

Table 4.8 shows the learning and teaching resources availability according to the teachers in the sample f=11

Table 4.11: Responses on resource availability in ABE centres

Response	Frequency	Percentage
Yes	7	63.6%
No	4	36.4%
Total	11	100.0%

Table 4.11 shows the percentage agreement on resource availability. 63.7% of the adult education teachers agreed that there were available teaching and learning resources as opposed to 36.4% of the teachers who were on the opinion that that they were on the opinion that they were unavailable or not adequate. Important resources such as chalks, books, posters and sometimes learning facilities such as classrooms are not adequate. This can have a negative implication on the teaching and learning process in Adult Education centers in Naivasha sub-county. Omotayo et al (2008) argues that the use of teaching and learning resources is a basic requirement in the teaching and learning of any subject.

4.6.1 Adequacy of teaching and learning materials'

Adult learners in Naivasha sub-county were asked about the adequacy of teaching and learning resources in their centers, the relevancy of those materials and whether or not they purchased their own learning materials. Table 4.16 shows the

distribution of learner's answers on whether the sub-county had adequate resources or not.

Table 4.12: Response on adequacy or inadequacy of learning materials

Are materials	Frequency	Percentage
Adequate		
Adequate	41	17.8
Inadequate	145	63.0
Not available	44	19.1
Total		

Table 4.12 shows that majority of the adult learners felt that the teaching and learning resources were inadequate, that is 63.0% followed by 19.1% percent of the learners who felt that the materials or resources for teaching and learning are not available as opposed to a smaller percentage of 17.8% percent of the learners who felt that the resources and materials are adequate. This implicates that teaching and learning resources in Naivasha sub-county are not adequate and some others totally unavailable which may have a negative implication in the teaching and learning process in the Adult education centers. The finding tally with the MoE (2010) that the adult Basic Education centres has shortage of teaching learning material.

4.6.2 Teaching/learning materials and delivery time

Teachers were asked whether the materials they use or sometimes require are delivered on time. Table 4.12 shows the opinion of the teachers on delivery of teaching and learning resources.

Table 4.13: Responses on delivery of resources

Are resources delivered	Frequency	percentage
On time		
Yes	2	18.2
No	9	81.8
Total	11	100

Table 4.13 shows that majority of the teachers, that is 81.8 %, disagreed that teaching and learning resources are delivered on time. The ministry of Education supported by the government and the directorate and also the stakeholders of adult education do not avail the required resources in time. This could have a negative implication on the teaching and learning process in Adult Education centers in the sub-county.

4.6.3 Resource provider in Adult Education centers

Teachers were asked to indicate who provided the teaching and learning resources they used in the process of teaching and learning. The results are shown in the Table 4.10

Table 4.14: Sources of resources

Source of resources	Frequency	Percent
Ministry	9	81.8
N.G.O	2	18.2
Total	11	100.0

Table 4.14 shows the ministry or the government provided most of the resources for the Adult Education centres in Naivasha sub-county, 81.8% of the teachers indicated that while 18.2 % of the teachers indicated that some of the resources are provided by N.G.Os. Most of these resources, as noted earlier, are not adequate enough, resources such as classroom facilities, text books, chalks, posters and making own study charts and also photocopying services and thus the teachers themselves are forced to buy for themselves or request public primary and secondary schools to provide. The learners themselves also buy learning materials for own studies and to help them when they are given individual reading assignments.

Table 4.15 shows the number of learners who have purchased their own learning materials.

Table 4.15: Learners who Purchased learning Material for Self

Ever purchased your own materials?	Frequency	Percent
Yes	85	37.0
No	145	63.0
Total	230	100.0

Table 4.15 indicated that n=85, that is 37.0% only of the adult learners had purchased their own learning materials⁵ these materials included bibles and calculators, thus it should be noted that the learners bought the materials in regard to their interests and motivation of attending adult classes. However a large number of the adult learners, n=145, 63.0% had never bought any learning materials for self.

