

**FACTORS INFLUENCING PARTICIPATION OF LEARNERS IN ADULT  
LITERACY PROGRAMMES IN KAKAMEGA CENTRAL SUB-COUNTY,  
KENYA**

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## **DECLARATION**

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

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This research project has been presented for examination with my approval as a university supervisor.

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## **DEDICATION**

This work is dedicated to the Almighty God for giving me the strength and health which enabled me to accomplish it. It is also dedicated to my dear wife Susan Vita, my children Solomon, Darren, Dave-Bryson (Gadji-Celi) and Precious for their support and words of encouragement.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>ABET</b>	Adult Basic Education and Training
<b>ACE</b>	Adult and Continuing Education
<b>BALP</b>	Basic Adult Literacy Programme
<b>DAE</b>	Department of Adult Education
<b>DACE</b>	Directorate of Adult and Continuing Education
<b>GCE</b>	Global Campaign on Education
<b>EFA</b>	Education for All
<b>FPE</b>	Free Primary Education
<b>KESSP</b>	Kenya Education Sector Support Programme
<b>KNBS</b>	Kenya National Bureau of Statistics
<b>LGM</b>	Learner Generated Materials
<b>MDGs</b>	Millennium Development Goals
<b>MPET</b>	Medium Plan Expenditure Programme
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation.
<b>NESP</b>	National Education Sector Plan
<b>PLP</b>	Post-literacy Programme
<b>REFLECT</b>	Regenerated Freirean Literacy for Empowering Community Techniques
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TIQUET</b>	Total Integrated Quality Education and Training
<b>UNESCO</b>	United Nations Education, Scientific and Cultural Organisation

## **ABSTRACT**

This study investigated the factors influencing participation of learners in adult literacy programmes in Kakamega Central Sub-county. The objectives of the study were to examine the influence of economic factors on participation of learners in adult literacy, to establish the influence of socio-cultural factors on participation of learners in adult literacy and to examine the influence of institutional factors on participation of learners in adult literacy. The study was guided by Abraham Maslow's Theory of Motivation which states that motivated learners are likely to join the literacy classes and complete the learning cycle. It employed the descriptive design. The sample was 2 adult education supervisors, 5 adult education instructors and 70 adult learners. The descriptive survey method was used. The statistical package for social sciences (SPSS) was used. Frequency tables, graphs, pie charts and percentages were used to enhance data presentation. The major findings of the study were: There were more female instructors than male instructors, there was an acute shortage of instructors, learners were generally of low socio-economic status and Adult and Continuing Education (ACE) centres did not receive any financial support leading to low morale, majority of women preferred mixed classes while men preferred men only classes, there was low participation in the literacy programme, ACE centres lacked relevant teaching/learning materials and that there was no approved curriculum for the ACE programme. The following recommendations were made: A two third gender rule in employment should be adhered to, the government should provide capitation to adult learners, the government to provide infrastructure improvement grants to ACE centres, the government to provide adequate teaching/learning materials to ACE centres, the government should do away with part time instructors and employ more full time instructors to address the shortage. On areas for further research, the study recommended the need to carry out a study on the impact of Regenerated Freirean Literacy for Empowering Community Techniques (REFLECT) methodology on provision of literacy and community empowerment and to carry out a national literacy survey to establish the actual literacy rate in Kenya.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

In modern society, basic literacy and numeracy are increasingly becoming more essential than ever due to changing world of technology and its emerging challenges. However globally, 774 million adults are illiterate (Lind and Johnson, 1990). They lack the elementary knowledge vital for improving their health and livelihood, helping their children with school, playing an active role in their communities and making more political and economic choices – in short, for securing a better future for themselves and their families (Benavot, 2008).

In recent years, attention has increasingly been focused on the instrumental objective of literacy in the context of its perceived relationship to livelihood. The often repeated question “literacy for what?” is as valid today as it was several decades ago. This question has in the past generated a spirited debate on the relationship between literacy and development. For example between 1945 and 1983, illiteracy has been seen as a major obstacle to 'development Hence literacy was viewed from the basic human needs approach where literacy is an instrument for development. This assumption has been constant, but to what degree and how literacy and development relate has been debated and looked upon differently over time (Lind and Johnson, 1990). From 1983, there has been an apparent paradigm change in our perception of literacy from the basic human needs approach to the human rights approach or ‘rights-based development’ (Ekundayo, 2002).

The views expressed above seem to suggest that sustainable human development can only be achieved through respect for human rights meaning that human needs and human rights are two inseparable words from the education perspective. Consequently, the purpose and nature of literacy and the methods of its acquisition are now important issues on the Education for All agenda (Ekundayo,

2002). Literacy is therefore a fundamental human right and this justifies the need to eradicate illiteracy.

Although adult literacy programmes have been implemented in most countries of the developing world, they have often been characterised by high drop-out rates and low attainment and retention of literacy skills (Robinson-Pant, 2003).

The highest illiteracy rates are found in the Least Developed Countries, mainly in Africa and 60 percent of all illiterate adults are women (Lind et al 1990). Most of these people are people living in extreme poverty and nearly one in five is a young person aged between 15 and 24 (UNESCO 2006). In Bangladesh, Ethiopia, Ghana, India, Mozambique and Nepal, for example, where 78 percent or more of the population lives below US \$ 2 per day, adult literacy rates are 63 percent and the number of adult illiterates exceeds 5 million in each country (Benavot, 2008). This implies that there is a direct relationship between illiteracy and poverty. At the household level, evidence from thirty developing countries indicates that literacy correlates with household wealth. Illiteracy is one of the biggest challenges in Africa. First of all because it is one of the largest regions of the world burdened with the highest illiteracy rate in which over 40 percent of population over 15 years of age is illiterate (Sow, 2013).

According to Kenya National Bureau of Statistics (KNBS) (2007) 7.8 million Kenyan adults aged 15 years and above are illiterate. This translates to 38.5 percent of the total adult population. The report also indicates that only 31 percent of the adult population is aware of the existence of literacy programmes.

In Kenya, adult literacy did not receive much attention until 1978 when the national literacy programme was launched to meet the needs of 5 million adult illiterates (Bhola and Gomez, 2008). The Kenya Government is committed to implementing the international, regional and national commitments to education. The Millennium Development Goals (MDGs), Education for All (EFA) goals, Post 2015 Education Targets, the Sessional Paper Number 14 2012 on Reforming

Education and Training and the Basic Education Act (2013) and The Medium Term Plan for the Kenya Vision 2030 have all emphasised the need to provide education to all citizens and to recognise the need to have literate citizens and set targets for increasing literacy from 61.5 percent to 80 percent by 2012 (Republic of Kenya, 2015).

Literacy is a pillar for national development. It equips citizens with knowledge and competencies to be able to seek gainful employment or engage in income generating activities. Further it empowers citizens to participate in social and political decision-making processes, enjoy their fundamental rights and enable them to lead a dignified life (KNBS, 2007).

Literacy is the fertilizer needed for development and democracy to take root and grow. It is the invisible ingredient in any successful strategy for eradicating poverty (UNESCO2006).

However the literacy survey report by KNBS (2007) reveals that one of the challenges affecting adult literacy programmes is that the curriculum and learning resources used in adult literacy centres are not relevant to learners' needs hence they do not find value in attending the adult literacy programmes. Over the years however, there has been concern that the programme that once thrived was doing very badly. Oluoch, 2005 in agreeing with this view contends that the once vibrant programme has become low-keyed and ineffective and characterised by poor participation, making it impossible to achieve the goals of adult literacy. There has been a downward enrolment in adult literacy programmes in Kenya since 1979 when the mass literacy campaign was launched. The reasons for the decline include low teacher motivation due to poor remuneration resulting in irregularity in attendance and lack of income-generating activities (Ekundayo, 2002). Other reasons cited for low enrolment and high drop-out rates included lack of access to education among persons with special needs, long distances to the centres poor quality of the courses offered in ACE centres (KNBS, 2007).



Kakamega Central is both urban and rural. The urban population is mainly cosmopolitan. It enabled the researcher to have a clear insight into the various categories of learners. Kakamega Central Sub-County is within Kakamega County. It borders Kakamega North Sub-County to the North, Kakamega East to the East, Kakamega South to the South and Navakholo Sub-County to the West. Its altitude ranges from 1,250 metres to 2,000 metres above sea level. Rainfall ranges between 500 mm to 1050 mm per annum. Temperatures range between 14<sup>0</sup> and 34<sup>0</sup>C. The dominant economic activity is agriculture with Kakamega Forest as the main tourist destination. Kakamega Central is home to Masinde Muliro University of Science and Technology. The campus offers engineering, computer, education, disaster management, journalism and mass communication. 51 percent of the population in the sub-county lives below the poverty line. Infant mortality rate is 82 deaths per 1,000 live births (Ngetich, 2013).

Apart from the low enrolment of learners in Kakamega Central Sub-county, it is noteworthy that daily average attendance was usually irregular while the content was mainly the teaching of basic literacy and numeracy skills with little linkage to learners' daily activities. 27,163 adults or 45.6 percent of adults aged 15 years and above in Kakamega Central Sub-county were illiterate (KNBS 2007). However, only 351 adult learners were participating in the literacy programmes leaving out close to 26,841 illiterate adults in the sub-county who should be eligible participants. This implies that only 1.3 percent of eligible adult learners in Kakamega Central Sub-county are participating in the adult literacy programmes. The same report revealed that only 4.4 percent of the residents in the sub-county were aware of literacy programmes as compared with the national average of 31.7 percent. This is reflected in the enrolment trends for adult learners in Kakamega Central Sub-county as shown in table 1.1 below:

**Table 1.1 Learners' Enrolment Trends in Kakamega Central Sub-county**

<b>Year</b>	<b>Illiterate Adults</b>	<b>Adult Learners Enrolled</b>	<b>Percent</b>
2011	24,828	869	3.5
2012	24,916	269	1.08
2013	25,013	291	1.16
2014	25,721	295	1.15
2015	25,974	317	1.22

Source: Kakamega Central Adult Education Office

From the above table, the number of adult learners who are actually participating in the adult literacy programme has consistently remained at less than 2 percent of eligible learners over the last five years. This implies that if this trend continues it will not be possible to eradicate illiteracy or reduce it substantially in the foreseeable future.

### **1.2 Statement of the Problem**

From the background information it is clear that literacy contributes significantly to the development of any country. It is also evident that countries with high poverty levels are characterized by high illiteracy rates. The same case applies to Kakamega Central Sub county with more than half of its residents living below the poverty line which correlates with its high illiteracy rates. This implies that economic empowerment of participants in adult literacy and education is an effective strategy for poverty reduction. High poverty levels go hand in hand with high illiteracy rates. However, the level of participation of learners in the adult literacy programmes in Kakamega Central Sub-County is generally low inspite of its high illiteracy rate of 45.6 percent and government efforts to provide education to its citizens. It is against this background that the study aimed at finding out the factors that influenced participation of learners in adult literacy programmes in Kakamega Central Sub-county.

### **1.3 Purpose of the Study**

The purpose of the study was to establish factors influencing participation of learners in adult literacy programmes in Kakamega Central Sub-county.

### **1.4 Objectives of the Study**

The following objectives guided this study:

- (i) To examine the effect of economic factors on participation of learners in adult literacy.
- (ii) To establish the influence of socio-cultural factors on participation of learners in adult literacy.
- (iii) To assess the influence of institutional factors on participation of learners in adult literacy.

### **1.5 Research Questions**

This study attempted to answer the following research questions:

- (i) What is the influence of economic factors on participation of learners in adult literacy?
- (ii) What is the influence of socio-cultural factors on participation of learners in adult literacy?
- (iii) How do institutional factors influence participation of learners in adult literacy?

### **1.6 Significance of the Study**

The study may provide useful information to policy makers as it will hopefully shed more light on the reasons behind low participation in adult literacy in the area of study.

Education managers may be better placed to implement literacy programmes that are relevant to learners' needs and to guide instructors appropriately. The literacy

instructors maybe equipped with appropriate skills for managing literacy programmes at centre level leading to increased participation and eventually contribute to a rise in the country's literacy rate. Adult learners will be equipped with relevant skills to enable them improve on their incomes and quality of life hence contributing to poverty reduction in the area of study and the country in general.

### **1.7 Limitations of the Study**

The study anticipated lack of openness from respondents which may have had an effect the findings of the study particularly if they resorted to giving false information. This was checked by establishing rapport with respondents and by assuring them of the confidentiality of data to be collected. The other anticipated limitation was lack of ownership of learning venues which would have made it difficult it difficult to find some of the sampled respondents. This was addressed by establishing the actual learning days and time.

### **1.8 Delimitations of the Study**

Delimitations refer to the scope of the study. The study was delimited to only male and female adult learners who attended adult literacy programmes as their participation in adult literacy was lower in comparison to potential participants in the programme. The study was conducted in Kakamega Central Sub-county in Kakamega County because the statistical evidence had indicated a low participation in the programme inspite of its relatively high illiteracy rate.

### **1.9 Assumptions of the Study**

The study assumed that the respondents would give their responses accurately and freely. It also assumed that all adult literacy centres keep proper and updated records of admission and daily attendance.

### **1.10 Definition of Operational Terms**

**Adult learners** refers to mature individuals who participate in a learning situation that will bring about changes.

**Functional literacy** refers to the ability to use the skills of reading, writing and computing in the acquisition of basic information for development.

**Adult Literacy** refers to the ability of adults to identify, understand, interpret, create, communicate and compute using printed and written materials associated with varying texts.

**Literacy Programmes** refers to systematic and planned activities intended to equip individual participants to become skillful in the ability to read, write and compute to an appreciable level.

**Literacy Rate** refers to the number of literate persons in the population aged 15 years or older.

**Livelihood** refers to knowledge, skills and methods used to produce food, water, clothing and shelter necessary for survival and well-being.

**Motivation** refers to expression of the need to want to learn.

**Participation** refers to active involvement in social action to become literate, through empowering participatory approaches and methodologies.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews relevant literature related to the research study. The overview of participation in relation to adult literacy will be provided. The general levels of participation at international, regional and national perspective will be discussed with special reference to what has been discussed by other writers. The chapter will look at economic factors, socio-cultural factors and institutional factors and how they influence participation in adult literacy followed by the summary of the reviewed literature. Finally the theoretical framework and the conceptual framework will be provided.

#### **2.2 Overview of Participation**

Participation as a concept is of utmost importance to adult educators. Bagnall (1989) distinguishes three types of participation in adult education: They include presence, which refers to the occurrence of a person in an adult education class as opposed to the absence of that person, involvement which refers to the extent to which the learner is involved in the educational programme and control which refers to the extent to which individuals have control over the various components of learning such as content, goals and outcomes. In reinforcing Bagnall's view of participation, Gudynas and Evia (1991) emphasise that we should not fall victim to the illusion that any type of participatory procedure produces a better quality of life for all. They identified two styles of participation, namely shallow and deep participation. They described shallow participation as a process where educators approach the local communities, whose members are often naïve of what is happening. This style of participation runs the risk of ending up in failure as the educator is not acquainted with people's views. Deep participation, on the other hand, aims at fully involving local communities in any measures undertaken. It values the opinion of the majority rather than that of a few persons.

The above two perspectives seem to suggest that meaningful participation in learning should be participatory and should be one which allows learners to be in control of the learning process. A good example of the deep participation approach is the Regenerated Freirian Literacy for Empowering Community Techniques (REFLECT) approach.

According to Bhalalusesa (2004), REFLECT is based on the theory of conscientisation, pioneered by the Brazilian educator Paulo Freire. The emphasis is placed on dialogue and action, awareness-raising, cooperation and empowerment. Adult learners explore development challenges and find ways to overcome them. Ekundayo (2001) describes the term participation as a process which assumes that people are at the centre of development action. True participation empowers and facilitates learning. The learning process is therefore an empowering process whose purpose is knowledge generation and acquisition, positive attitudes formation, development of self-awareness, self-reliance and production of material resources. All over the world especially in developing countries where literacy rates are low the governments and NGOs usually embark on Non-formal Education (NFE) to improve on the situation. NFE is usually implemented because literacy is said to have direct nexus with a nation's development (Fuseini and Abudu, 2014). The right of all citizens to education was solemnly proclaimed by the Universal Charter of Human Rights in 1948 (Republic of Kenya, 2010). Similarly the World Declaration on Education for All, made in Jomtien in 1990, placed the challenge of literacy within the broader challenge of meeting the basic learning needs of every child, youth and adult (UNESCO, 2006).

