

**FACTORS INFLUENCING LEARNERS ENROLMENT IN ADULT  
EDUCATION, IN ISINYA SUB-COUNTY, KAJIADO COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfilment of the Requirements for the  
Award of the Degree of Master of Education in Adult Education and Community  
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## DECLARATION

### Student

I hereby declare that this research project is my original work and has not been presented for award of a degree in this or any other university.

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## **DEDICATION**

This research is dedicated to my entire family, my dear wife Jesca and my two sons Sidney and Michael for their patience and moral support throughout my study.

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## LIST OF ABBREVIATIONS

<b>ABET</b>	Adult Basic Education and Training
<b>CBO</b>	Community Based Organization
<b>CONFINTEA</b>	International Conference on Adult Education
<b>DACE</b>	Directorate of Adult and Continuing Education
<b>EFA</b>	Education for All
<b>FBO</b>	Faith-Based Organization
<b>FPE</b>	Free Primary Education
<b>HIV</b>	Human Immunodeficiency Virus
<b>ICT</b>	Information Communication Technology
<b>KCE</b>	Kenya Certificate of Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>KDHS</b>	Kenya Demographic and Health Survey
<b>KESSP</b>	Kenya Education Sector Support Programme
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KNALS</b>	Kenya National Adult Literacy Survey
<b>KNEC</b>	Kenya National Examinations Council
<b>LLL</b>	Life-Long Learning
<b>MDGs</b>	Millennium Development Goals
<b>MDTIs</b>	Multi-Purpose Development Training Institutes
<b>MOEST</b>	Ministry of Education Science and Technology
<b>NFE</b>	Non-Formal Education
<b>NGO</b>	Non-Governmental Organization
<b>NQF</b>	National Qualifications Framework
<b>SBACE</b>	Special Board of Adult and Continuing Education
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Science, and Cultural Organization
<b>UPE</b>	Universal Primary Education

## ABSTRACT

The Kenya constitution provides the right to access basic education by all citizens in order to address the issue of illiteracy. The purpose of this study was to assess the factors that influence learners' enrolment in adult education in Isinya Sub-county, Kajiado County, Kenya. The objectives of the Study were; to establish how economic factors determine enrolment of learners in adult education, to determine how social factors affect enrolment of learners in adult education and to investigate how centre-related factors influence enrolment of learners in adult education. Descriptive survey research design was used in the study. The study targeted adult education learners from adult education public and private centres, adult education teachers and adult education administrators in Isinya Sub-county. The study used questionnaires and interview schedules. Data was analyzed using SPSS. The findings indicated that learners lacked enough resources to support their families and their educational needs. The findings revealed that adult education teachers did not charge tuition fee at the adult education centres. Adult education administrators agreed to a great extent that: the government provides free adult education programmes, although some other providers of adult education do charge tuition fee. Adult education learners revealed that they gave more priority to their work than education. From the findings, the adult education learners indicated that occasionally their spouses/relatives gave them support since they joined adult education programme. On social factors affecting enrolment of learners in adult education, adult education administrators indicated that: negative attitude towards adult education programme affected learners' enrolment. The adult education centres were not learner friendly. The findings finally revealed that economic factors had the most significant influence on learners' enrolment in adult education in Isinya Sub-county for both male and female. The study recommended that the government should put more emphasis on equipping learners with entrepreneurship skills to enable them enhance their income. The government should establish proper adult learning centres which are equipped with suitable furniture for adult learners. The study also recommended that more comprehensive studies should be undertaken to include a large population from all the sub-counties in Kajiado County in order to ascertain factors influencing learners' enrolment in adult education in the whole county as this study only covered Isinya Sub-county.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

United Nations Educational, Scientific and Cultural Organization defines adult education as the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by society to which they belong develop their abilities, enrich their knowledge and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society (UNESCO 2006). Adult Education was first brought out by (UNESCO) as a concept in 1946 with the sole aim of restructuring the educational structures affected by World War II. In 1946 under the Universal Declaration of Human rights, education was considered to be a basic human right. This is because it provides children, youth and adults with the power to reflect to make choices and to enjoy quality of life (Ololube, 2008).