Thus it should be noted that even though the government and some NGOs provided resources for teaching and learning, they were not adequate enough and some of the learners were forced to purchase their own, this can negatively influence teaching and learning in Adult Education centres in Naivasha sub-county as noted by Lockheed (1991) who argued that no quality or meaningful learning takes place without instructional and learning resources.

4.6.4 Relevancy of materials

Relevant curriculum enables learners to move timelessly from education system into the world of work

Table 4.12 shows the opinion of the teachers on the relevance of teaching and learning materials.

Table 4.16: Relevance of materials

Are materials relevant	frequency	percentage
Yes	6	54.5
No	5	45.5
Total	11	100

Table 4.16 shows that a higher percentage of teachers were on the opinion that the materials they were using in teaching and learning were relevant as opposed to n=5, that is 45.5% of teachers were on the opinion that the teaching and learning materials were not relevant.

On the same line, almost all the teachers cited lack of finances in order for them to obtain resources such as chalks and books; which are very basic, as a major challenge, that is n=8: 72.7% and n=3, which is 27.3% cited unavailability of resources and finances.

4.6.5 Relevance of the teaching and learning resources to the learners.

This study sought to find out if the learners found the teaching and learning resources in their adult education centers relevant. The results are as shown in the figure 4.4.

Table 4.17: Responses on relevance of materials

Are learning materials relevant	Frequency	Percent
Yes	170	73.9
No	60	26.1
Total	230	100.0

The data in Table 4.17 above showed that 73.9% of the learners agreed that the teaching and learning resources used are relevant as opposed to 26.1% who felt that the resources or materials are not relevant. That n=170, 73.9% of adult learners indicated the learning materials and resources they used were relevant, majority of these learners had come back to school for purposes of acquiring their K.C.P.E or K.C.P.E certificates and the sub-county had an adequate number of textbooks and other resources that met their expectations as opposed to 26.1%, n=60, of adult learners who indicated that the learning materials were not relevant. The learners who indicated that the materials were not relevant are non - formal

Education learners who said that the curriculum did not meet their expectations as well as the learning materials or resources provided

4.6.6 Availability of a variety of resources

Table 4.18 shows how teachers responded when asked about the availability of a variety of teaching and learning resources

Table 4.18: Responses on availability of a variety of resources

Variety of resources	Frequency	percentage
Yes	5	45.5
No	6	54.5
Total	11	100

From the respondents in the table above, more of them disagreed that there were a variety of teaching and learning resources that is 54.5 % while 45.5% agreed that there were a variety of teaching and learning resources.

Furthermore, the teachers were in agreement that the lesson objectives are the most factors considered in the selection of teaching and learning resources coupled with learner's ability to learn and comprehend the things they are being taught, while class size, time availability facilitated the criterion by which teaching and learning were selected

4.6.7 Teachers use of audio/visual resources

In terms of audio and visual resources that the teachers of adult learners, most of the teachers used charts And posters because of their availability and ease of preparation as opposed to radios, films and videos which are rarely available. Table 4.18 shows how often teachers use audio/visual resources while teaching adult learners.

Table 4.19 shows how often teachers use audio/visual resources

Audio visual Resources	Very often		Often		Rarely		Not at all	
	f	%	f	%	f	%	f	%
Posters	4	36.4	7	63.6	0	0	0	0
Charts	3	27.3	7	63.6	1	9.1	0	0
Radio		0	0	0	3	27.3	8	72.7
Films		0	0	0	0	0	2	18.2
Video		0	0	0	0	0	11	100

Table 4.19 , shows that teachers of Adult Education indicated that they all used posters and charts mostly, with posters being used by 36.4% of the teachers very often and 63.6% of the teachers often. Charts followed suit with 90.9% of the adult education teachers indicating that they use charts much often as opposed to only 9.1% who indicated that they rarely use them.