The changing world of technology has been instrumental in enhancing the need for people to acquire literacy skills. According to the UNESCO Institute for Lifelong Learning (2009), overall participation rates in adult education in most countries are low. The same report indicates that in many cases countries only provide enrolment data in government-led programmes while data on

participation in NGO programmes are typically sparse or non-existent. Levels of participation in adult literacy vary from country to country depending on the socio-economic, demographic and regional factors. KNBS (2007) revealed that only 278,736 learners were enrolled in the adult literacy programme out of 7.8 million adult illiterates. This implies that only 3.6 percent of the total eligible adults were participating in the programme. Thus the challenge is to expand access and also check on quality so that those who go through the programmes come out with the desirable skills (KNBS, 2007).

Mobilisation of adults for participation in adult literacy has been a major challenge to adult educators. This is because literacy learning is not often a priority to them. Watts (1983) suggests that in order to help a community it is necessary to know its actual needs and what are its felt needs. The things a community wants, or thinks it needs (the felt needs) may not always be the same as the actual needs, or the things that are really necessary. If we do not know the hopes and desires of the community it may be difficult to help the people. The felt needs and the actual needs should both be satisfied if a service is to succeed. Muller (1993), in supporting this view, asserts that the interests of adults are as perceived by themselves; and these might not be their real needs. The solutions learners have in mind may not necessarily solve their problems therefore the adult educator has to enter into needs negotiation with learners. Muller, like Watts, argues that the needs as felt by the learners and the needs as felt by the adult educators must be brought together to reach a consensus on the 'real' needs. In the literacy learning context, a community may not have literacy as a felt need though it is necessary; therefore it is upon the development agent or the adult educator to create a situation where the community can see the need for literacy.

In Kenya, literacy programmes aim at providing knowledge and skills to adults and out-of-school youth to enable them improve their quality of life and contribute effectively to national development. The programme covers two main areas namely basic literacy and post-literacy. The Department of Adult Education



(DAE), now the Directorate of Adult and Continuing Education, (DACE) was set up in 1979 to establish adult literacy programmes including the recruitment of teachers and officers and the establishment of literacy classes at the local level (Kibera, 1997). The writers, however, are silent on mobilisation strategies for participation in adult literacy.

From the literature reviewed, the aspect of functionality in literacy instruction has not been clearly expressed although it is essential in the changing world. Although there is consensus that there are various providers of adult literacy, the writers have not addressed the issue of coordination of the various providers as a means of providing synergies and linkages.

## **2.3 Economic Factors and Participation**

### **2.3.1 Household Income**

The decision to attend adult literacy classes is mainly determined by economic factors. The household income is an important factor that can influence participation in adult literacy. While emphasising this point, Nafukho, Amutavi and Otunga (2005) argue that house-holds in Africa consist of about eight people on average with only one bread winner. Even where the house-hold income is high, the distribution of that income is unfair since it favours a few people while the majority of citizens live below the poverty line. Among such families, the little money available is more likely to be spent on educating the children rather than the adults. In Kenya, an estimated 45.9 % of the population lives below the poverty line. This means that Kenyans have to spend a lot of time earning a living, thus, leaving them with little time and financial resources to pursue education (Republic of Kenya, 2010). Oluoch (2005) concurs with this view point and adds that competing priorities at individual, family and community levels that have direct impact on the lives of adults leave little room for the literacy programme, hence the low priority it has. This therefore calls for programmes

geared towards household economic strengthening under the concept of ‘putting bread on the table’ so that learners are seen to ‘earn’ as the ‘learn’.

According to Ekundayo (2002), the decline in learners’ enrolment is attributed to lack of income-generating activities and low teacher motivation, among other reasons. He further observes that centres with income-generating activities are likely to retain both the levels of learners’ motivation, and their participation. He adds that centres with income-generating projects register more learners due to high motivation as skills learned are put into practical use and the income generated helps learners to solve some of their domestic problems. Mirrales (2004), cited in Perkins (2009) while analysing the needs and preferences of adult learners noted that adult learners want training that is time-efficient, personality relevant, non-threatening and easily accessible. Education and training is a vital component in an increasingly competitive world economy. In Africa, as in many parts of the world, education has often been used as a ladder for upward social mobility (Nafukho et al., 2005).

From the reviewed literature, there is agreement that poverty is one major factor contributing to low participation in adult literacy and that income generating activities can be a major motivation. The authors are however silent on who should actually provide the badly needed funds to facilitate and enhance such activities. They are also silent on how income generating activities can be integrated in the literacy learning programme so that they are seen to complement each other.

### **2.3.2 Resource Allocation**

In many African countries, the government collects taxes and determines how the tax revenue will be utilised in the implementation of government programmes. Such programmes include provision of education for adults but due to increased focus on market economies leading to liberalisation, and privatisation, experience

in the recent past has shown that the power of government has been declining (Nafukho et al., 2005). Robinson-Pant (2003) maintains that within national government's educational budgets, adult literacy has generally been given low priority, running on a fraction of the costs of formal education and that within NGO programmes facilitators are given little support or remuneration on the assumption that they work on semi-voluntary basis.

According to the Global Campaign for Education (GCE) (2008), governments should allocate between US \$50 and US\$100 per learner per year for at least three years and dedicate at least 3 % of their national education sector budgets to adult literacy programmes. It is, however noteworthy that most governments allocate less than 1 % of their total education sector budgets to adult literacy programmes. A research project conducted by the German Institute for Adult Learning under the title "Benefits of Adult Learning" concluded that there is need to invest in adult learning on account of its wider impact in the fields such as health, civic engagement, parenting, poverty reduction, well-being and happiness (Motschilnig, 2012). In Kenya, implementation of adult literacy programmes has been hampered by inadequate resources. Both financial and human resources are required to meet the needs of over 70 % of the adult population who have not attained the desired mastery level of literacy and require other forms of adult education (Republic of Kenya, 2010).

Oluoch (2005), in his study of participation of adult literacy learners in Kisumu Municipality observed that teachers were comfortable teaching the 3Rs only. There was therefore a special manpower problem in the areas of socio-economic skills as teachers had serious inadequacy in vocational skills areas that learners needed most.

The authors rightfully point out that literacy programmes are hampered by limited resources. The aspect of goodwill from leaders, which includes pronouncements

and provision of resources, has not been captured. It is worth noting that the sheer use of pronouncements from opinion leaders without necessarily providing adequate resources can substantially enhance participation in the adult literacy programmes. The need for accredited institutions specifically designed to offer training in adult education has not been fully addressed despite the fact that most adult education instructors lack the requisite vocational skills necessary for providing functional literacy skills.

## **2.4 Socio-cultural Factors and Participation**

### **2.4.1 Social Environment**

The social environment in Africa is determined by certain variables that describe social categories, such as age, gender, class and ethnicity (Nafukho et al.,2005).Melgosa (2012) asserts that human beings are made to relate to each other by cultivating social relationships which may include participating in voluntary programmes such as enrolling in classes that interest them and allow them to share experiences. Muller (1993) maintains that adults prefer to meet as equals in small groups to explore issues and concerns and then to take common action as a result of dialogue and inter-learning by discourse. It therefore implies that adult learning is not a teacher-learner relationship rather it involves sharing of experiences as learners interact. Ouso (1994), in supporting this view adds that participatory learning becomes more effective when done in a group. This enables the adults to tap and share their experiences. Group discussions in which everybody is free to participate arouse interest in the subject and help in building learners' confidence. Bholá (1989) quoted in Muller (1993) supports this view by stating that within the group the teacher as well as the other group members play the role of facilitators where all group members become co-agents.

It is noteworthy that adult learning is social learning. Sussmuth (2009) maintains that the learner is in the centre of the learning process, preferably through participatory approaches and existing competencies of learners.

Their prior knowledge, wisdom and values are acknowledged and adequately used for further learning. In reinforcing the importance of the group-based approach to learning, Duke (2009) maintains that there is need to break the fractured competitive society, which allows us to give our attention to individuals' learning outcomes and attainment by ensuring that learning is for some wider social or civic good.

Adult learners are basically known to be heterogeneous in terms of age differences and entry behaviour. The multi-grade approach, which captures the needs of learners with different levels of knowledge and competencies has not been explained despite its importance in accommodating the various categories of learners.

#### **2.4.2 Ego of Learners**

In the African setting, men are generally considered superior to women in all aspects of life except the domestic sphere. If the organisation of learning in an adult literacy programme is insensitive to this fact and allows men and women to participate in the same class, or worse still, uses female teachers for instruction, males may become resentful and even drop out of the programme (Nafukho et al., 2005). Recent studies outlined by Sumbwa and Chakanika (2013) suggest that men feel shy to engage in adult literacy programmes mainly because they want to protect their ego. In addition, the physical environment, administrative and pedagogical practices of education and training do not fit their age and status in society. Oluoch (2005), contends that men opt to forgo attending classes if they are to share classes with women, who normally perform better and shame them. This partly explains why fewer men are participating in the adult literacy programme as compared to women. As regards exclusion of women from adult literacy, Nafukho et al (2005) maintain that most African marriages and families are patrilineal, meaning that the spouses live at the man's home or at a place belonging to the male spouse. This arrangement from the onset means that the man is superior while the woman is inferior. They maintain control over women

by excluding them from access to essential resources such as land, money, various forms of capital and certain types of education.

On the influence of traditional leaders, Sumbwa and Chakanika (2013) established that traditional leaders also play a role in discouraging men from attending literacy programmes.

In holding onto the old traditions, such leaders encourage their subjects to engage in early marriages and other ceremonies such as “showing off” how many herds of cattle a man has.

The researchers are silent on reasons why some areas have higher literacy rates among women as compared with men. KNBS (2007) reveals that counties such as Vihiga, Kiambu and Kakamega had higher literacy rates among women than men. They have not explicitly suggested practical solutions to the problem of male learners shying away from adult literacy classes.

## **2.5 Institutional Factors and Participation**

### **2.5.1 Physical Facilities**

Adult literacy takes place in varied places including community centres, churches and mosques, which often are unsuitable for adult learning (Republic of Kenya, 2010). Meaningful adult learning needs to be conducted in a supporting and conducive environment. Oluoch (2005), in his study conducted in Kisumu Municipality found that learning took place at the centres which were not purpose built for adults and that the seats used and posters adorning the walls were meant for nursery school pupils. In some cases learning mainly took place in poorly ventilated and poorly illuminated structures. Lack of toilets and travelling fairly long distances to the centres posed health problems causing low participation. The learning was mainly found to be teacher-centred leading to low motivation among learners as they could not open up to share experiences. Much as emphasis is put on conducive learning venues, sometimes adults prefer to learn elsewhere

regardless of the quality of physical facilities rather than in a formal school setting to avoid being teased by children even if the physical facilities are user friendly.

### **2.5.2 Teaching and Learning Materials**

Text books used in the teaching of functional literacy are called primers and the content covered should enable the learners to read passages fluently and with understanding in mother tongue languages or in languages of the catchment area (Kibera, 1997).

Oluoch (2005) in his report on the teaching and learning materials used at the adult literacy centres in Kisumu Municipality observed that learners lacked literacy support materials at home, except for the primary school curriculum books for their children which were irrelevant to adults.

The study also established that teachers had no guides, curriculum or reference materials which led to lack of detailed content, sequence, uniformity and standardised teaching. Despite lack of a uniform curriculum for adult learners, the instructor is supposed to involve learners in needs identification and come up with a curriculum based on unique circumstances in the locality. Ouso (1994) asserts that if suitable books and other materials are not available and the teacher resorts to using materials intended for children, most adult learners may feel demeaned.

It is however noteworthy that the reviewed literature puts more emphasis on the importance of supplying learning resources but does not demonstrate a clear linkage between the resources and how they can stimulate meaningful learning. Probably the development of learner-generated materials (LGM) where learners' indigenous knowledge is tapped through the concept of 'talking' a book needs to be reinforced in order to enhance the teaching of literacy. Such an initiative can help to build confidence in learners if they realise that they can 'write' a book. Learners may also feel encouraged to read materials in which they participated in developing hence minimise the misconception that the art of writing a book is a preserve of the professionals. In reviewing the results of the Mahila Samakhya

Programme in India where newly literate women were involved in production of their own reading materials, Ghose (2009) reported that through this intervention strategy, the perception of women being seen as recipients of development messages was changed to that of producers of materials that reflected their realities and gave them a voice. This project was one of the intervention strategies to empower women through literacy and education.

### **2.5.3 Curriculum and Content Delivery**

Bhola and Gomez (2008) state that curriculum is not a concept to be confined to a classroom full of students within the compound of a school or college. Curriculum is indeed a body of content of knowledge, values and skills, with associated real-life activities to be transferred to a group of learners in various settings and needs serious consideration and careful development as part of all new policy initiatives.

This argument tends to reinforce the fact that adult learning goes beyond the classroom and that knowledge and skills gained are for application in real life situations. Kibera (1997), reports that in Kenya, the adult literacy programme is based on a National Functional Literacy Curriculum.

The curriculum is divided into three subjects, namely Reading, Writing and Numeracy. Kiswahili, as a national language, is emphasised in the teaching of basic literacy. In an effort to enrich the adult education programme, the Kenya Institute of Education (KIE) developed the adult education curriculum under three levels namely: Adult Basic Education and Training (ABET) levels 1, 2 and 3.

ABET 1 comprised academic training focusing strictly on the literacy/numeracy instruction while ABET 2 and 3 comprised both academic and skills training. The ABET curriculum was meant to provide equivalencies to the formal curriculum (Kenya Institute of Education, 2009).

Oxenham, Diallo, Katahoire, Mwangi and Sall (2002), in their study on strengthening of livelihoods with literacy, observed that deriving



literacy/numeracy content from the livelihood skills and integrating it with the livelihood training from the very start seems more promising. Ekundayo (2002) concurs with this view and notes that classes and centres with income generating activities are likely to retain both the learners' motivation and their participation. Rogers (2001) points out that adults do not learn in a linear fashion where they learn first and then practice afterwards. Adults learn by doing. They learn to cook by cooking, they learn to weave by weaving, they learn to farm or to fish by farming and fishing, they learn to ride a bicycle by riding a bicycle. These arguments are in line with the view that adult learning is practical and for immediate application. Therefore it follows that adult learners may be motivated to be involved in a learning situation which allows for immediate application of the content taught.

Nafukho et al (2005) observes that the nature of the programme developed for adult learners is crucial. If the right groups of adult learners are in the right programme, then there will be interest in the programme as well as sustained attendance. Robinson-Pant (2003) concurs with this view and observes that although adults who attend literacy classes have never attended school or perhaps dropped out after a year or so when they were children, they are often taught in the same way as children – chanting the alphabet and not questioning the teacher's authority. This lack of recognition of any difference between teaching children and adults can mean that both teachers and participants become demotivated, as literacy becomes viewed as an academic classroom-oriented exercise.

In stressing on the need for functionality and integration of literacy and livelihood skills, Luna, Melo and Salgado (2012) assert that it is necessary to recognise that education cannot be limited to the transmission of basic skills of reading, writing and numeracy while overlooking the everyday environment in which people live and relate. They further state that it is necessary to incorporate activities that

develop skills that enable people to analyse and critically confront their reality, to facilitate decision making, problem-solving and responsible behaviour.

Sussmuth (2009) promotes the idea that providers should have the possibility to react with flexibility to changing learning demand, while learners should be encouraged to engage in the planning, organisation and implementation of their learning opportunities. What to learn and how to learn should not be the issue of professionals alone. The learners are equal partners in the learning process. They must be involved in designing the content and the methods.

The ABET curriculum, despite being comprehensive, tends to assume that all adult learners would like to pursue education for certification. It disregards those who wish to learn merely for application of skills learned. The curriculum also assumes that adults will first of all learn literacy and numeracy in ABET 1 before embarking on learning livelihood skills in ABET II and III. As Rogers (2001) rightly points out, the adult learner is mainly motivated to learn if the content is practical, relevant, for immediate application and helps to solve an existing problem. The ABET curriculum, therefore, does not accommodate the flexibility that characterises the adult learning programme and the heterogeneity of adult learners. The authors should have shed more light on the aspect of participatory research as an approach in identification of learners' needs prior to mounting a meaningful literacy programme.

## **2.6 Summary of the Reviewed Literature**

From the reviewed literature, it became clear that participation in adult literacy education is a complex phenomenon which is influenced by several interrelated forces such as individuals' attributes and the environment in which they were born and live.

The related literature was in agreement that true participation is where learners are actively involved in the planning and implementation of the learning process. Adult learning is voluntary and learners choose what, where and when to learn. It

is however noteworthy from the reviewed literature that the authors were silent on a number of pertinent issues such as coordination of various providers of adult literacy, the source of funds to enhance the programmes, availability of accredited institutions to train adult education instructors, the role of goodwill from leaders and why some areas had higher literacy rates among women than men in spite of historical injustices against women which denied women access to essential opportunities such as education. Other areas worth mentioning include the role of learner generated materials and their role in enhancing learning and learners' motivation.