The world has 774 million illiterate adults (UNESCO 2006). This figure represents 18% of the global adult population. The world literacy rate is 82%. East Asia region has got the highest literacy rate in the world with 95%. The region is followed by Central and Eastern Europe with 92%. Latin America region also has 92% literacy rate. The Arab states have got an average of 77% literacy rate. South East Asia region has got 63% literacy rate. Sub-Saharan Africa region is placed last with an average literacy rate of 59% compared to the average world literacy rate of 82%. The report also revealed that 1 out of 5 of the 774 million illiterate adults comes from Africa. According to the African Platform for Adult Education Civil Society Report, 2008, the number of adult illiterates is on the rise due to the continuing population growth. Some African countries like Benin, Burkina Faso and Central African Republic, Chad and Senegal have literacy rates below 50%.

In some cases we have positive reports in Africa, (Mboneko, 1990) stated that Tanzania had almost wiped out illiteracy in 1986 when it had a literacy rate of 96.8% and the country was hailed worldwide as a model success for Adult Education. However the story changed drastically about ten years later.

In 1998, the ministry of education and culture quoted literacy standing at 77%. This figure is nevertheless disputed by other agencies including (UNESCO) which believes literacy in the country is much lower than that.

In Kenya, for the last ten years there has been a renewed interest in adult education as result of concerted awareness campaign that was associated with the 2007 Kenya National Adult Literacy Survey. The survey further revealed that only 61.5% of the adult population had attained minimum literacy level, leaving 38.5% (7.8 million) adults illiterate. It also revealed that only 29.6% of the Kenyan adult population had attained desired literacy competency. About 29.9% of the youth aged 15 to 19 years and 49% of adults aged 45 to 49 years are illiterate. It is therefore necessary that these factors be addressed so as to have more learners join the programme. In order to realize this, Kenya government is a signatory to many International Conventions, Protocols and agreements that address education as a human right. These efforts are geared to increase access and participation in education for children, youth and adults.

The Kenya National Adult Literacy Survey conducted in 2007 further indicated that Kajiado County had a literacy level of 50.2%. The literacy level among the male population was 48% compared to 52% among the female population. Statistics available from the County Adult Education Office indicated that enrolment of adult learners in year 2015 was 7,974 for the whole county while Isinya Sub-County had the lowest enrolment of 839 learners compared to the other four Sub-Counties in the year 2015. Isinya Sub-County contributed only 10.5% of the 7,974 learners enrolled in the whole county in the year 2015. This shows an underlying problem in enrolment in Isinya Sub-County, thus raising the question in the researcher's mind, what are the factors that influence learners' enrolment in Isinya Sub-County?

## **1.2 Statement of the Problem**

It is clear from the background information that despite the government's effort to improve the literacy rate in Kenya, adult and continuing education continues to experience many challenges relating to enrolment. It is also clear that there are many factors that influence enrolment of adult learners in adult education. The world over literacy has been considered as one of the pillars of development. The world illiteracy level is low in developed countries but very high in developing countries.

Most counties in Africa Kenya included have undertaken steps to raise the literacy level to enhance development. Kenya has had several strategies in the past to improve literacy level, one of them being the massive literacy campaign in 1979. The other one is the social pillar in Kenya's vision 2030 which aims at increasing literacy level to 80% by 2030. The Kenya constitution also provides the right to access basic education by all citizens in order to address the issue of illiteracy. This research therefore sought to find out factors influencing learners' enrolment in adult education in Isinya Sub-County, Kajiado County, Kenya.

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

The purpose of this study was to assess the factors that influence learners' enrolment in adult education in Isinya Sub-county, Kajiado County, Kenya.

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

- (i) To establish how economic factors determine enrolment of learners in adult Education.
- (ii) To determine how social factors affect enrolment of learners in adult and Continuing Education.
- (iii) To investigate how centre-related factors influence enrolment of learners in adult and Continuing Education.