Radios were rarely used by three teachers (n=3), that is 27.3% while n=8 that is 72.7 indicating never to have used them at all. Films were rarely used by adult education teachers with only 18.2% having used them rarely while 81.8% of the teachers having never used them at all. The teachers indicated having never used videos during the teaching and learning process. This can have a negative influence on teaching and learning of adult learners as the teachers do not have a variety of audio/ visual resources which are vital in teaching adults as they provide learners with a wider view of content and knowledge and also motivate learners.

Adult Education Officers also gave response on the influence of teaching and learning resources. When asked to say her view on the teaching and learning resources or materials, the Adult Education officer said that the resources were satisfactory though the sub -county faced challenges such as that the resources are dated a while back, adult education teachers are rarely provided with classroom resources such as chinks and note books. It is worth noting that most of the programmes take place in public primary schools, halls, in the churches and sometimes in the homes of teachers of Adult Education. The Adult Education Officer supported this by saying that lack of teaching and learning down slows down the process of teaching and learning in Naivasha sub- County.

4.7 Influence of teaching methodologies in teaching and learning in adult education centers

Adult learners learn differently hence it is important to involve different delivery format and teaching methods. The adult educator should provide learning opportunities for the adult to expand their knowledge and skills.

Table 4.11 shows findings of the responses by teachers concerning how teaching methods contribute to teaching and learning in adult education centers with the key as Very Often (1), Often (2), Rarely (3) and Not at all (4)

Table 4.20: response on the use of various methodologies

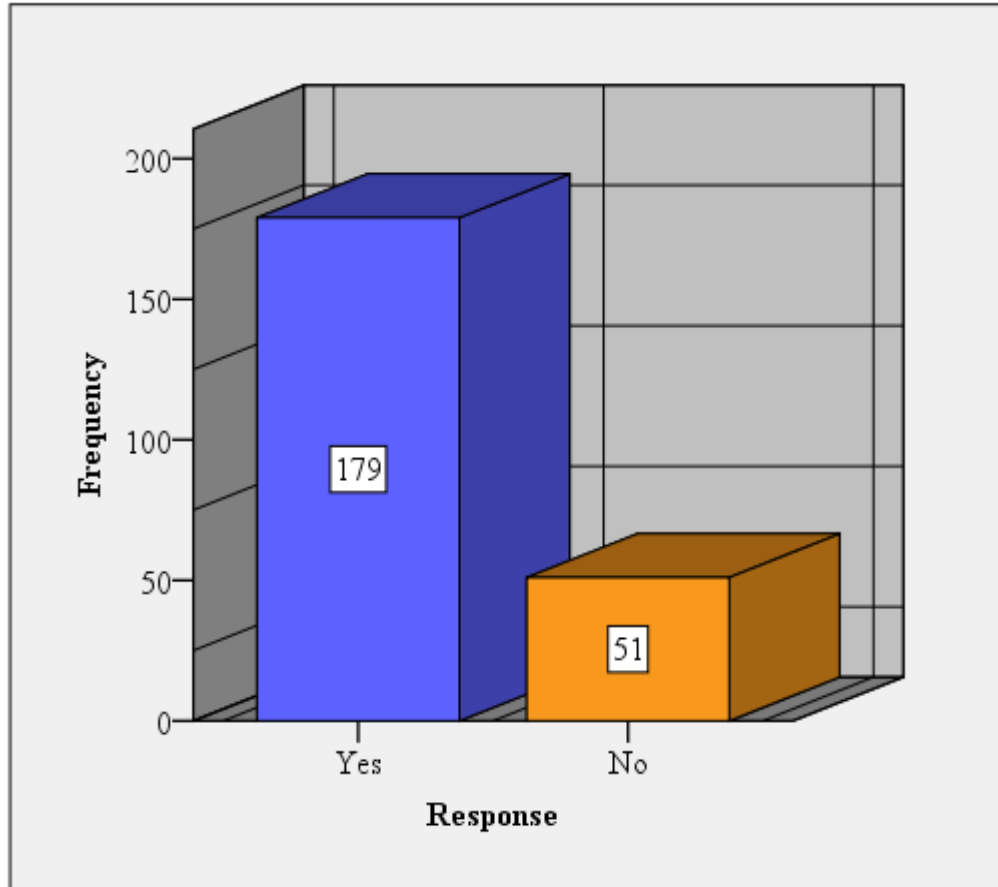
Activities	1 %	2 %	3 %	4 %
How often do you use lecture method as a method of teaching.	5 45.5	5 45.5	1 9.1	0
How often do you use group discussion while teaching.	4 36.4	7 63.6	0	0
How often do you use demonstration in the process of teaching.	1 9.1	4 36.4	7 54.5	0
How often do you teach using role play.	1 9.1	1 9.1	9 81.8	
How often do you teach using brainstorming as a method	0	2 18	9 82	0
How often do you give individual reading assignments to your learners.	8 72.7	3 27.5	0	0
How often do you teach using projects and case studies	0	0	5 45.5	6.54.5