## **2.7 Theoretical Framework**

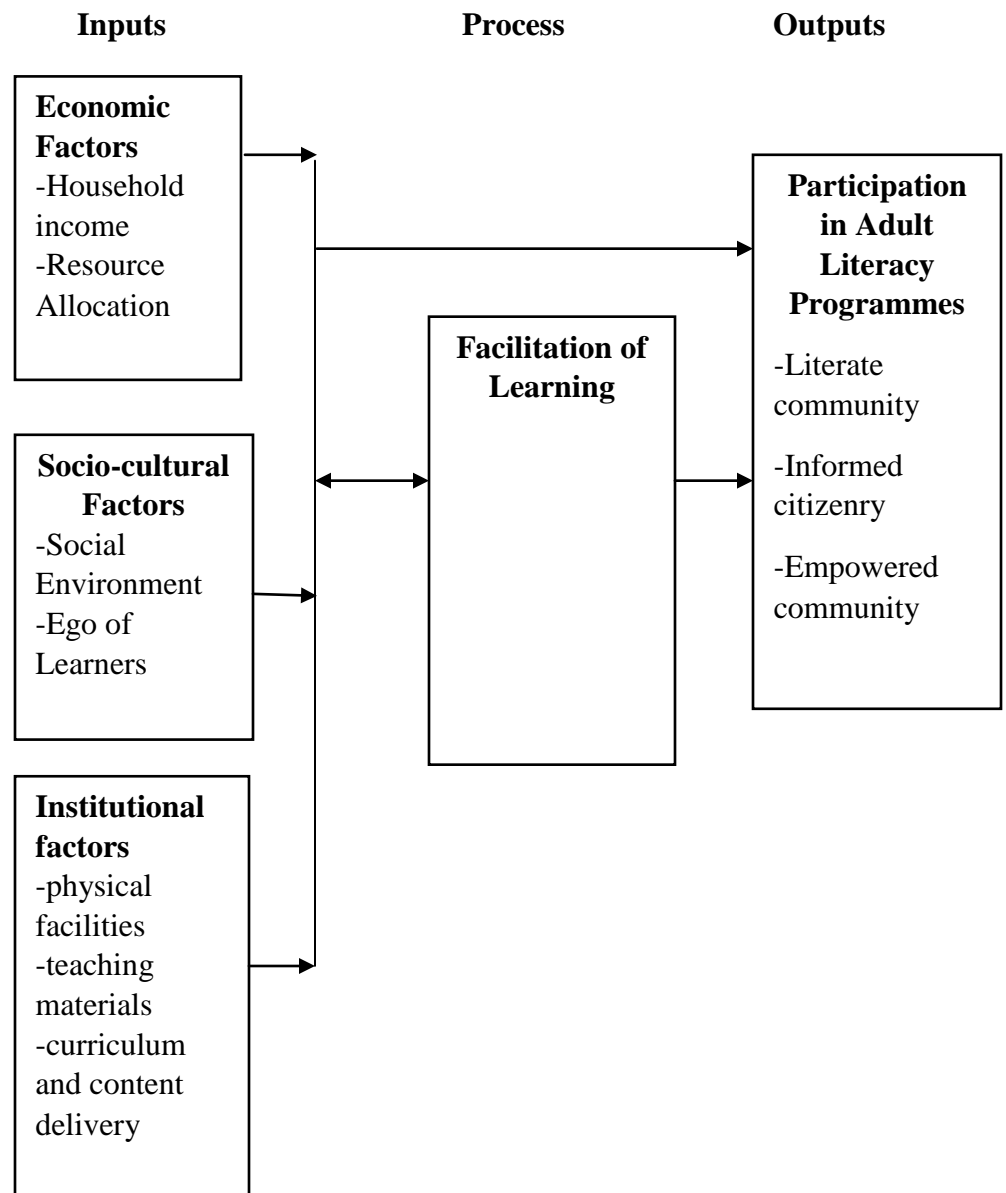
This study was guided by the motivational theory. This theory was advanced by Abraham Maslow. According to this theory, an adult is always looking for the value in the information presented. If the information has no value, the adult learner may dismiss it as irrelevant or not useful. This theory was relevant to this study because motivated learners are likely to join the literacy classes and complete the learning cycle. In his hierarchy of needs Maslow states that behaviour is partially motivated by external factors, but even more so by innate, human needs. These needs are intrinsic and hierarchically ordered from physiological, security, social, self-esteem and finally self-actualisation. This theory states that one level of needs must be satisfied before the next becomes active and applicable. When satisfied, it no longer acts as a motivator. Maslow asserts that learning begins at an early age and continues to self-actualisation (Excelsior College, n.d.). The theory seems to suggest that learning takes place so long as the adult is motivated. It is in line with the common knowledge that adults come to the learning situation with a purpose and that adult learning is voluntary. Once the motive for coming to the class is met, they tend to be less motivated to continue learning leading to dropout tendencies.

An innovative facilitator, therefore, needs to create situations where higher level needs for literacy learning can be felt in order to sustain the adult learners' interest and participation.

## 2.8 Conceptual Framework

The following figure represents a conceptual framework showing the factors influencing participation of learners in adult literacy programmes.

**Figure 2.1 Conceptual Framework**



The above figure indicates that economic factors, socio-cultural factors and institutional factors have an influence on participation of learners in adult literacy programmes. It also shows that the adult education policy and people's perceptions of the adult literacy programmes can influence its implementation.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

This chapter provides the methodology that will be employed during the study. It describes the research design, location of the study, target population, sample and sampling procedure, research instruments, piloting, data collection, data analysis and ethical procedures to be taken into consideration.

#### **3.2 Research Design**

A research design is a plan and structure of investigation used to obtain answers to research questions (Ditsa, 2004). In the study in question the descriptive design was adopted. It was found to be handy as it presents an opportunity to fuse quantitative and qualitative data in the process of describing variables. The choice of this type of design was prompted by my intention to engage the participants in their natural setting. Employing the descriptive survey would enable me to observe, describe and document my findings. Through the survey, collected data using questionnaires for supervisors and teachers and interview schedules for adult learners as their literacy levels had not stabilised and were fragile.

#### **3.3 Target Population**

The target population is the defined population from which the sample has been properly selected (Sheldon, (2010). It refers to the entire set of units for which the survey data are to be used to make references. It is a large collection of individuals or objects that is the main focus of a scientific study. The target population for this particular study was 2 adult education supervisors manning the two divisions in the sub-county, 24 adult education instructors and 351 adult learners comprising 111 males and 240 females. The learners in the target population were those who were enrolled in the basic adult literacy programme.

### **3.4 Sample Size and Sampling Procedure**

Roberts (2004) defines sampling as the process of selecting a number of individuals for a study in such a way that the individuals represent the larger group from which they were selected. The individuals selected comprise a sample and the larger group is referred to as the population. The simple random sampling procedure was adopted for the study.

A random sample is a probability sample in that every member in the population has some chance of being selected in the sample (Wiersma, 1995). The advantage of a simple random sample is that it disallows any method of selection based on volunteering or choice of groups of people known to be cooperative (Sheldon, 2010). Dessel (2013) states that a correct sample is crucial for the research as a sample that is too big will lead to the waste of precious resources such as time and money while a sample that is too small will not allow you to gain reliable insights. Bartlett, Kotrlik and Higgins (2001) suggest that if the population is between 300 and 400, 20 percent of the population may be sampled. Likewise Gay and Diehl (1992) cited in Alhaji (2010) state argue that for descriptive research the sample should be 10 percent of the population but if the population is small then 20 percent may be required.

In line with the above school of thought 70 adult literacy learners, constituting 20 percent of the population of 351 adult learners who were enrolled in ACE centres in Kakamega Central Sub-county were sampled. Likewise 5 adult education instructors from a population of the 24 adult education instructors in the sub-county were sampled. The two adult education supervisors manning two divisions in the Sub-county were identified for the study.

### **3.5 Research Instruments**

#### **3.5.1 Questionnaires**

Ross (2005) defines a questionnaire as a survey instrument used to collect data from individuals about themselves or a social unit such as a household or a

school. The study used two sets of questionnaires. These were the questionnaire for the adult education officers and the adult education instructors. The questions were prepared based on the objectives of the study as well as the educational levels of the respondents. The questionnaires were found to be appropriate for the supervisors and instructors as the two groups of respondents were considered to be of desired literacy and educational levels. They can read the questions with understanding and provide correct written responses to the questions.

### **3.5.2 Interview Schedule**

According to Farooq (2013), an interview schedule is a set of questions along with their answers asked and filled in by the interviewer in a face to face meeting with the interviewee. Its advantage is that it leads to more responses and is free from biasness.

This instrument was used by the researcher to collect information from adult learners. It was deemed appropriate for this group of respondents because they were generally of low literacy levels whose ability to read with understanding and to provide written responses was limited. The interview schedule contained both structured and open ended questions where the interviewers had an opportunity to incorporate probing questions for the purpose of eliciting comprehensive information.

### **3.6 Piloting**

Piloting refers to trying out the items in a questionnaire with a small group of respondents (Wiersma, 1995). The pilot study helped to identify inconsistencies in the items for purposes of reviewing them before the actual research. The pilot study was carried out to pre-test the instruments for the purpose of measuring what was intended to be measured. The pilot study was conducted in two ACE centres in Kakamega East Sub-county which is a neighbouring sub-county. It identified one supervisor, two instructors and 10 adult learners in the same sub-county. The responses were then analysed to allow for necessary amendments to



be made prior to the actual study in the target area. The respondents gave feedback on the instruments in regard to the length of the instruments, clarity and the formats. The respondents in the pilot area were not included in the actual study.

### **3.7. Validity**

Validity is the degree to which an instrument truly measures what it purports to measure (Roberts, 2004). Validity of the researcher's instruments was done during the pilot study. It was done through pre-testing of the instruments to determine whether the items represent what they were supposed to measure.

### **3.8 Reliability**

According to Wiersma (1995), reliability refers to the consistency of the research and the extent to which studies can be replicated. It is concerned with the replicability and consistency of the methods, conditions and results. The test re-test technique was employed to test reliability of the instruments.

The test was repeated after two weeks and the two sets of results compared using the Spearman's Rank Order Correlation Coefficient whereby associations between the two sets of scores representing the measurement obtained from the instrument used were established. This was done to ensure a desirable reliability coefficient.

### **3.9 Data Collection Procedure**

The researcher took into account ethical issues in seeking to collect the relevant data. The researcher sought permission from the Sub-county Adult and Continuing Education Officer Kakamega Central Sub-county. He then contacted identified respondents starting with the Divisional Adult Education Supervisors, Adult Education Instructors and Adult Learners.

### **3.10 Data Analysis**

Data analysis involves organizing, summarising and synthesising data in order to provide the necessary information for description. The researcher carried out data analysis by scrutinising the questionnaires and the interview schedules.

A tally system was developed where the total number of frequencies for given variables were calculated whereby a data base for analysis was developed. The data was then presented using tables, graphs and pie charts. He applied descriptive statistics was employed. The final results were summarized in frequency tables, graphs and pie charts after which a report was compiled.

### **3.11 Ethical Considerations**

Before embarking on actual data collection, the researcher took the following measures in order to ensure adherence to research ethics: First of all permission from relevant authorities namely, NACOSTI, the Kakamega County Commissioner, Kakamega County Director of Education and the Sub-county Adult and Continuing Education Officer – Kakamega Central. Participants' consent to participate in the study was sought. In order to secure their cooperation, participants were made aware of the purpose of the study and also assured that their responses would be treated with utmost confidentiality. During the visits to the institutions for data collection, the researcher ensured minimum disruption of activities at the learning venues.

## **CHAPTER FOUR**

### **PRESENTATION OF THE FINDINGS**

#### **4.1 Introduction**

This chapter is a presentation of the findings of the study which sought to establish factors influencing participation of learners in adult literacy programmes in Kakamega Central Sub-county. The findings are grouped according to the categories under which the respondents in the study area participated. The responses were summarised and compiled in frequencies, converted to percentages and presented in tables and figures. The data were analysed using descriptive statistics. This chapter therefore presents the findings in accordance with the issues and views articulated by participants who were divisional adult education supervisors, adult education instructors and adult learners. This study had three main objectives which guided the presentation. These objectives were:

- (i) What is the influence of economic factors on participation of learners in adult literacy programmes in Kakamega Central Sub-county?
- (ii) What is the influence of socio-cultural factors on participation of learners in adult literacy programmes in Kakamega Central Sub-county?
- (iii) How do institutional factors influence participation of adult learners in adult literacy programmes in Kakamega Central Sub-county?

#### **4.2 Demographic Information**

##### **4.2.1 Questionnaire Return Rate**

The questionnaires were administered to two adult education supervisors and 5 adult education instructors. The summary of the response rate was as presented in Table 1 below:

**Table 4.1: Questionnaires Return Rate**

<b>Category of Respondents</b>	<b>Questionnaires Issued</b>	<b>Return Rate</b>	<b>Percentage</b>
Adult Education Officers	2	2	100
Adult Education Instructors	5	5	100

70 interview schedules were administered to adult learners. 70 were returned constituting a return rate of 100 %. The summary of the return rate was as presented in Table 2 below:

**Table 4.2 Interview Schedules Return Rate**

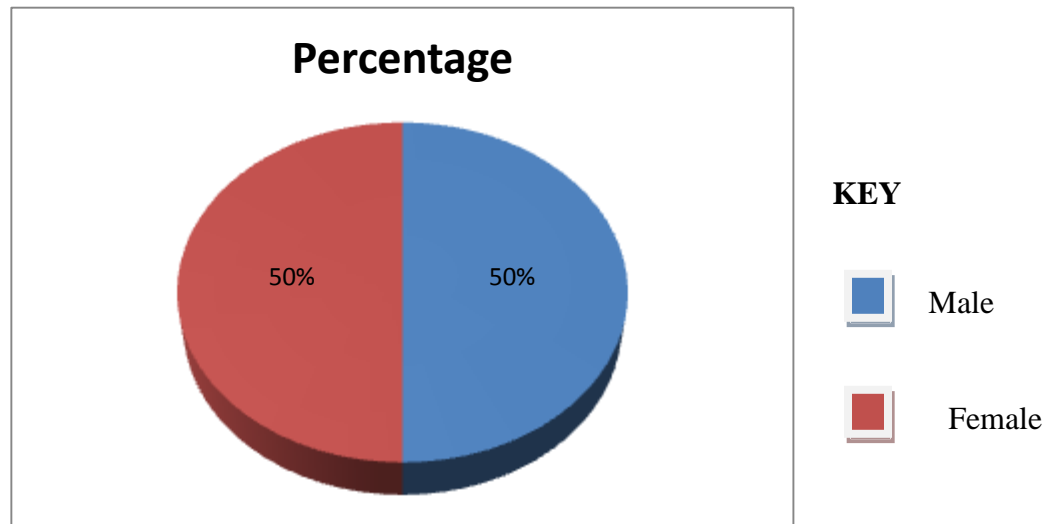
<b>Category of Respondents</b>	<b>Interview Schedules Issued</b>	<b>Return Rate</b>	<b>Percentage</b>
Adult Learners	70	69	98.5

## **4.2.2 Demographic Information on the Supervisors**

### **4.2.2.1 Gender of Supervisors**

The adult education supervisors were asked to state their gender. The responses are as shown in the table below:

**Figure 4.1 Gender of Supervisors**

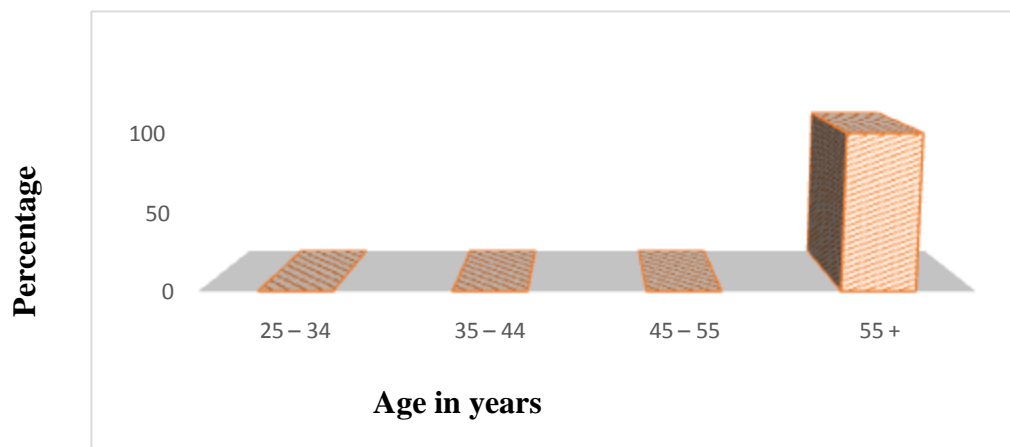


The above figure indicates that the distribution of supervisors in terms of gender was the same, same number of male supervisors and their female counterparts. This indicates that the above figure reflects a gender balance among adult education supervisors.