### **1.5 Research Questions**

To give focus and direction to the study, the following research questions were formulated:

- (i) To what extent do economic factors influence enrolment of learners in Adult Education?
- (ii) To what extent do social factors influence enrolment of learners in Adult Education?
- (iii) How do centre-related factors influence enrolment of learners in Adult Education?

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

The study will help adult education providers in Isinya sub-County to improve on of key government policies in adult education. The study will provide knowledge to the implementers of the adult education programme in Isinya Sub-County to understand and appreciate the factors that affect learners' enrolment so that they can come up with strategies that shall contribute to increase in learner enrolment in adult education.

### **1.7 Limitations**

The factors influencing learners' enrolment in adult education involve many variables. Therefore it was difficult to capture all of these factors in view of the time constrain. In addition to that, very few studies have been undertaken in the area of study, and most of them are not current. There was a challenge of insufficiency in literature available in the same area of study for comparative purposes for this study.

### **1.8 Delimitations of the study**

The study focused on the already enroled learners in adult education programme in Isinya Sub-County and ignored potential adult education learners. The study was carried out in Isinya Sub-County only, in Kajiado County.

### **1.9 Assumptions of the study**

The study was based on the following assumptions:

- a) All adults who are illiterate enrol for adult education programme.
- b) All respondents would provide correct and truthful information.

### **1.10 Definition of Operational terms**

For the purpose of this study some terminologies were defined as follows:

**Adult learning:** refers to all that encompasses formal and non-formal education and a spectrum of informal and incidental learning available in a multicultural a society.

**Adult:** refers to any person aged 18 years and above as provided for in the Kenya Constitution and persons under the age of 18 but are regarded as adults by their communities by virtue the of the roles they play.

**Attitude:** refers to the feelings and behaviour towards adult education and continuing education.

**Basic Education:** refers to the fundamental skills in reading, writing and numeracy as well as education that will positively impact on the knowledge, attitudes and practice of the recipients.

**Centre:** refers to a place or venue where adult learners meet to learn and these centres are mainly found in public primary schools, churches, mosques and public halls.

**Continuing Education:** refers to all educational processes that enable persons to continue learning across the life span from whatever level. Classes can be conducted in a non-formal setting on part-time basis, evenings and weekends or on agreed days to accommodate the schedules of the learners.

**Curriculum:** refers to all planned activities geared to enable learners to acquire and develop desirable knowledge, skills and attitudes.

**Enrolment:** refers to the population found in a learning set up.

**Out of School Youth:** refers to all persons aged 15 years and above who for various reasons are not engaged in learning in the formal school education system.

**Social Factors:** refer to the family and home related challenges that affect adult learners' enrolment in adult education.

### **1.11 Organization of the project**

This study was organized in chapters. Chapter one included the introduction of the study, background information on factors that influence enrolment of adult learners, statement of the problem, significance and scope of the study. Chapter two reviewed the related literature, while chapter three will dwell on the methodology that was used in the study.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presented a review of literature related to factors that influence enrolment. The chapter also covered the conceptual framework, analytical review, summary and gaps filled by the study. De Wet et al., (1981: 40) contend, the aim of a literature review is to give all-round perspectives on the latest research findings on the topic. The review of literature on this topic was divided into three sub topics. The first sub-topic focused on the economic factors that influence enrolment of adult learners. The second sub-topic focused on social factors and the third sub-topic focused on centre-related factors.

#### **2.2 Economic factors that influence learners enrolment in adult education.**

Adult learners differ from the traditional student. They are people who are responsible of their own means of livelihood and those of their family members and other dependants. Darlene Brown (2003) emphasizes that finances are one of the greatest challenge that face adult learners. The financial challenge is not only associated with having sufficient funds to pay for the cost of tuition and books, but often extends to a simple question as, how will I have money to get to school and back or to eat lunch. Basic literacy for adults is offered free of charge in most parts of the country but the programme is not attractive according to the Kenya National Adult Literacy Survey Report (2007). Adult and continuing education which is the equivalent of formal education is therefore more in demand than the literacy programme despite the fact that some providers of continuing education do charge tuition fee.