From the table 4.20, the use of lecture method and group discussions were the most popular methods of teaching and learning with a percentage agreement of 90% whereby n=10 and group discussions is used by all teachers from time to time. Use of demonstration and role play and also individual reading assignments, though they were often used they were lower in rank as compared to the use of lecture method and discussions. The teachers rarely used project work for learners with agreement to have used and never being 45.5% and 54.5% respectively. The use of brainstorming was rare with very few teachers indicating they often used it as a method, that is 18.0% whereby n=3.

4.7.1 Involvement of learners by methodologies used by teachers.

Adult learners were asked by the researcher if they felt adequately involved by the methodologies that their teachers used. Their responses are shown in the figure 4.3

Figure 4.3 Involvement of learners by methodologies used by teachers.



The adult learners felt that they were adequately involved with 179 of them agreeing as opposed to only 51 of them who did not feel involved and wanted the teacher to use other methods such as demonstrations and role play more often.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief summary of the study, conclusions and recommendations and suggestions for further studies.

5.2 Summary of the study

Adult Basic Education main aim is to provide a second chance to the adults who missed the formal education with opportunities to acquire both literacy skill and functional skill that will enable an individual to be a holistic Person in the society. Adult Basic Education (ABE) is a major component of Adult and Continuing Education (ACE) sub-sector of Education. It falls under the Non-Formal Education (NFE) which provides basic Education to adults and out of school youth of years 15 and above. The present research was to investigate the Teacher-Related Factors Influencing Teaching and Learning in Adult Basic Education Learning centers in Naivasha sub-county.

As stated before, the main objective or purpose of the present study was to investigate those factors influencing teaching and learning in Adult Basic Education Learning centers in Naivasha sub-county. There were research questions which focused on the teacher's professional qualifications, teacher's attitudes, the availability of teaching and learning materials and the teaching methodologies used were formulated and the literature reviewed. The study adopted descriptive survey design.

The research questions are used to develop instruments that are used to collect data. The interview schedule was administered to the sub-county Adult Education Officer and the questionnaires were administered to the teachers of Adult Education and the Adult Learners. Through random sampling, one Adult Education Officer, 14 teachers OF Adult Education and 230 learners from all the selected centers were included in the study.

5.3 The findings of the study

The study revealed that;

The Adult Basic Education sub sector of Adult and Continuing Education has not attracted qualified ad professional teachers and this has affected the process of teaching and learning. The study established that most of the ABE teachers are certificate holders with only few being diploma and/or degree holders. Demographic data of the teachers of Adult Education indicated that most of the teachers were either holders of KCPE, KCSE OR KACE certificate with a few having diplomas, p1 certificates holders. This implies that most of the teachers are untrained. This is further affected by the fact that very few in-service training seminars are held in the sub-county with the longest taking two or three days; this has especially affected negatively the teaching ability of the recently employed teachers who are not trained and have no adequate knowledge of the curriculum they are supposed to teach.