#### **4.2.2.2 Age of Supervisors**

When asked to state their age the responses were as shown in Table 4.2 below.

**Figure 4.2 Age of Supervisors**

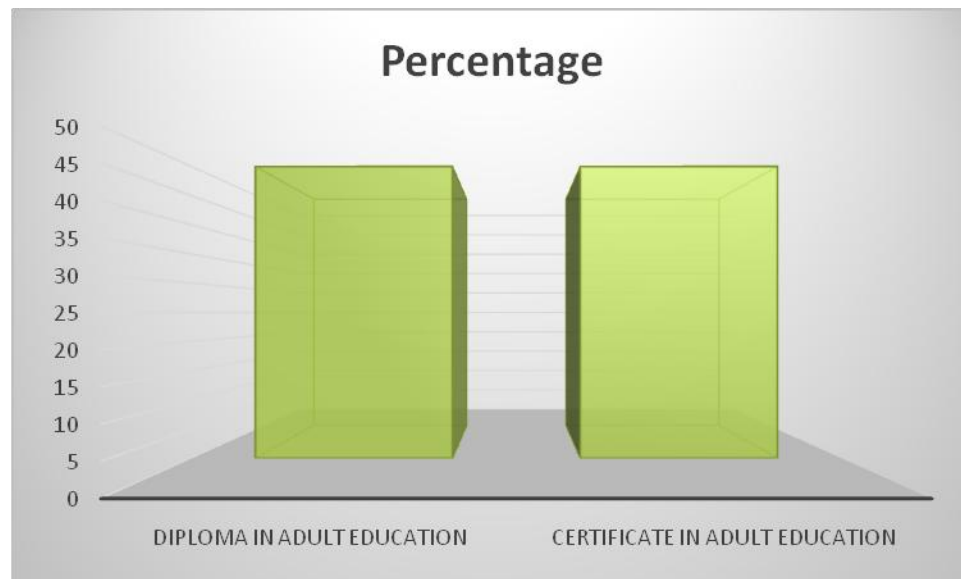


The above figure indicates that all the adult education supervisors are above the age of 55. This data reveals that all adult education supervisors will soon retire on attaining the mandatory retirement age of 60. The implication is that there will be a succession crisis as there seems to be a shortage of this cadre of staff.

#### 4.2.2.3 Supervisors' Highest Professional Qualifications

Supervisors were asked to state their highest professional qualifications. Their responses are indicated in figure 4.3 below

**Figure 4.3 Supervisors' Highest Professional Qualifications**

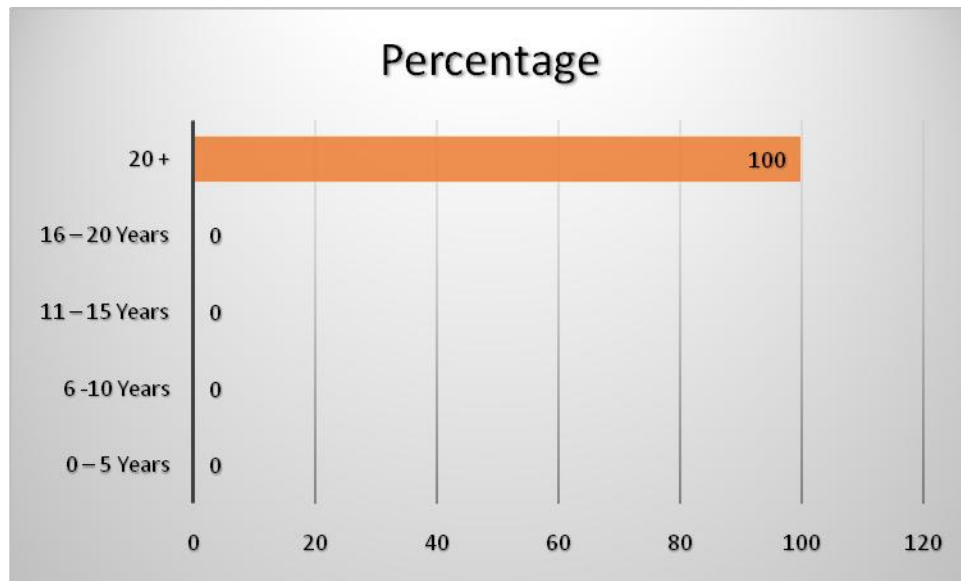


The above figure indicates that a half of the supervisors had Diploma in Adult Education qualifications while the other half had certificate in Adult Education implying that all the adult education supervisors had the requisite professional qualifications to enable them administer and coordinate the adult literacy programmes in the sub-county.

#### 4.2.2.4 Supervisors' Working Experience

Supervisors were asked to state their work experience. Their responses are indicated in figure 4.4 below:

**Figure 4.4 Supervisors' Working Experience in Years**



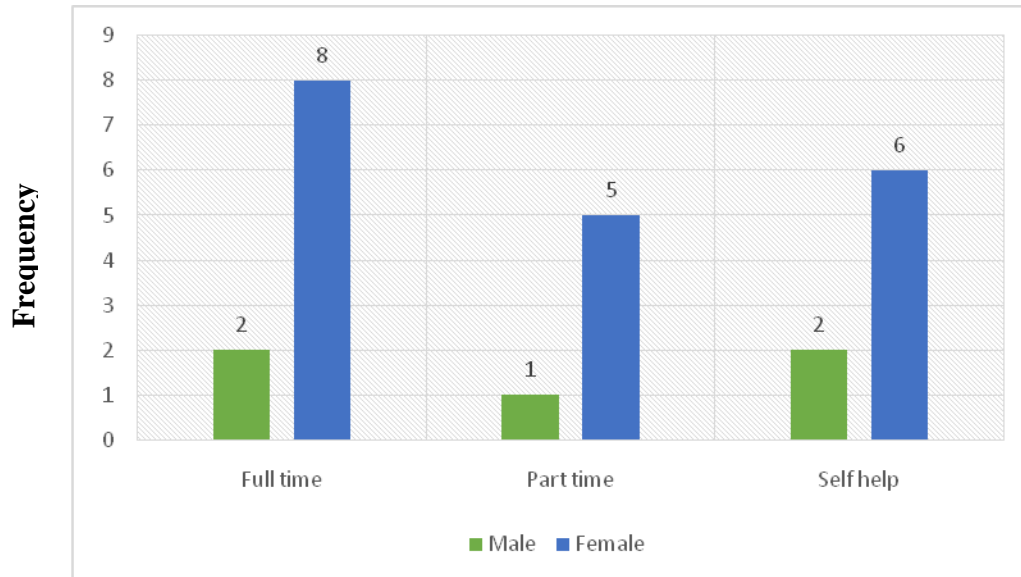
The above figure shows that all the supervisors have been in the field of adult education for more than 20 years and have a wealth of experience in adult education. They therefore have the requisite professional competencies.

#### 4.2.3 Demographic Information on Adult Education Instructors

##### 4.2.3.1 Adult Education Instructors' Establishment by Gender

Instructors were asked to state their gender. Their responses are indicated in figure 4.5 below:

**Figure 4.5 Adult Education Instructors' Establishment by Gender**



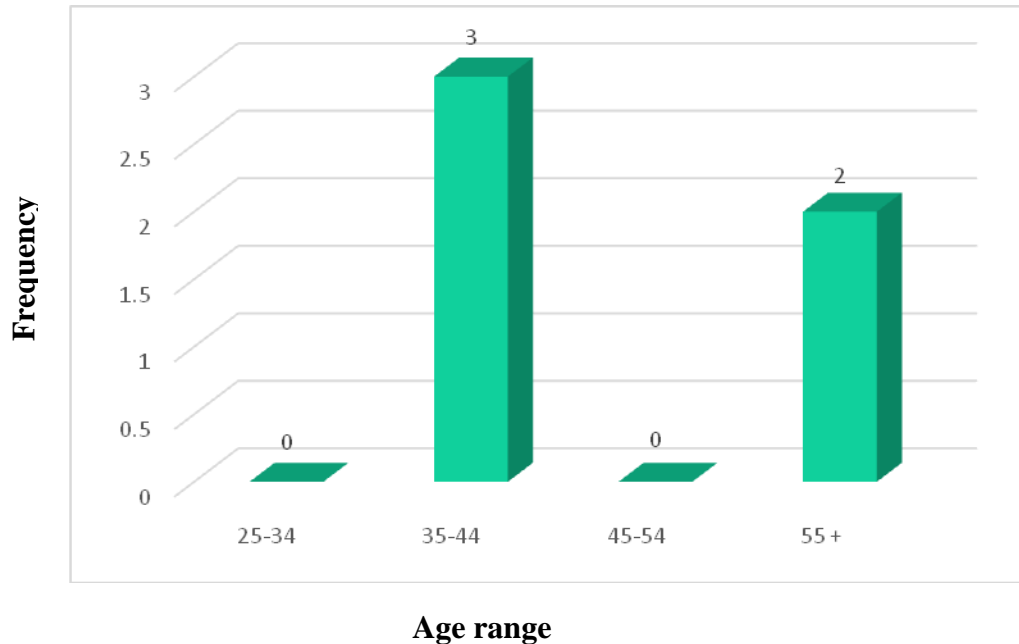
The above figure shows that only less than a half of instructors are full time. The rest are part time and volunteer teachers who can leave the profession any time on landing on better paying jobs. There is a tendency of a high turn-over of instructors in this kind of scenario. The male instructors constitute only a quarter of the total number of instructors in the sub-county meaning a giant bias towards female instructors exists. This partly explains why there is a higher female learner enrolment than male if the male ego element is anything to go by.

#### **4.2.3.2 Age of Instructors**

Instructors were asked to state their age. Their responses are indicated in figure 4.6 below:



**Figure 4.6 Age of Instructors**

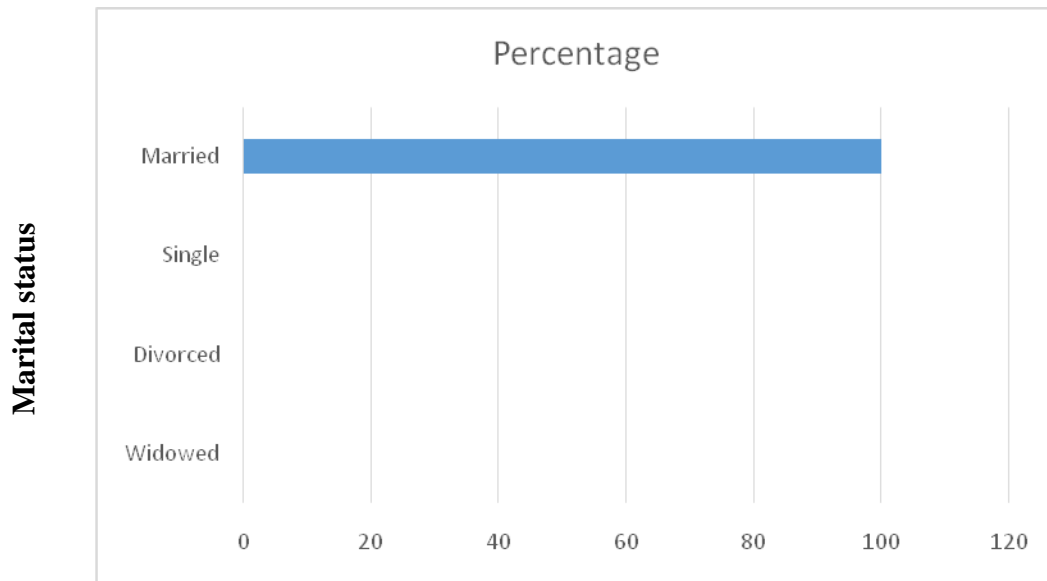


The above figure shows that less than two thirds of the instructors are in the 35 – 44 age range while there is none in the 45 – 54 age range. Almost a third of instructors fall within the 55 and above age bracket. These data reveal that many instructors just like adult education officers will soon leave the service on attaining the mandatory retirement age of 60. This will leave a few and inexperienced instructors thus resulting in a succession crisis.

#### **4.2.3.3 Adult Education Instructors’ Marital Status**

Instructors were asked to state their marital status. Their responses are indicated in figure 4.7 below:

**Figure 4.7 Adult Education Instructors' Marital Status**

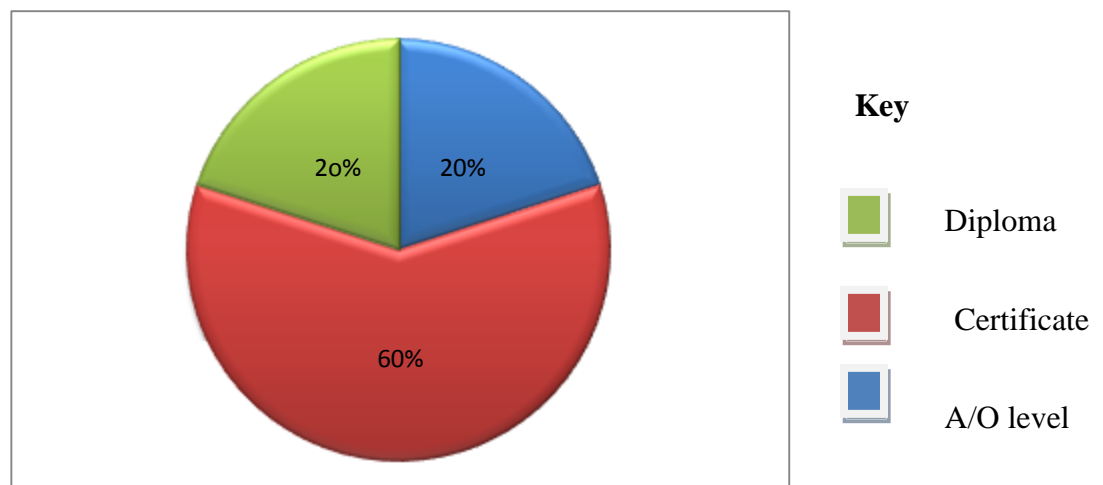


The figure shows that all the instructors in the sub-county are married. This may reveal that the instructors are mature people who understand adult learners as they have similar attributes like those of their learners.

#### **4.2.3.4 Adult Education Instructors' Highest Professional Qualifications**

Instructors were asked to state their highest professional qualifications. Their responses are indicated in figure 4.8 below:

**Figure 4.8 Adult Education Instructors' Highest Qualifications**

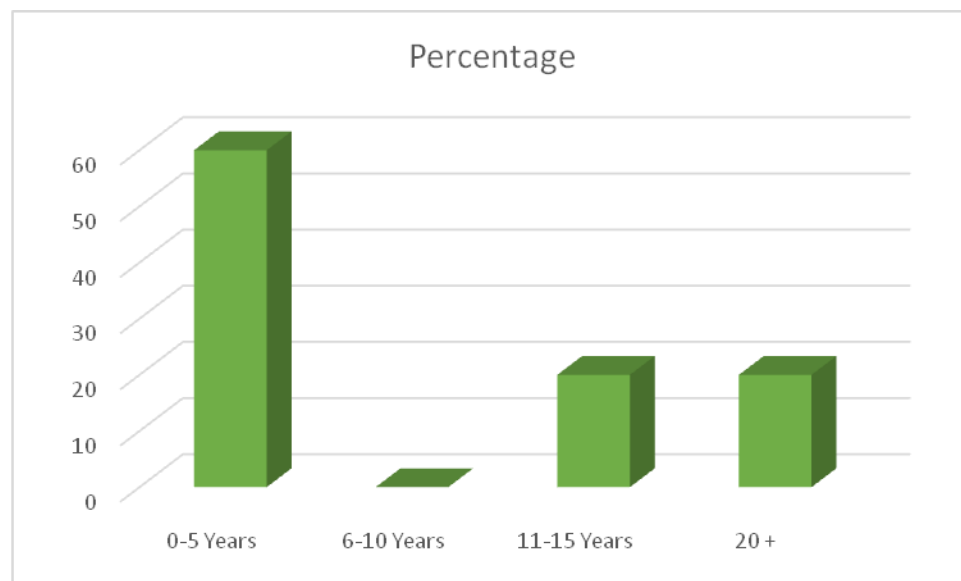


The above figure indicates that almost two thirds of the instructors had certificate in adult education qualifications while a fifth had diploma in adult education qualifications. The data reveals that majority of the teachers have the minimum qualification requirements to serve as adult education instructors.