This is because the programme offers adult learners an alternative opportunity to complete formal basic education at an advanced age. Therefore one of the challenges accompanying the growing demand of adult learning is how to raise tuition fee. Families from low economic status as Graham and Walsh, (1996) observed are less likely to have resources to support their education.

According to the Kenya National Adult Literacy Survey Report (2007) many children do not complete their formal education so they end up as illiterate adults who don't have a stable source of income.

The same learners, who had dropped out of formal school when they were young because of poverty, still find it difficult to enrol in adult education because as adults they now have heavier responsibilities. Therefore the high levels of poverty in some parts of Kenya have adverse effects on adult education programmes. Adult learners give more priority to looking for food and other basic requirements hence “Basic needs of adult learners, far much outweigh their intellectual needs”, Mulama (2008).

Distance from one centre to another affect access and quality of adult education programme. Issues such as no centre nearby, vast distance from one centre to another, were cited in the (KNALS, 2007) report as challenges to enrolment. A large number of adult learners are people with family children and with work responsibilities. You will find such people commuting to work in the morning and to class in a different place in the afternoon. People living in the remote areas who also constitute an important group of adult learners walk for long distances to get to the nearest adult education centre.

According to Germundesn (2010) for each road block an adult learner encounters in access to education, there is a greater chance that the person is to drop-out and not acquire the education desired.

Accommodation and meals expenses are some of the challenges that adult learners face. These challenges are related to their upkeep, accommodation and meals when at school. These learners have got families at home who depend on them. Therefore choosing to return to school can be a life changing decision. Institutions are now realizing the increasing importance of making learning accessible to everyone, Jenkins (2008). They are consequently offering more flexible options for adult learners who have family and work commitments.

One would reason out that literacy is a basic requirement for all human beings to function well in modern society. However many people are ending up as illiterate adults in this era. Even people in urban areas are not left out. The economic factors play a very big role on the enrolment of adult education learners. However it is not clear from the literature review on the extent of the effects.

This research will therefore fill the missing gap to understand why economic factors affect enrolment of adult learners.

### **2.3 Social Factors that influence learners enrolment in adult education.**

Studies show that a number of social factors limit access to education for many adults and therefore lower their enrolment to education centres. One of the factors that affect enrolment is family responsibilities. Nafukho et al. (2005) indicated that African families are large with several children. This exerts a lot of pressure to the adult learner. They also argue that marital and family problems would affect enrolment of learners because of competing priorities.

Further, they argue that in the African society female learners have to seek permission from their husbands to attend literacy classes. It is difficult to take adults away from their normal domestic responsibilities, Thompson (1987) agrees with the fact that adults' perception that when they go to class they shall lose valuable time to make ends meet for their families.

Attitude of learners towards education also influences learning. According to Stan Skrabut (2003), learners' attitude affects enrolment because when they attend a learning session, they rapidly take on a positive or negative attitude towards learning. Wlodkowski (2008) adds that a learner's attitude is driven by one or more of these points; the instructor, the subject, the ability to learn and the learning goal. For a learner to be successful, they should take a positive attitude towards these four points. If they take a negative stance towards any one of the points, their learning will start to diminish.

Adult learners usually carry baggage with them from their past experiences; therefore there is need to work to overcome these barriers to learning. According to Aggarwal (2001) the uneducated adults feel that it is too late to join literacy classes, this discourage them from participating. Some of the adult learners feel shy learning in advanced age in life. Findings from the Kenya national literacy survey (KNLS) revealed that some adult gave the reasons of not attending as being too old to attend such view hinder learners from participating.

Learners' prior experiences have an effect on adult learners' enrolment. Merriam & Caffarella (1999) argued that all learning begins with experience. Real learning begins when a response is called for in relation to an experience.