Only few teachers are permanently employed by the government and this has affected the motivation of the other teachers of Adult Education who take a majority and this can negatively impact teaching and learning in the Adult

Basic Education Learning centers. Most of the teachers of Adult Education in Naivasha sub –county are part time teachers and only three are employed by the government. This has affected their sense of job security and also their motivation as they are poorly paid and remuneration rates are very poor, this could negatively teaching and learning in some Adult Education centers as some of the teachers who have household responsibilities are forced to look for complimentary jobs in order for them to meet their basic needs and that of their families. The Adult Basic Education learning centers in Naivasha sub-county lack adequate teaching and learning materials which make it very difficult to achieve the objectives of teaching and learning. The researcher found out that most of the teachers value and utilize teaching and learning resources but in spite of this, the study established that most of the respondent; both teachers of adult basic education and adult learners, indicated that their centers lacked sufficient or adequate teaching and learning resources. The study found out that teaching/learning resources in ABE centers are provided mainly by the government, N.G.Os and at sometimes the learners purchase their own materials. The researcher further found out that resources such as classrooms or learning facilities and basic teaching and learning items such as chalk and posters and photocopying services often lacked, especially in centers where part time teachers worked.

Objective two of the study sought to establish ways in which teachers' attitudes affected teaching and learning in the sub-county. The researcher found out that the teachers of Adult Education in Naivasha sub- County have a

positive attitude towards teaching the adult learners and also towards their learners. This is supported by the fact that despite being poorly paid, rarely enumerated and receiving very few incentives, most of the teachers continue teaching adult learners and fulfilling their responsibilities as teachers of Adult Education. The researcher found out that the teachers agreed that teaching adult learners is interesting and not difficult at all, they also viewed their clients or learners as ones having ability to learn and who were self- driven and willing to learn. This study further established that most of the teachers were confident in teaching adult learners. The teachers also felt that the topics they taught were relevant to the adult learners this positively impacted teaching and learning in Naivasha sub-county.

The final objective of the study sought to understand how the teaching methodologies employed by the teachers affected teaching and learning in Naivasha sub-county. The Adult Education Officer in the sub-county encouraged learner –centered methods in order to effectively involve the adult learner. Due to the nature of adult learners the teaching strategies used in the adult education centers should cater for the disabilities like short concentration span, family commitments, employment and responsibilities held by the learners. The researcher found out that the teachers taught using learner-centered methodologies such as group discussions and individual reading assignments and also demonstration, they also oftenly use lecture method as a methodology. This study further found out that the learners felt adequately involved during the teaching and learning process and this has a positive

impact on teaching and learning in the Adult Basic Education centers in Naivasha sub-county.

5.4 Conclusions

The findings of the first objective indicated that most of the learners were K.C.S.E , K.A.C.E and diploma certificates holders. The Adult Education Officer indicated that the sub-county encountered various challenges in acquiring qualified and professional Adult Basic Education teachers the main one being that very few are employed by the governments. Some teachers also indicated that they had not received any training on how to teach adults and was further worsened by the fact that very few in-service trainings and workshops were held. Based on this findings, it was concluded that low professional qualification of ABE teachers in Naivasha sub-county negatively affected the teaching and learning process in the centers.

The findings on objective two indicated that majority of the teachers of Adult Education centers have a positive perception or attitude towards teaching adult learners and also towards the learners themselves. The Adult Education Officer in Naivasha sub-county supported this by indicating that the teachers were very helpful and assist the learners fully. Thus, it was concluded that a positive attitude of the teachers of Adult Education facilitated a successful teaching and learning process in the Adult Education centers. In order not to dampen the general positivity of the attitudes of the teachers, the government and the directorate of Adult Education in Nakuru County as a whole need have

strategies improve the remuneration packages and incentives of the teachers and also mobilize ways of getting adequate resources for teachers, learners and the centers.

The findings on the third objective noted that most ABE centers have inadequate teaching and learning resources. The Adult Education Officer further supported this by indicating that the lack of teaching and learning resources in the sub-county slows down the teaching and learning process. Therefore, it was concluded that lack of availability or insufficient teaching/learning resources in ABE centers hampers the process of teaching and learning.