#### 4.2.3.5 Adult Education Instructors' Work Experience

When asked to state their working experience, their responses were as shown in Table 4.9 below:

**Figure 4.9 Adult Education Teachers' Work Experience in Years**



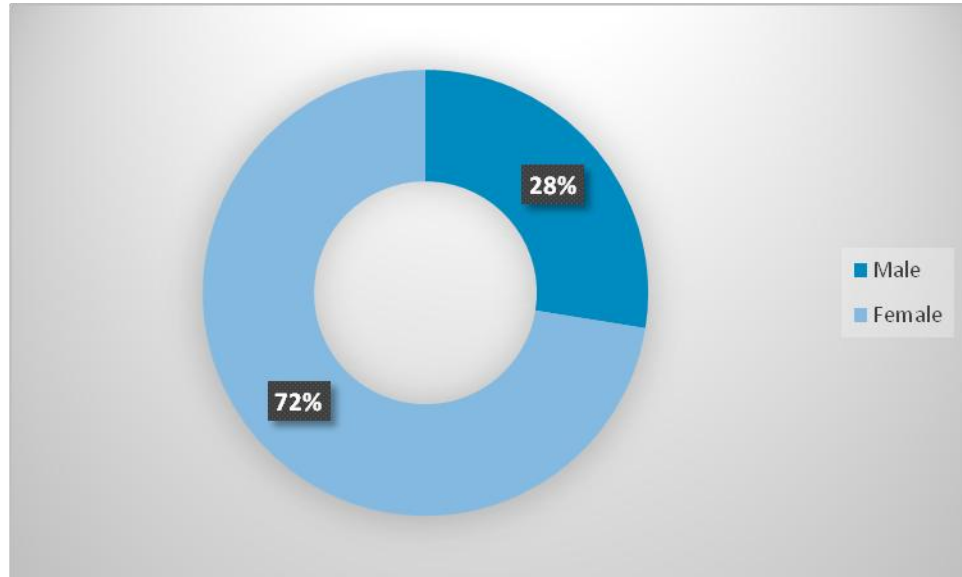
The above figure shows that majority of the instructors have a work experience of five years or less. This implies that majority may be experiencing challenges associated with learner mobilisation and retention.

#### 4.2.4 Demographic Information on Adult Learners

##### 4.2.4.1 Learners' Gender

Learners were asked to state their gender. Their responses are shown in figure 4.10 below.

**Figure 4.10 Learners' Gender**

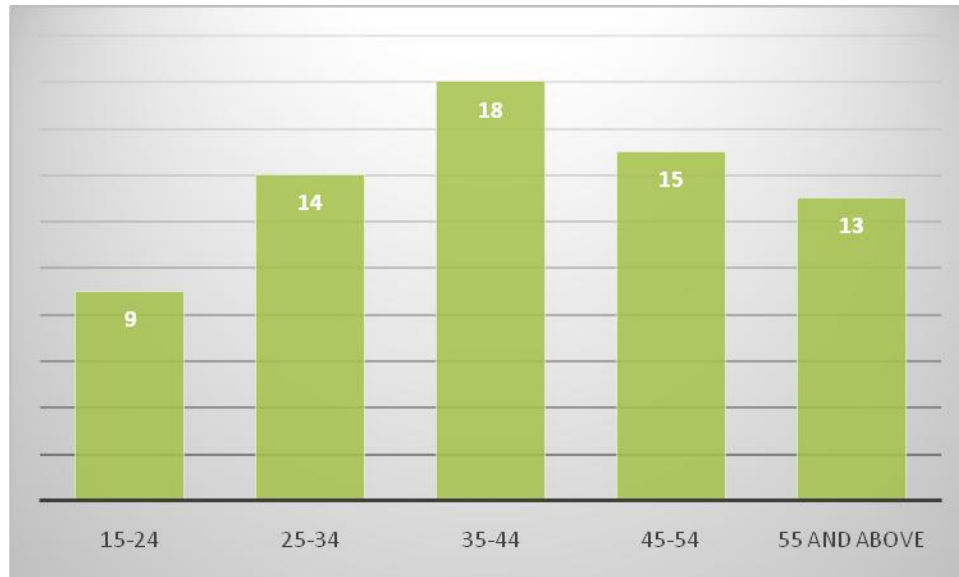


The above figure shows that majority of adult learners participating in the literacy programme were female who comprised almost three quarters of the participants. This number compares favourably with the national female participation rate of 74 % as shown in table 1.1. This implies that men have continued to shy away from the programme despite the fact that every citizen has a right to education regardless of gender.

#### **4.2.4.2 Age of Learners**

Learners were asked to state their age. Their responses are indicated in figure 4.11 below.

**Figure 4.11 Age of Learners**

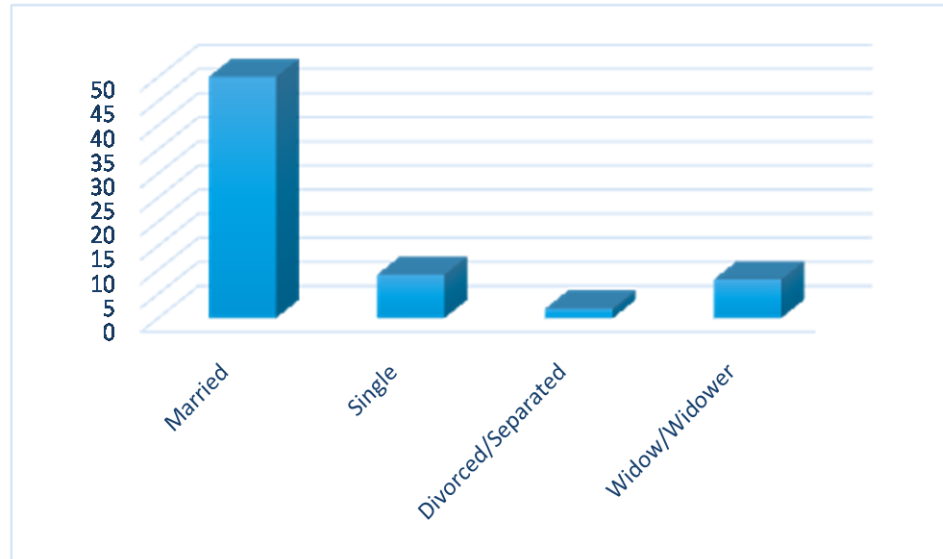


The above figure shows that almost a quarter of participants in the literacy programme fell within the 35-44 age bracket as shown in the above figure. This was followed by the 45-54 age range followed closely by the 25-34 age range then the 54 and above age range. The study also established that a few of the learners were within the 15-24 age range. This figure shows that the participation level fairly cuts across various age groups which corroborates other findings as per the literature review.

#### **4.2.4.3 Adult Learners' Marital Status**

Learners were asked to state their marital status. Their responses are shown in figure 4.12 below.

**Figure 4.12 Adult Learners' Marital Status**

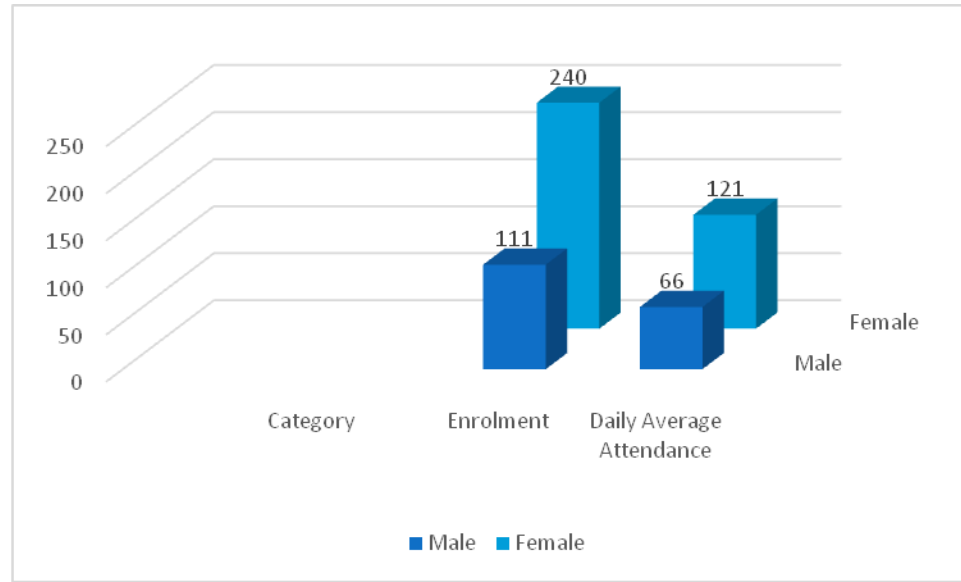


The above figure show nearly three quarters of the respondents indicated that they are married. Slightly less than a quarter stated that they were single or widowed with a few of them indicating that they are divorced or separated. This implies that majority of the learners were family people with competing responsibilities which go with their status as married people. This is in line with Malcolm Knowles view that adult learners have many responsibilities.

#### **4.2.4.6 Learners' Enrolment and Daily Average Attendance**

Instructors were asked to state the learners' enrolment by gender. Their responses are indicated in figure 4.13 below:

**Figure 4.13 Learners' Enrolment and Daily Average Attendance**



The above figure indicates that both enrolment and daily average attendance for Kakamega Central Sub-county is low compared with potential learners expected to participate in the programme. Daily average attendance is lower than enrolment. This implies that adult learning is characterised by irregular attendance due to competing roles of adult learners. The low participation may also be attributed to lack of motivating factors such as lack of functional approach to teaching as well as lack of teaching and learning materials. The attitudes of the instructor can be another contributing factor to the low participation.

### **4.3. Findings for Objective One: Economic Factors**

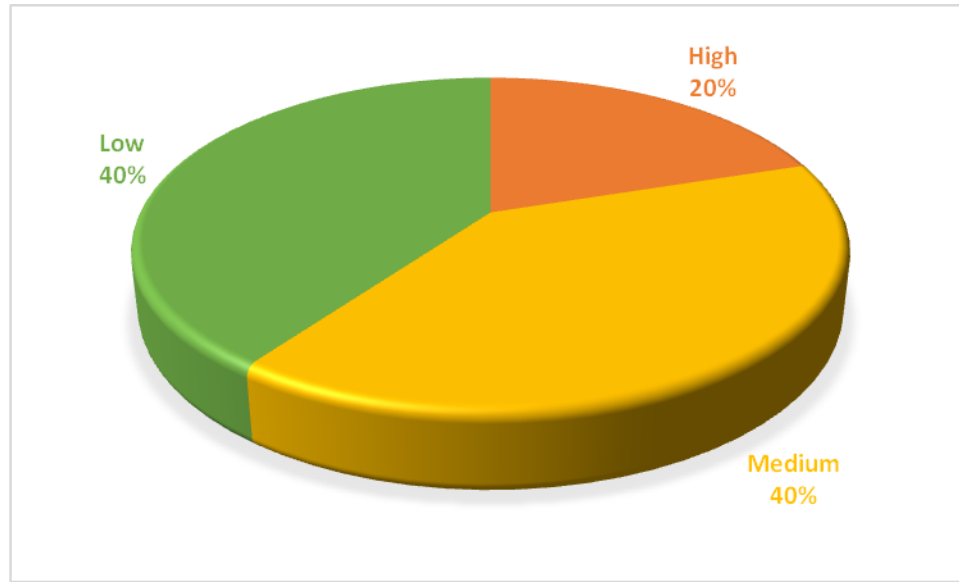
#### **4.3.1 Learners' Household Income**

##### **4.3.1.1 Socio-economic status of Adult Learners**

The first task of this study was to analyse economic factors and how they influence participation of learners in adult literacy programmes. Adult education

instructors were asked to state the socio-economic status of their learners. Their responses are as indicated in figure 4.14 below.

**Figure 4.14 Socio-economic status of adult learners**



The above figure indicates that more than three quarters of the learners were of medium economic status and below. This shows that what they get as income could probably go towards meeting the basic needs such as food, clothing, shelter, among others hence they are unable to meet the cost of the teaching/materials.

#### **4.3.1.2 Adult Learners' Household Size**

Adult learners were asked to state their household size based on the number of members per household. Their responses are as indicated in figure 4.15 below.



**Figure 4.15 Adult Learners' Household Size in Percentage**

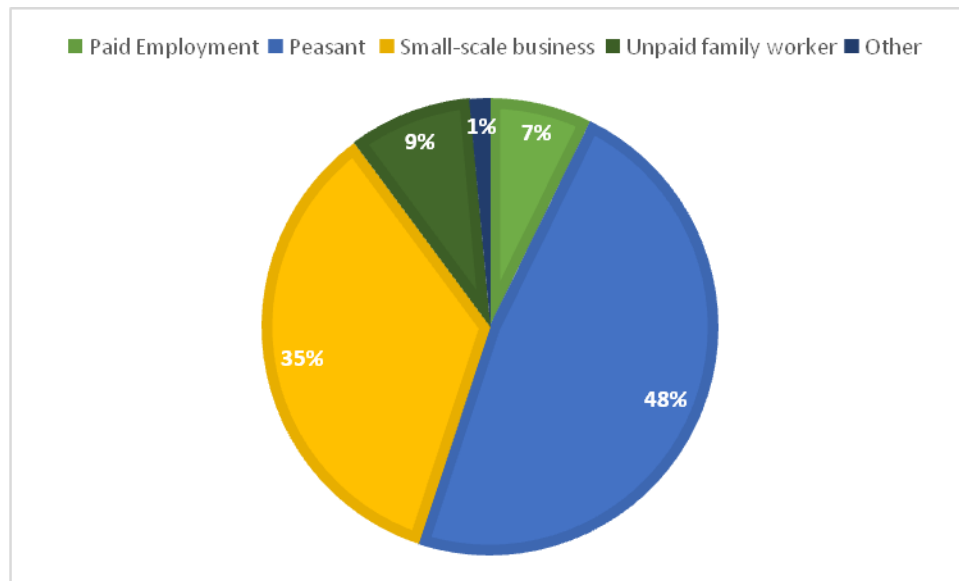


The above figure shows that more than a half of the learners have large families of 5 or more members. This is an indication that their level of education is lower going by the findings that educated women tend to have fewer children than those of their illiterate counterparts. Their incomes are therefore likely to be lower and even where the income was higher it was spread over a large number of family members making it inadequate for investing in adult learners' education.

#### **4.3.1.3 Learners' Employment and Occupation**

Adult learners were asked to state their employment and occupation. Their responses are indicated in figure 4.16 below.

**Figure 4.16 Learners' Employment and Occupation**



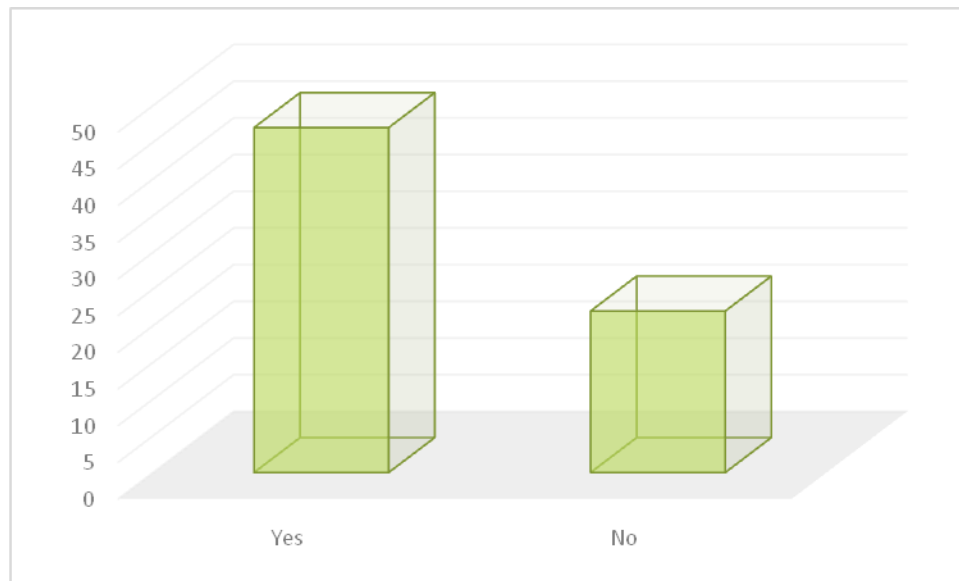
The above figure shows that more than three quarters of the learners are low income earners as majority constitute peasants, small scale businessmen/women and unpaid family workers, This implies that their meagre incomes cannot enable them to invest in their own education as it is likely to be put into expenditure on basic needs.