It is argued that if an individual is unchanged by a situation one wonders whether real learning has taken place, Jarvis (1987). New experiences therefore need to be experimented with, evaluated and reflected upon. The past experience behaviors culminate in the best and highest form of learning where change and increased experience have happened. Adult learners who are more motivated to enrol in adult education are those who have been in one way or the other been influenced by circumstances in their past. This could be requirements from their careers to attain certain level of education.

A National Qualifications Framework (NQF) is a structure for developing, describing and systematizing the relationships across qualifications. It provides a way to compare qualifications, and to ensure that they are quality assured and recognized both nationally and internationally. A NQF is the set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge. Such a framework is an integrated system for encouraging life-long learning. The framework makes a hierarchical distinction between qualifications and categorizes them by level. At this stage, little is known about the comparability of these qualifications internally within Kenya or of those offered internationally.

Some of the centres for adult learners are situated in urban centres some on business premises which do not meet the minimum requirements of learning centres as per the Basic Education Act. Lack of commitment is associated with the dropout rates in literacy classes according to Ngau (1997). His study indicated that 69% of the centres covered by the study, shows that there are no suitable buildings allocated for the literacy use and are conducted in primary school buildings after the usual formal programmes.

Adults are identified by two criteria: an individual who performs roles associated by our culture with adults (worker, spouse, parent, responsible citizen) and an individual who perceives himself or herself to be responsible for his/her own life as per Wlodkowski, (1993). Unlike children, adult learners usually bring to the learning situation their own 'baggage' i.e. past educational learning experiences. Because of family commitments and it is not always possible for facilitators to compile and plan lessons to suit every individual learner. These learners are not consistent in attendance. The facilitators should therefore plan tasks and activities that enable learners who are not regular to do their class work while at home.

Learners who are equipped with these skills are more motivated to continue learning amidst all the home related barriers that could hinder their enrolment. In most learning centres adult learners have competing priorities. Maslow (1970), "people's needs are arranged in order of importance" and once these needs have been met, they are then motivated to progress to the next level of needs. In his representation of the hierarchy of needs, Maslow stresses the importance of meeting the physiological needs (i.e. food, water, shelter etc.) Cross (1979), concurs with this claim when he cites evidence to support the understanding that adults who are less educated and in the socio-economically lower classes will be more interested in learning and education that is aimed at their survival needs (physiological and safety needs), while the well-educated middle and upper classes will be more open to learning and education that is aimed at personal development, achievement and self-actualization. Marriage and children have a great impact on adult development.

Once a person enters adulthood the common belief is that development is nearly complete according to Melissa (2013). This stage will describe developmental changes an adult encounters as they marry, become parents, and become grandparents. Marital status, the size of the family and family problems are some of the challenges that affect adult learners according to Nafukholo et al. (2001). In Africa married women will often need permission from the husband to attend adult education classes. African families tend to be large with several children in addition to extended family members.

These responsibilities place a lot of pressure on adult time, finances and energy. They also limit learners' accessibility to adult education. Support or a lack of support from home is crucial to enrolment and of Learners and could have a grave impact on the learning experience. Conditions for studying at home could act as a barrier to learning. In contrast, effective support structures and strategies within the home could promote learner enrolment and participation.

Flexibility of class schedules is also another factor that influence enrolment of adult learners. The Constitution of Kenya affirms the right of all Kenyans to education. (Article 21 of the Kenya Constitution) recognizes the fundamental duty of the State and every state organ to observe, respect, protect, promote and fulfill the rights and fundamental freedoms outlined in the Bill of Rights. The right to education includes both duties and obligations which are to be realized immediately and those which are subject to progressive realization. The obligation to ensure free and compulsory basic education and the prohibition of discrimination in education are, for instance, immediate obligations.

These also qualify as 'minimum core obligations' which apply regardless of available resources. On the other hand, most of the obligations relating to the right to education are to be realized progressively according to the maximum available state resources. Whilst the detailed implications of this Rights Approach to free and compulsory education and related services will need to be determined, it is clear that people will increasingly demand their rights through a more empowered civil society. The provisions of (Article 46 1 a, b) are important as they grant consumers the right to goods and services of reasonable quality and to information necessary for them to gain full benefit from goods and services.