The finding of the final objective established failure to vary and balance the use of teaching methods affected the teaching and learning process as most teachers used the lecture method, group discussions and individual reading assignments while neglecting brainstorming, demonstration, role play and projects and case studies. Overemphasis on a few methodologies of teaching was likely to affect the teaching and learning in Adult Basic Education centers.

5.5 Recommendations

Based on the study findings, the following recommendations were made:

- i) The teachers of Adult Education should be trained in Adult Education and the curriculum made possible to reach so that the teachers acquire the relevant skills in teaching adult learners.
- ii) In service training should be encouraged in order to provide more opportunities for continuous professional development and institute policies that ensure all practicing teachers take part in the in-service courses.
- iii) The government should employ teachers of Adult Education who are qualified and professional in order to improve the teaching and learning process.
- iv) Teachers of Adult Education should be adequately motivated so that their attitudes towards teaching adult learners and the learners are not negatively affected.
- v) Stakeholders in Adult Education such as the government, private sector, NGOs and religious groups should combine efforts and provide adequate teaching/ learning resources in ABE centers in Naivasha sub-county in order to improve teaching and learning in the centers.

5.6 Suggestions for further studies

Based **on** the present study, the researcher has made the following suggestions for considerations.

- i. This research focused on teacher-related factors that influenced teaching and learning. Further research should be done on other factors influencing teaching and learning or curriculum implementation in Naivasha sub-county.
- ii. This study was only limited to Naivasha sub-county, further studies need to be carried out in other parts of the country. However, changes in sampling, data collection methods can be considered when carrying out these studies.
- iii. A similar study to be carried out on other levels of Non-formal Education in order to establish how teacher factors influence teaching and learning in the institutions.

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APPENDIX A : LETTER OF INTRODUCTION

University of Nairobi
Kikuyu Campus
P.O. Box 92
Kikuyu

Adult Education Officer

Naivasha sub- County

P.O Box.....

Naivasha

Dear Sir/Madam

REF: PERMISSION TO CARRY OUT RESEARCH

I am a post graduate student in the University of Nairobi, pursuing Master Degree in Curriculum Studies. I am carrying out a research on the Teacher factors influencing teaching and learning in Adult Education centers in Naivasha sub-County. I am kindly requesting permission from your office to enable me carry out the research.

The information obtained will be used for no other purpose other than academic and the responses will be treated with confidentiality.

Thank you in advance.

Yours faithfully,

Gladys Mwihaki Gitau

APPENDIX B: QUESTIONNAIRE FOR ABE TEACHERS.

You have been selected to take part in this research. The research purpose is to examine the Teacher Factors that Influence Teaching and Learning in adult education centers in Naivasha sub-county.

Section A: Background information:

1.What is your gender Male Female

2. What is your age bracket in years? 20-29 30-39 40-49
Above 50

3.What is your highest academic qualification?

KCPE KCSE KACE P1 Degree

4.Do you think the teacher’s qualification influences the process of teaching and learning.

Yes No

Briefly explain your answer

5.Indicate your highest professional qualification.....

6.Indicate the number of years you have worked as an ABE teacher.

1-5 6-10 11-15 16-20 above 20 .

7. Do you think that the experience of the teacher influences teaching and learning.

Yes No

Briefly explain your answer

8. Indicate your employment terms.

Full time part time volunteer self-help N.G.O

9. Have you ever attended any in-service programme? If Yes, how long did it take and who had organized it.....

.....

10. How did the in service programme you attended have any influence on your teaching

.....

Section B: Teaching/ Learning resources

Are teaching /learning resources available?

Yes no

11. Are the teaching/ learning resources delivered on time?

Yes No

12. Who provides the teaching/learning resources?

Ministry Non- governmental Organization

Others(specify).....

.....

13. Are materials relevant for use by learners in adult education

Yes No

14. What challenges do you encounter in acquiring the teaching/ learning materials?

.....