#### **4.3.2; Resource Allocation**

##### **4.3.2.1 Learners Meeting the Cost of Learning**

Learners were asked to state whether they were financing their own education at the centres. Their responses are indicated in Figure 4.17 below.

**Figure 4.17 Learners Meeting the Cost of Learning**

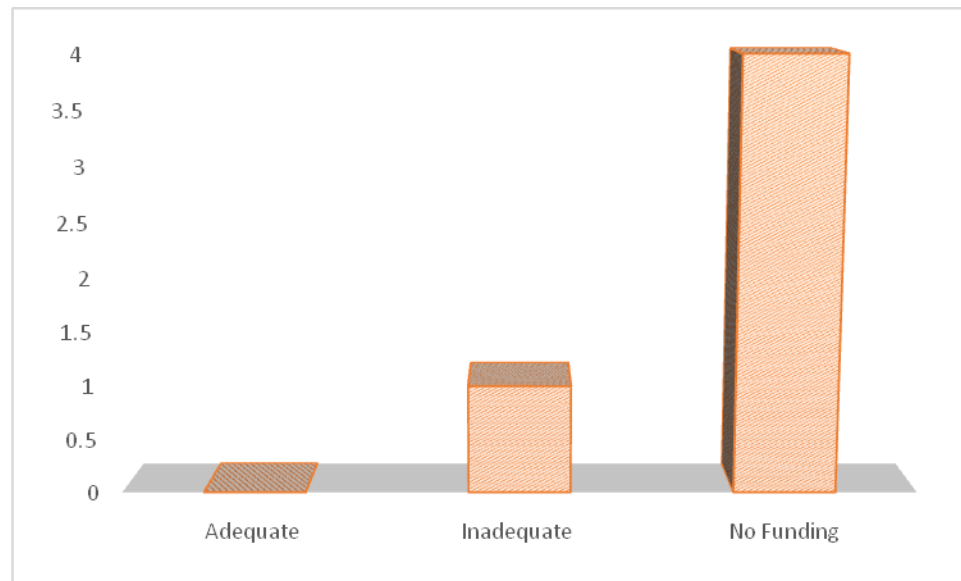


The above figure shows that slightly over two thirds of learners were financing their own learning at the centres. This implies that owing to their low income, they were straining to meet the cost of their education which might be a major contributory factor to their low morale as adult learners.

#### **4.3.2.2 Funding of Adult Education Centres**

The adult education instructors were asked to state whether the ACE centres were receiving any funding. Their responses are indicated in table 4.18 below.

**Figure 4.18 Funding of ACE centres**



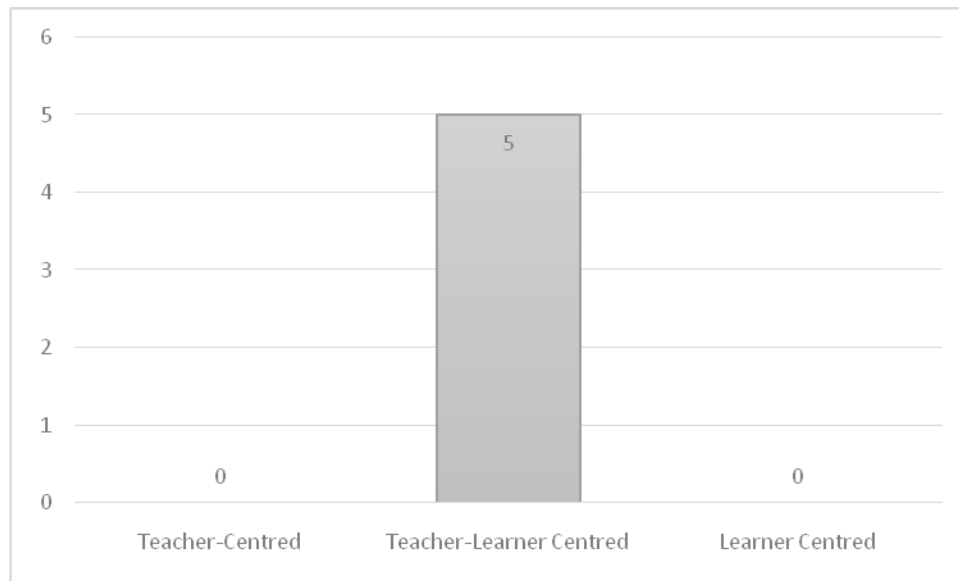
The above figure shows that more than three quarters of adult education centres were not receiving any funding. Less than a quarter of the centres indicated that they were receiving inadequate funding while none of the centres got adequate funding. The responses provided seem to be in line with majority of learners who stated that they were meeting their own cost of learning. When asked to respond on funding of ACE centres, the adult education supervisors stated that the funding levels to the centres were too minimal to be regarded as funding.

#### **4.4 Findings for Objective Two: Socio-cultural Factors**

##### **4.4.1 Social Environment**

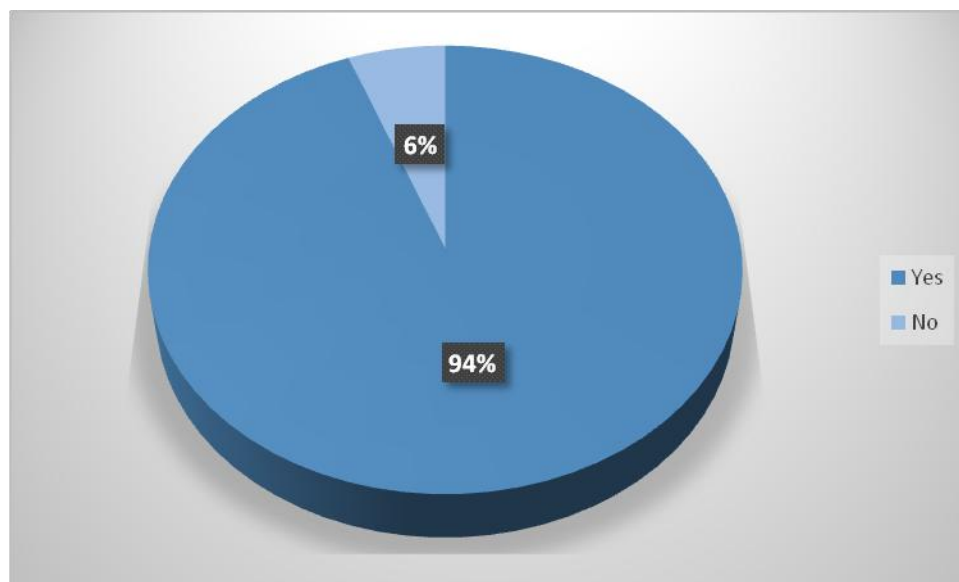
Adult education instructors were asked to state the methods of learning preferred by adult learners to which they said teacher-learner centred was the most preferred. When asked the same question, the instructors concurred with the supervisors that teacher-learner centred method was the most preferred. The instructors' responses are indicated in Figure 4.19 below.

**Figure 4.19 Preferred Method of Teaching/Learning**



Adult learners were asked to state if they preferred learning from one another. The purpose of this question was to establish the popularity of participatory learning and discussion among adult learners. Their responses are indicated in Figure 4.20 below.

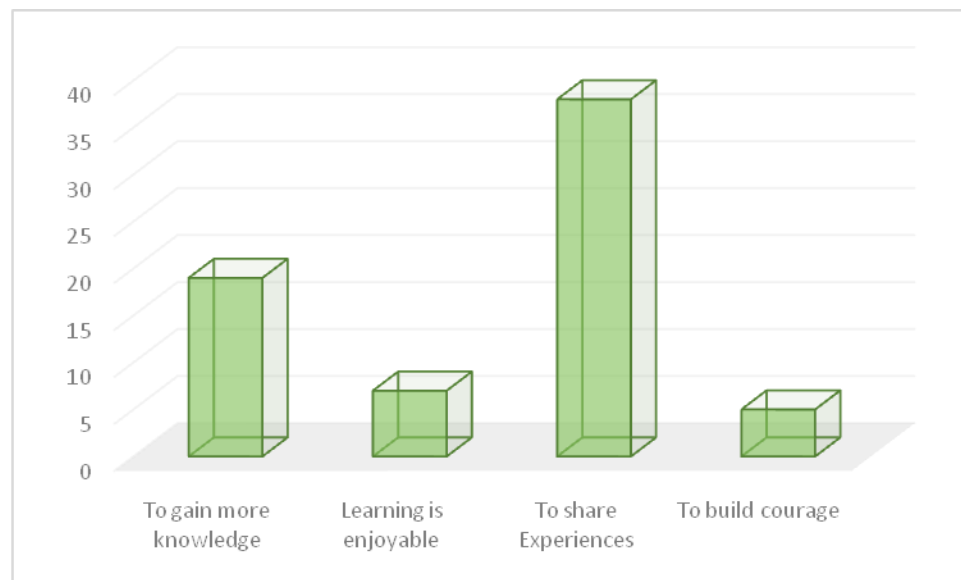
**Figure 4.20 Learners Preference for Learning through Experience Sharing**



The figure above shows that an overwhelming majority of adult learners preferred learning from others' experiences. It is in line with teacher-learner centred method which is highly interactive and is based on discussion and sharing of experiences.

The learners were asked to give reasons as to whether they preferred or did not learning from others. The responses of those who preferred are indicated in Figure 4.21 below.

**Figure 4.21 Justification for Learning from others**



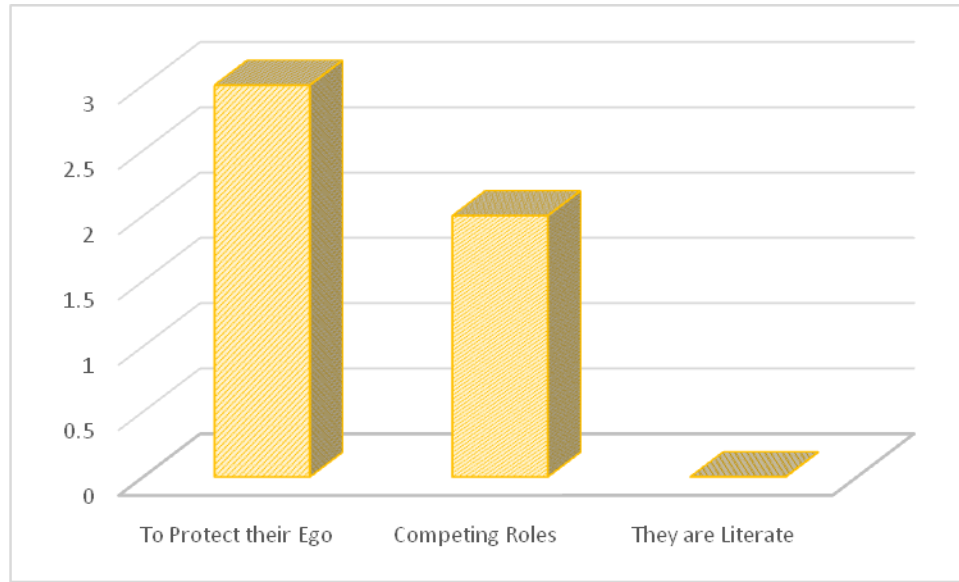
The above figure indicates that more than a half of the learners preferred learning from one another as it enabled them to share experiences. This is in line with the popular knowledge that adults prefer learning in groups. For those who did not prefer learning from others, they stated feeling shy as the reason for their dislike of this mode of learning.

#### **4.4.2 The Ego of Learners**

Adult education supervisors were asked to state why male learners tended to shy away from adult literacy classes. Their reason they gave was to protect their ego as they felt embarrassed if they were unable to perform a task which their female

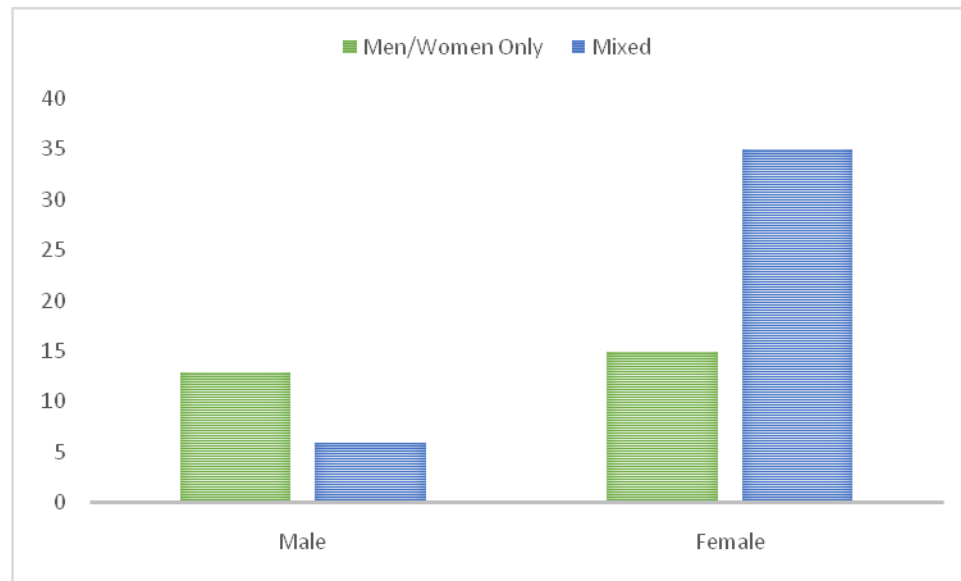
counterparts would do. The instructors, however had varied views as shown in Figure 4.22 below.

**Figure 4.22 Why male learners shy away**



The above figure shows that 60 % of the respondents cited protecting their ego as the main reason for nonparticipation of male learners in adult literacy programmes. It is however noteworthy that even female learners have competing roles but many find time to attend the classes as compared with male learners. Adult learners were asked to state whether they preferred a men/women only class or a mixed class. Their responses are indicated in Figure 4.23 below.

**Figure 4.23 Learners' Preferred Type of Class**



The above table shows that 68 % of the male learners preferred a men only class while 70 % of the women would prefer a mixed class. This corroborates the instructors' and supervisors' view that most men were uncomfortable sharing the same class with women.

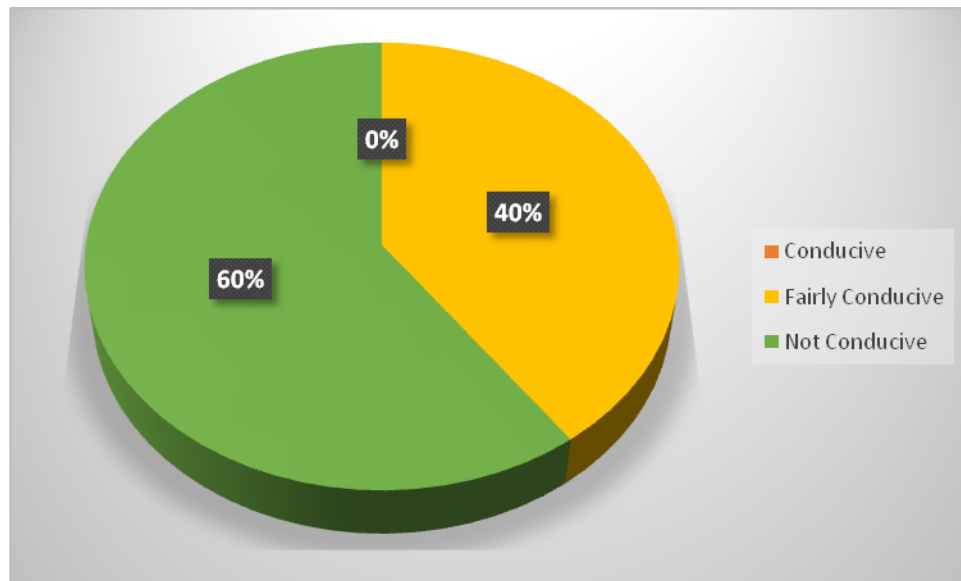
#### **4.5 Findings for Objective Three: Institutional Factors**

##### **4.5.1 Physical Facilities**

On suitability of learning venues the supervisors were of the view that they were not conducive. The views expressed by the instructors on the suitability of the learning venues are indicated in Figure 4.24 below.