Support from spouse or parents or a guardian is an important factor in adult learners' enrolment. Quigley (as cited in Wonacott 2001:1) observes that "dispositional factors such as expectations, self-esteem, level of family support, and past educational experience can be barriers to participation". Those learners who do not have moral and financial support from their spouses will not be able to concentrate in their studies.

According to Borg (1989) there are personal factors that could affect the retention of learners' enrolment, namely low self-esteem home schedule, childcare and lack of support from family. Social factors are indeed a major cause of the trends in enrolment of adult learners. However different social cultural factors cannot have the same effect on different sets of people. It is therefore important to take each community on its own merit and study the underlying factors as per the specific community. Social factors are influenced by attitude of the society to education. The benefits accrued from education by society also influence the community.

#### **2.4 Centre-related factors that influence learners enrolment in adult education.**

According to (Corridan, 2002), institutional or centre-related barriers may arise from realities and perceptions in relation to local image, access policies, costs, physical environment, learning options, pedagogical practices, learning outcomes and progression opportunities of learning activities which will help to better learners' lives.

Although the Government established the Directorate of Adult and Continuing Education to coordinate adult education programmes, it has not been adequately funded in many years. Lack of teaching and learning materials and poor quality assurance mechanisms without coordinated service delivery leaves the sub-sector in need of major reform and funding. Inadequate funding makes learners both at the basic literacy and secondary levels to use books meant for the formal education system. Poverty among the learners also makes it difficult for learners to buy their own learning materials. (Status of Alternative Provision of Basic, Adult and Continuing Education in Kenya, 2014.)

The economic aspect (cost-sharing) has not only compromised quality, but it has also resulted in unprofessional cases of adults joining formal primary schools meant for the children, in order to benefit from the free primary materials. International reviews dealing with effectiveness of teachers indicate that selection and training of teachers are important means of performance of learning (World Bank, 2000).

Teachers' qualification therefore tends to affect their behaviour positively, but policies to improve qualification of teachers in developing countries go unsupported (Wellingsky, 2000; World Bank, 2010, 2012).

In many countries, teacher education programmes are of low quality and lack relevance to school needs (Mckenzie & Santiago, 2004; Republic of Kenya, 2010; Wasanga, Ogle & Wambua, 2011a). According to the (KNALS) 2007 report, since inception of the programme, the Government has been recruiting teachers for the basic literacy programmes to enable adults to acquire basic literacy, numeracy and communication skills. The recruitment of eight hundred teachers in the year 2010 was seen as a positive step to enhancing the number of personnel. However the number of teachers has been decreasing drastically due to natural attrition. These teachers who exit have not been replaced for many years. The demand for teachers is still high keeping in mind that no any other recruitment of teachers has been done since the year 1980.