15. Are there a variety of teaching/ learning materials for learners?

Yes no

16. Which criterion do you use in selection of teaching/ learning resources?

Lesson objectives []

Class size []

Learners ability []

Time available []

17. What type of audio/ visual resources do you use in teaching adults?

Resources	Very often	Often	Rarely	Not at all
Posters				
Charts				
Radio				
Films				
Video				

Section C: Attitude towards teaching and learning of adult learners

For each of the statements below tick (√) the response that best characterizes how you feel about the statement, where : SA=Strongly Agree, A= Agree, , U= Undecided, D= Disagree SD= Strongly Disagree.

Statement	SA	A	U	D	SD
The topics I teach are relevant to adult learners.					
Teaching adult learners is simple and interesting.					
All the learners have the ability to learn					
I have adequate mastery and knowledge of the content.					
In-service training helps the teachers improve their skills of teaching adult learners.					
Learners are self-driven and willing to learn.					
I am confident in teaching adult learners.					

Section D : Teaching methods

Consider the following statements and put a tick where you agree. Key; Very often(1), often (2), Rarely (3), Not at all (4).

Activities	1	2	3	4
How often do you use lecture method as a method of teaching.				
How often do you use group discussion while teaching.				
How often do you use demonstration in the process of teaching.				
How often do you teach using role play.				
How often do you teach brainstorming as a method				
How often do give individual reading assignments to your learners.				
How often do you teach using projects and case studies				

What challenges do you encounter in the selection of the teaching methods used in the process of teaching adults? Explain

.....

APPENDIX C: QUESTIONNAIRES TO ADULT LEARNERS.

This questionnaire is prepared for collecting information about teacher factors influencing teaching and learning in adult education centers.

Section A: Background information

1.What is your gender? Male Female

2.What is your age?

Below 20 20-30 30-40 40-50 above 50

3.What is your marital status?

Single Married Divorced Widow/ Widower

4.In which category of learner do you fall?

Full time Part time

5.What is your occupation?

Fisherman Small scale farmer Self-employed Employed

Unemployed

6.Do you think the qualifications of the teacher influences his or her teaching capabilities

Yes No

Briefly explain your answer

.....

Section B: Teachers Attitude Towards Adult Learners.

6.To what extent do you agree or disagree with each of the following statements?

Key : Strongly Agree (SA), Agree (A), Disagree (D), SD (Strongly Disagree).

Statement	SA	A	D	SD
The teacher has a good rapport with learners				
The teacher sees me as capable of learning.				
My teachers treat me as an adult during the learning process.				
The teacher appreciates my experiences as an adult learner.				
The teacher uses teaching methods that I feel comfortable with.				

Section C: The Teaching Learning Materials and Methods used.

7.Are teaching learning materials adequate in your center?

Enough [] Not enough [] Not available []

8.Do you find the learning materials available relevant?

Yes [] No []

9.Have you ever purchased learning materials for yourself?

Yes [] No []

10.How do you rate your teacher in terms of content delivery?

Excellent [] Good [] Fair [] Poor []

11. Do you feel adequately involved by the teaching methodologies the teacher uses?

Yes [] No []

12.What method of learning do you prefer, and why, explain your answer

.....

Thank you for your cooperation

APPENDIX D: EDUCATION OFFICER IN NAIVASHA SUB-COUNTY

INTERVIEW FOR ADULT

My name is Gladys Gitau, a postgraduate student at the University of Nairobi undertaking a Master of Education course in curriculum studies. I am carrying out a research in Adult Education centers in Naivasha sub- County as a requirement for the course. Please feel free to respond to the following questions.

1. For how long have you been the Adult Education Officer in this area?
Years.
2. Are you satisfied with your work as the Adult Education Officer?
Yes [] No []
3. What challenges do you encounter when trying to get qualified and professional Adult Basic Education teachers.....
.....
4. Comment on the attitudes of teachers towards the adult learners.....
.....
5. How does the availability and or lack of teaching/ learning resources influence the process of teaching and learning in the centers.....
.....
6. Which methods do of teaching do you encourage in teaching adults? Why
.....

Thank you for your cooperation.