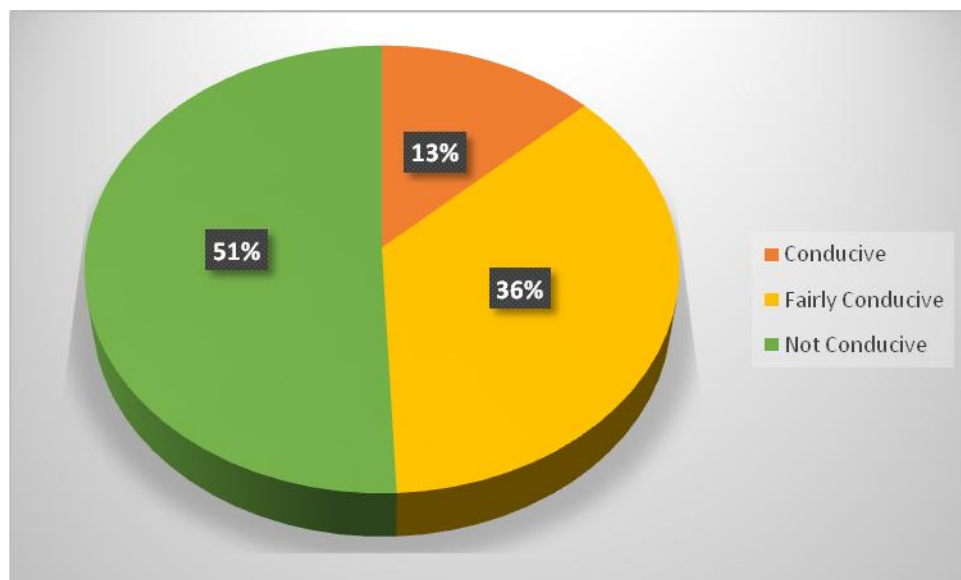


**Figure 4.24 Instructors' Views on Suitability of Learning Venues**



The above figure shows that almost two thirds of the instructors were of the view that the venues were not conducive while the remaining one third stated that they were fairly conducive. Adult learners' views on the quality of the classrooms are indicated in Figure 4.25 below.

**Figure 4.25 Learners' Views on Suitability of Learning Venues**



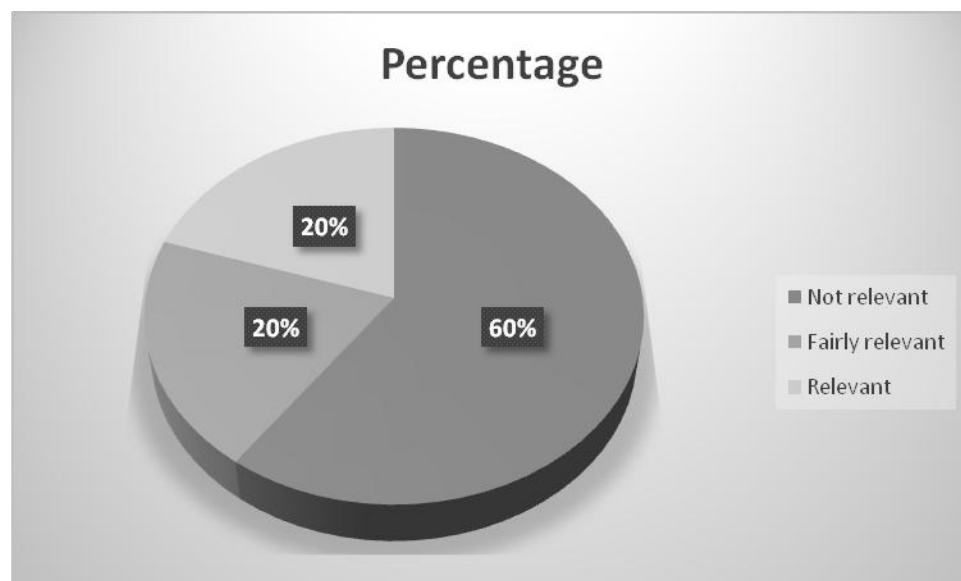
The above figure shows that more than half of adult learners indicated that the learning venues were not conducive with over one third indicating that they were fairly conducive. The responses given by learners tend to agree to a large extent with those of the supervisors and instructors.

#### 4.5.2 Teaching/Learning Materials

The supervisors' views were sought on relevance of teaching/learning materials. One supervisor stated that they were fairly relevant while the other stated that they were irrelevant.

On the relevance of teaching/learning materials used in ACE centres, one supervisor stated that they were fairly relevant while the other stated that they were not relevant. Asked the same question, the instructors' responses are indicated in Figure 4.26 below:

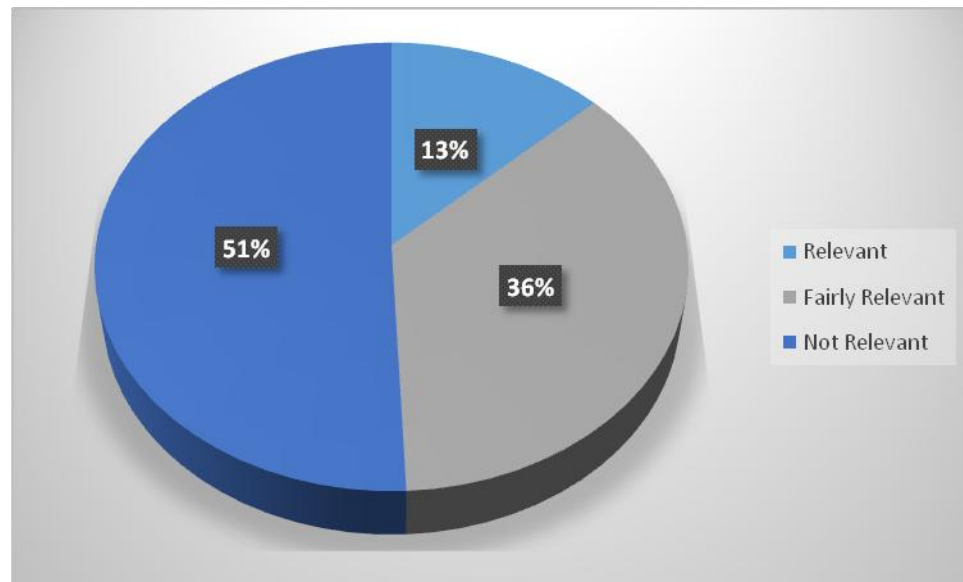
**Figure 4.26 Instructors' Responses on Relevance of Teaching/Learning Materials**



The above figure indicates that 60 percent of the instructors think that the teaching/learning materials used in ACE were not relevant, 20 percent think they were fairly relevant while the remaining 20 percent think they were relevant.

Adult learners' responses on the relevance of teaching/learning materials are indicated in Figure 4.27 below.

**Figure 4.27 Learners' Responses on the Relevance of Teaching/Learning Materials**

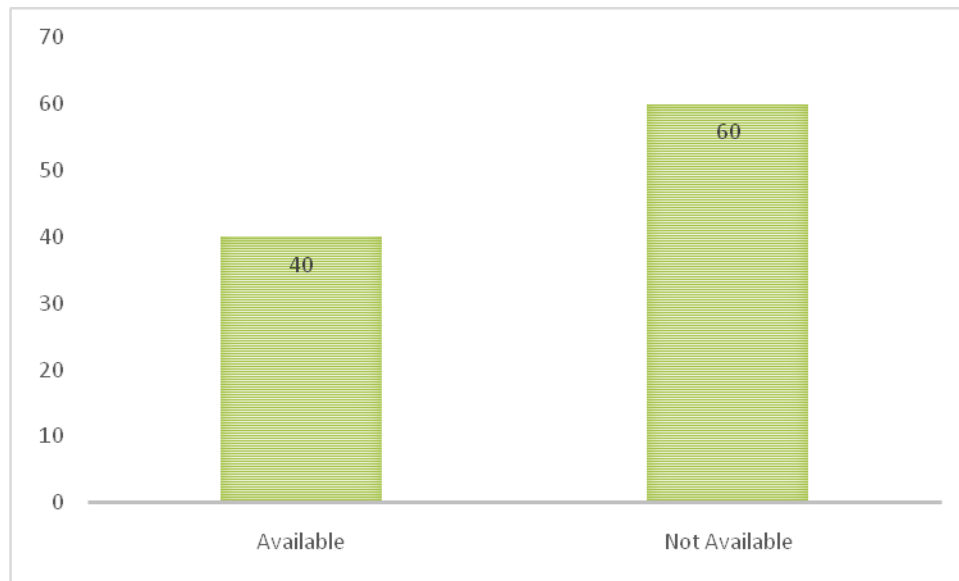


The above figure indicates that more than a half of the learners were of the view that the teaching/materials used in ACE centres were not relevant while almost a third felt that the materials were fairly relevant. Less than a quarter of the learners stated that the teaching/learning materials were relevant.

#### **4.5.3 Curriculum and Content Delivery**

Adult education supervisors were asked to state whether a functional curriculum for ACE was available of which one said there was while the other said there was none. The instructors' responses on the same question were as indicated in Figure 4.28 below.

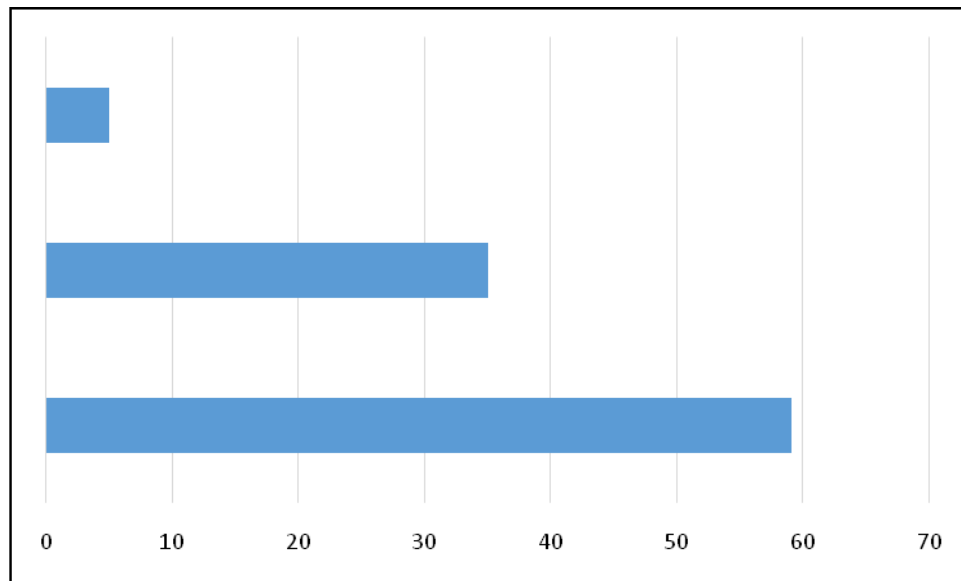
**Figure 4.28 Instructors' Responses on Availability of Curriculum**



The above figure indicates that 40 percentage of the instructors stated that there was a curriculum while 60 percent said it was not available. The conflicting responses seem to signal that there appears to be lack of a clear direction on the type of curriculum used and whether it was recognised by the KICD which approves curricular used in institutions of learning as per the KICD Act.

The supervisors were asked to give the categories of adult education instructors in terms of employment status. This question was appropriate as it shed more light on the quality of facilitation and contact hours. The responses are as indicated in Figure 4.29 below.

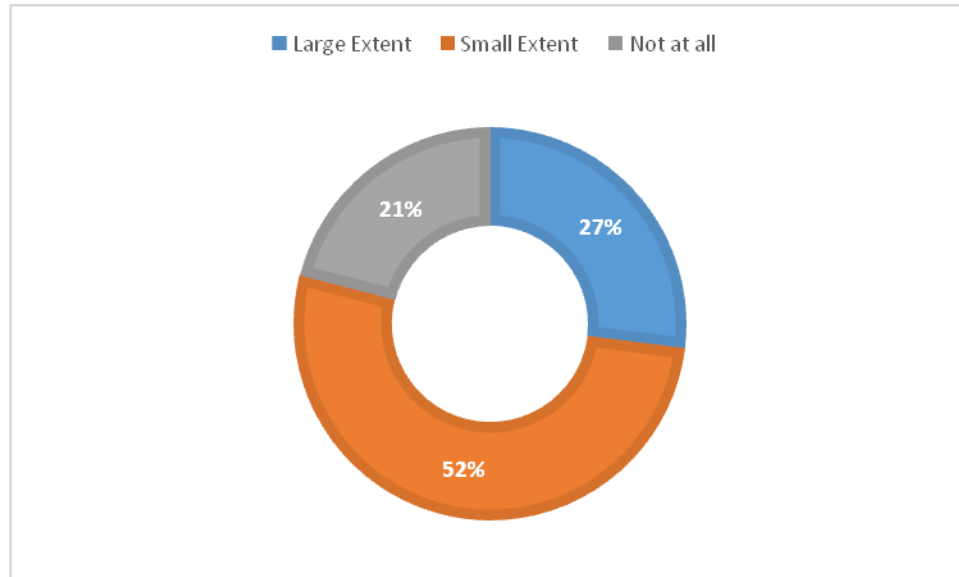
**Figure 4.29 Categories of Teachers**



The above figure shows that more than half of instructors were full time teachers followed by part time instructors. The number of instructors was generally small given the level of illiteracy and the number of potential adult learners. The presence of part time and self-help instructors was an indication of an acute staff shortage whose quality of teaching would be rendered questionable given that they had inadequate training and limited contact hours with learners.

Learners were asked to state if the centres were meeting their learning needs. Their responses are indicated in Figure 4.30 below.

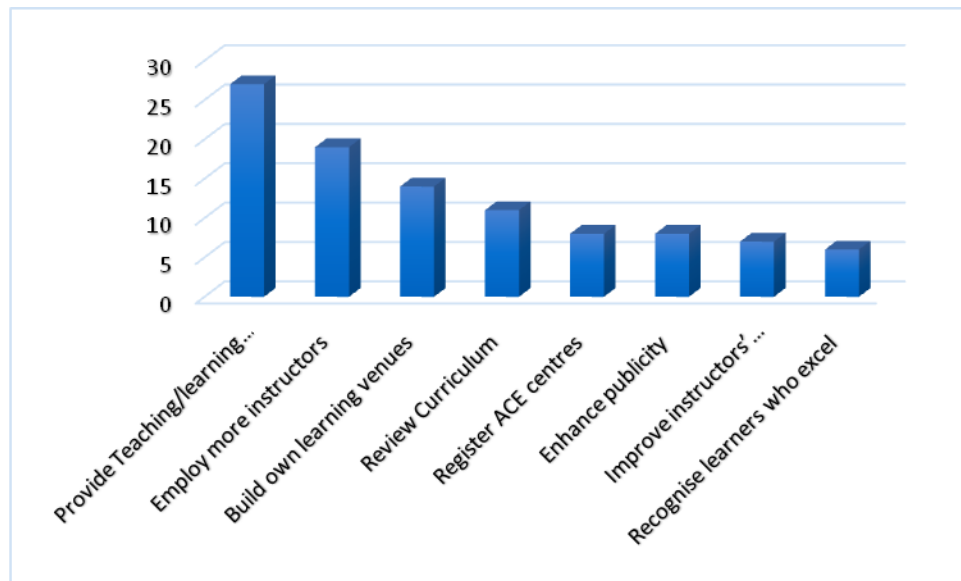
**Figure 4.30 Learners' Responses on whether centres were meeting their learning needs**



The above figure shows that more than half of the learners felt that their learning needs are met to a small extent. Only a quarter of learners suggested that their needs are largely felt with almost a fifth of the learners stating that their needs were not being met. The responses given have implications on facilitation and content delivery because nearly three quarters of the learners were not fully satisfied with the programme implementation.

Adult education supervisors were asked to suggest ways in which adult literacy provision can be improved in the sub-county. Their responses are indicated in Figure 4.31 below.

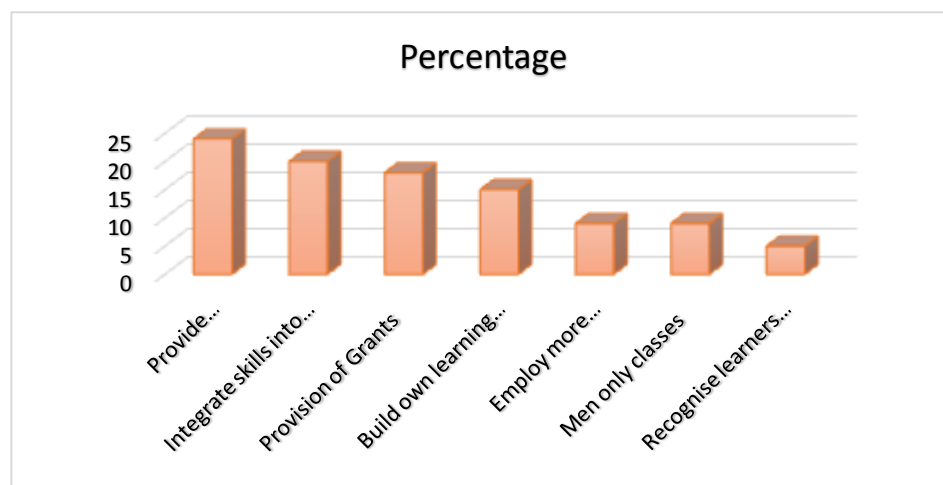
**Figure 4.31 Instructors' suggestions for improving the provision of ACE**



The above figure shows the suggestions of instructors on how to improve provision of adult literacy. The figure shows that provision of teaching/learning materials tops the list followed by employment of instructors and construction of own ACE centres respectively.

Learners' views in regard to improvement of ACE programme provision are indicated in Figure 4.32 below.

**Figure 4.32 Learners' suggestions for improving the provision of ACE**



The above figure indicates learners' suggestions in the order of preference which includes provision of teaching/learning materials, integration of livelihood skills into literacy and provision of grants. Apart from provision of teaching/learning materials, there is a mismatch between what instructors consider to be priorities as compared with learners. The learning needs assessment and the entry behaviour assessment are crucial when admitting adult learners.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the discussion of research findings. It makes a presentation of the summary, conclusions and recommendations that involved an investigation into the factors influencing participation of learners in adult literacy programmes in Kakamega Central Sub-county, Kakamega County, Kenya. The key variables in the study included economic factors, socio-cultural factors and institutional factors.

#### **5.2 Summary**

The main research findings from the summarised data are presented below based on the demographic information and objectives of the study:

##### **5.2.1 Demographic Information on Respondents**

The study revealed that all adult education supervisors were above the age of 55 and they had the requisite professional qualifications. It also revealed that they had a working experience of more than 20 years.

Data on instructors indicated that there were more female instructors than male instructors. It also revealed that less than half of the instructors were of the full time category, the rest being part time and self-help instructors. All instructors were married and majority of them had a working experience of five years or less.

Data on adult learners revealed that their age ranges cut across all the age groups from young adults to the elderly ones. It also indicated that more than three quarters of the learners were married and that there was a low attendance with less than four percent of potential learners keeping off the ACE centres.

##### **5.2.2 Findings for Objective One: Economic Factors**

Data on household income majority of the learners were of medium and low socio-economic status, more than half had large families of five members and

above. The data collected also revealed that over two thirds of the learners were meeting the cost of their learning and that more than three quarters of the centres did not receive any financial assistance.

### **5.2.3 Findings for Objective Two: Socio-cultural Factors**

Data on learners preferred mode of learning indicated that majority of them preferred sharing experiences from learners. This was corroborated by the instructors to the effect that the teacher-learner centred method was the most commonly used and preferred. Data on the preferred type of class indicated that more women than men preferred a mixed class while majority of the men preferred a men only class.

### **5.3.4 Findings for Objective Three: Institutional Factors**

Data collected on the quality of the learning venues indicated that more than two thirds of the instructors and more than half of the learners indicated that learning venues were not conducive to adult learning. On the relevance of teaching/learning materials, majority of the instructors and more than half of the learners indicated that the materials were not relevant. On availability of an ACE curriculum about two thirds of the instructors said it was available while a third said it was not available. Data on the number of instructors revealed that two thirds were full time while one third were part time and self-help. The research showed that more than half of the learners indicated that the ACE centre were not meeting their learning needs.

## **5.3 Conclusion**

The findings are organised by objectives as highlighted in the summary. Firstly, based on the results of the findings on demographic information of respondents, it is logical to conclude that:

- (i) There will be a succession crisis when the older supervisors and instructors exit the service. The study also indicated that there were more female teachers than male.

- (ii) There was gender bias towards female instructors' establishment which may have contributed to low the male participation in the programme.
- (iii) Adult learners were mature people with competing roles hence they tended to shy away from literacy classes if they did not find a good reason to attend such classes.

Secondly, based on the results of the findings for objective one on economic factors, it is logical to conclude that:

- (i) Due to the generally low socio-economic status of adult learners and the fact that majority had large families of more than 5 members, they had difficulties meeting the cost of their learning due to competing priorities.
- (ii) Making learners to meet the cost of their learning had contributed to low morale leading to low attendance in literacy programmes.
- (iii) Lack of financial support for ACE centres had led to inadequate resources at the centres hence compromise the quality of learning at the ACE centres.

Thirdly, based on the results of the findings for objective two on socio-cultural factors, it is logical to conclude that:

- (i) Adult learners prefer learning in groups which gives them an opportunity to share experiences hence the teacher-learner centred approach comes in handy as a motivator and a means of sustaining learners' participation.
- (ii) Male learners preferred men only classes and their participation in the adult literacy programme could be greatly enhanced through men only classes.

Fourthly, based on the results of the findings for objective three on institutional factors, it is logical to conclude that:

- (i) Majority of learners indicated that the learning venues were not conducive, a situation that would discourage participation in the literacy programme.
- (ii) Majority of instructors and learners stated that the teaching/learning materials used at ACE centres were not relevant which made it difficult to meet the learning needs of the learners.
- (iii) The supervisors and instructors were not sure if they were using the right curriculum, if at all it was there, casting doubt in regard to policy direction on the ACE curriculum issues.
- (iv) There were many part time and self-help instructors coupled with pending retirements of some full time teachers indicating an acute shortage of instructors in a few years to come unless there was a clear succession plan.

## **5.4 Recommendations**

### **5.4.1 Policy Recommendations**

Based on the results of the findings of the study, the following policy recommendations were made:

- (i) The government and other employers to ensure one third gender rule is adhered to in all appointments including the adult education sub-sector.
- (ii) The Government should consider extending capitation to adult learners modelled on the free primary education and the free day education programmes in line with the Global Campaign on Education to which Kenya subscribes.
- (iii) The Government to provide Infrastructure Improvement Grants to ACE centres in line with Article 73 of the Basic Education Regulations 2014.
- (iv) The Government to provide incentives such as relevant teaching/learning materials to ACE centres to enhance access, retention and completion rates in line with Article 74 of the Basic Education Regulations 2014.

- (v) Adult Education managers and implementers should ensure that only curriculum approved or developed by KICD is offered in ACE centres as stipulated in Article 68 of the Basic Education Regulations 2014.
- (vi) The Government to consider scrapping the part time teacher establishment as this cadre of staff is of low professional qualifications, underpaid and demoralised and characterised by high turn-over.

#### **5.4.2 Non-policy Recommendations**

The following non-policy recommendations were made:

- (i) Due to the need to expand access to functional adult literacy, the Government should make it mandatory for all the beneficiaries of the cash transfer fund who include older persons and persons with disability to attend literacy classes to enable them acquire financial literacy skills in addition to basic literacy skills.
- (ii) The need for political good will in form of provision of resources and public pronouncements from leaders.
- (iii) The Government to dedicate at least 3 % of the total education budget to adult literacy in order to enhance the programme. This is in line with the Global Campaign on Education.

#### **5.4.3 Recommendations for Further Research**

Based on the knowledge gaps identified by the study, the following recommendations for further research were identified:

- (i) A study on the impact of the REFLECT Approach to adult literacy learning and community empowerment.
- (ii) A national adult literacy survey to be carried out in order to establish the literacy and numeracy rates.

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**APPENDICES**  
**APPENDIX 1**  
**LETTER OF INTRODUCTION**

University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI**  
18<sup>th</sup> May, 2016

The Sub-county Adult and Continuing  
Education Officer  
Kakamega Central Sub-county  
P.O. Box 839-50100  
**KAKAMEGA**

Dear Sir,

**RE: RESEARCH STUDY**

I am a student at the University of Nairobi pursuing a masters degree in Educational Foundations.

I am carrying out a research on factors influencing participation of learners in adult literacy in Kakamega Central Sub-county in Kakamega County. To facilitate the study, I am kindly requesting for your permission to seek responses from the adult education supervisors, adult education instructors and adult learners in Kakamega Central Sub-county.

Your anticipated assistance will be highly appreciated.

Thank you.

Yours faithfully,

Aluvisia, Albert Likono

**APPENDIX 2**

**QUESTIONNAIRE FOR ADULT EDUCATION SUPERVISORS**

This questionnaire is intended to seek your responses on the factors influencing participation of learners in adult literacy in Kakamega Central Sub-county. You are requested to provide answers to the following questions as accurately as possible. Your responses will be treated as confidential and will be used for academic purposes only.

Name of the Divisional Adult and Continuing Education Supervisor  
(optional) .....

1. Gender (a) Male [ ] (b) Female [ ]
2. Age (a) 25-34 [ ] (b) 35-44 [ ] (c) 45-54 [ ] (d) 55 and above [ ]
3. Highest Professional Qualifications  
(a) Degree [ ] (b) Diploma [ ] (c) Certificate [ ]
4. Working Experience  
.....
5. Comment on the socio-economic status of majority of adult literacy learners.  
(a) High [ ] (b) Medium [ ] (c) Low [ ]
6. Do ACE centres in your division receive any support financial support?  
Yes [ ] No [ ]
7. Which of the following learning methods is most preferred by adult learners?  
(a) Teacher-centred [ ] (b) Teacher-learner centred [ ] (c) Learner centred [ ]
8. Which one of the following best explains why male learners tend to shy away from literacy classes?

(a) To protect their ego [ ] (b) Competing roles [ ] (c) They are literate [ ]

9. Name the main type of venues/structures used as adult literacy classes.

(a) Permanent [ ] (b) Semi-permanent [ ] (c) Temporary [ ]

10. How do you rate the learning venues and furniture in terms of suitability?

(a) Conducive [ ] (b) Fairly conducive [ ] (c) Not conducive [ ]

11. Comment on relevance of teaching/learning materials at the centre.

(a) Relevant [ ] (b) Fairly Relevant [ ] (c) Not Relevant [ ]

12. Do you have a functional adult education curriculum?

(a) Yes [ ] (b) No [ ]

13. Please provide the categories of the instructors' employment status.

(a) Full time [ ] (b) Part time [ ] (c) Volunteer/Self-help [ ]

14. In your opinion do adult education instructors employ the right strategies/approaches of teaching adults?

(a) To a great extent [ ] (b) To a limited extent [ ] (c) Not at all [ ]

15. Suggest 3 measures that can motivate men to attend literacy classes?

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**Thank you very much for your co-operation**

**APPENDIX 3**

**QUESTIONNAIRE FOR ADULT EDUCATION INSTRUCTORS**

This questionnaire is intended to seek your responses on the factors influencing participation of learners in adult literacy in Kakamega Central Sub-county. You are requested to provide answers to the following questions as accurately as possible. Your responses will be treated as confidential and will be used for academic purposes only.

1. Gender (Tick one)

(a) Male [    ]

(b) Female [    ]

2. Age (a) 25-34 [    ] (b) 35-44 [    ] (c) 45-54 [    ] (d) 55 and above [    ]

3. Highest Professional Qualifications

.....  
.....

4. Teaching Experience in Years

(a) 0 – 5 [    ] (b) 6 – 10 [    ] (c) 11- 15        (d) 20 and above [    ]

5. Working Experience

.....

6. Marital Status (a) Married [    ] (b) Single [    ] (c) Divorced [    ] (d) widowed [    ]

7..Comment on the socio-economic status of majority of adult literacy learners.

(a) High [    ] (b) Medium [    ] (c) Low [    ]

8. Does the Centre receive any financial support?

(a) Yes [    ] (b) No [    ]

9. If yes, Explain your answer in 5 above.

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10. Which of the following modes of learning is the most preferred at the centre?

- (a) Teacher- centred [    ]
- (b) Teacher-learner centred [    ]
- (c) Learner centred [    ]

11. Which one of the following best explains why male learners tend to shy away from literacy classes?

- (a) To protect their ego [    ]
- (b) Competing roles [    ]
- (c) They are literate [    ]

12. Can you rate the learning venue in terms of suitability?

- (a) Conducive [    ]
- (b) Fairly conducive [    ]
- (c) Not conducive [    ]

13. Does the centre have the relevant materials for adult literacy learning?

- (a) Yes [    ]
- (b) No [    ]

14. Comment on availability of teaching/learning resources at the centre.

- (a) Adequate [    ]
- (b) Inadequate [    ]
- (c) Not available [    ]

15. Does the centre have a relevant adult education curriculum?

- (a) Yes [    ]
- (b) No [    ]

16. Give three suggestions for improvement of adult learning programmes at the centre.

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**Thank you very much for your co-operation**

## APPENDIX 4

### INTERVIEW SCHEDULE FOR ADULT LEARNERS

This interview schedule is intended to seek your responses on the factors influencing participation of learners in adult literacy in Kakamega Central Sub-county. You are requested to provide answers to the following questions as accurately as possible. Your responses will be treated as confidential and will be used for academic purposes only.

#### Section A: Respondent's Background

##### 1. Gender

(a) Male [     ]

(b) Female [     ]

##### 2. Age in Years

(a) 15 – 24 [     ]

(b) 25 – 34 [     ]

(c) 35 – 44 [     ]

(d) 45 – 54 [     ]

(e) 55 and above [     ]

##### 3. Marital Status

(a) 1- 4 [     ]

(b) 5-9 [     ]

(c) 10 and above [     ]

##### 4. Household Size

(a) 1 – 4 [     ]

(b) 5 – 9 [     ]

(c) 10 and above [     ]

##### 5. Employment and Occupation

(a) Paid Employee [     ]

(b) Farmer [     ]

(c) Small scale business [     ]

(d) Other [     ] Specify

.....

#### Section B: Respondent's Views on the Status of the Programme

##### 6. Does your centre receive any financial support?

(a) Yes [     ]

(b) No [     ]

##### 7. Are you required to meet the cost of your learning at the centre?

(a) Yes [ ] (b) No [ ]

8. If your answer in 7 above is yes, which challenges do you experience in meeting such costs?

.....  
.....

9. Do you enjoy learning from your fellow learners' experiences?

(a) Yes [ ] (b) No [ ]

10. Explain your answer in 9 above.

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11. In which of the following classes would you prefer to attend?

(a) Men/ Women only [ ] (b) Mixed class [ ]

12. How do you rate your classroom in terms of ventilation and illumination?

(a) Conducive [ ] (b) Fairly conducive [ ] (c) Not conducive [ ]

13. Does the centre have the relevant materials for adult literacy learning?

(a) Yes [ ] (b) No [ ]

14. Is the centre meeting your learning needs?

(a) To a Large Extent [ ] (b) To a small extent [ ] (c) Not at all [ ]

15. Give 3 reasons for your answer in 13 above.

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16. Suggest 3 ways in which the adult literacy programmes can be improved at the centre.

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.....

**Thank you very much for your co-operation**

## APPENDIX 5

### AUTHORIZATION LETTER



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

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

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

Ref. No.

Date:

**NACOSTI/P/16/94544/11679**

**5<sup>th</sup> July, 2016**

Albert Likono Aluvisia  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on “*Factors influencing participation of learners in adult literacy programmes in Kakamega Central Sub-County, Kakamega County, Kenya*,” I am pleased to inform you that you have been authorized to undertake research in **Kakamega County** for the period ending **4<sup>th</sup> July, 2017**.

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

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

  
**BONIFACE WANYAMA**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Kakamega County.

The County Director of Education  
Kakamega County.

**APPENDIX 6**  
**RESEARCH PERMIT**

**REPUBLIC OF KENYA**  
**NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION**

**CONDITIONS**

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

**RESEARCH CLEARANCE PERMIT**

**Serial No. A/16/17/1000**


**CONDITIONS: see back page**

**THIS IS TO CERTIFY THAT:**

**MR. ALBERT LIKONO ALUVISA**  
**of UNIVERSITY OF NAIROBI, 1178-50300**  
**MARAGOLI, has been permitted to**  
**conduct research in Kakamega County**  
**on the topic: FACTORS INFLUENCING**  
**PARTICIPATION OF LEARNERS IN ADULT**  
**LITERACY PROGRAMMES IN KAKAMEGA**  
**CENTRAL SUB-COUNTY, KAKAMEGA**  
**COUNTY, KENYA**

**for the period ending:**  
**4th July 2017**

**Permit No.: NACOSTI/P/16/94544/11679**  
**Date Of Issue : 5th July, 2016**  
**Fee Received: KSh 1000**

  
**Director General**  
**National Commission for Science, Technology and Innovation**