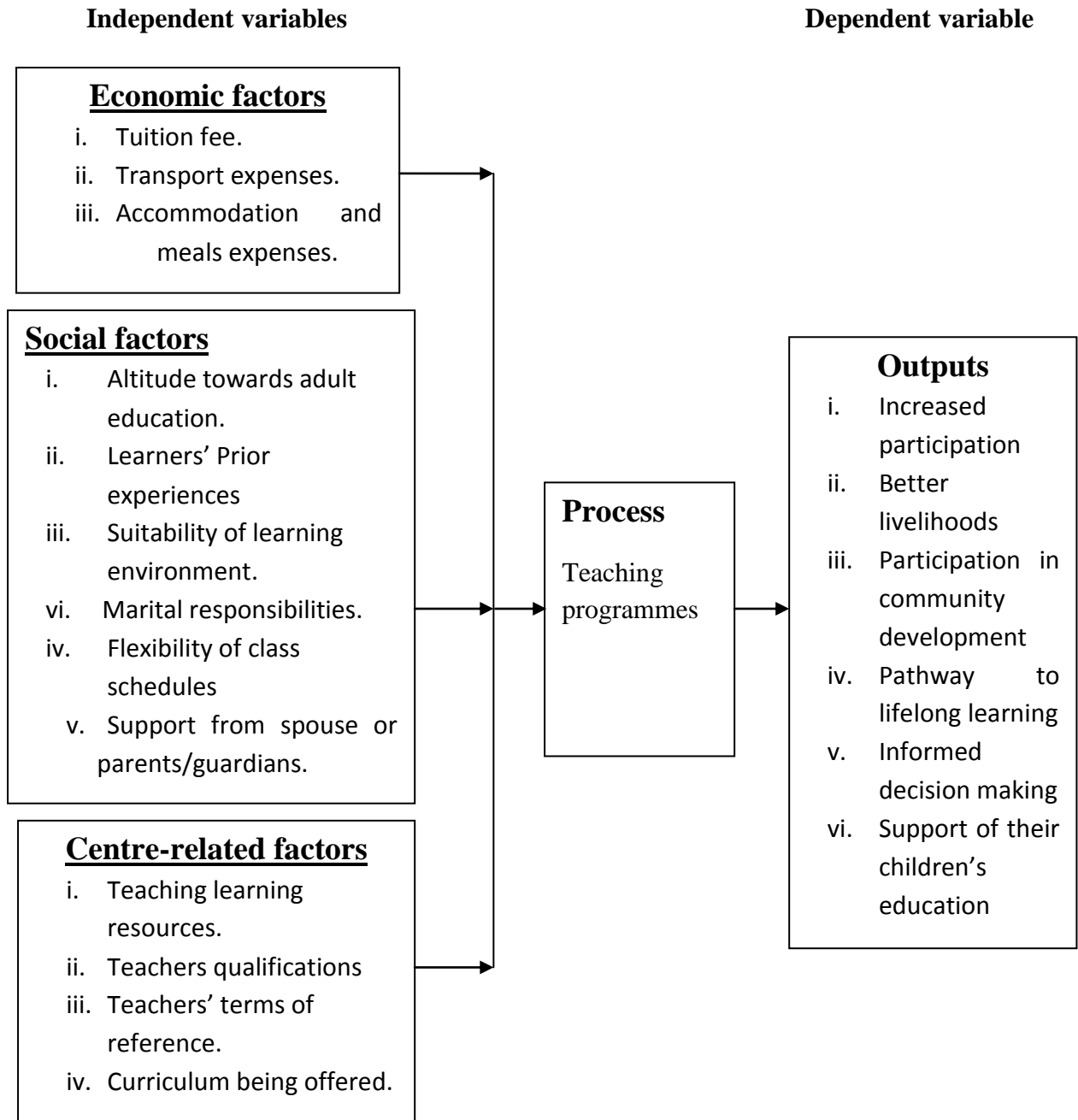
Alternative adult primary and secondary education programmes have been demand driven programmes resulting from the need for adults to acquire certification. They are also in demand for purposes of individual development and promotions for those working in both private and public sectors. The programmes are mainly served by part-time and volunteer teachers, whose payment is met by the learners. Since the learners do not pay tuition fee on time, salaries are poor and often delay resulting to a high rate of turnover amongst these teachers. This affects sustainability of the programme retention and completion rate of learners.

The Kenya Institute of Curriculum Development has developed learner centred curricula for implementation in adult education programme. The curriculum is a plan for providing learning opportunities and experiences to the learners in order to achieve the educational goals and specific objectives required by the learners. Curriculum, according to the Education Act (2013) is the sum total of the learning opportunities presented to the learner. However due to lack of sensitization of the consumers of the curriculum many adult learners had the perception that this was an inferior curriculum compared to what was being implemented in the formal institutions.



On infrastructure Mwangi (2002) noted that most adult learning centres located in primary schools discourage learners' enrolment. The adults use rooms for the primary pupils, which were not suitable to adult learners. He added that many adult learners confess that they feel ashamed to use the same learning facilities used by children.

## 2.5 Conceptual framework



**Figure 2.1: Relationship between dependent and independent variables**

The Conceptual framework, figure 2.1, shows the interrelationship between adult education centres input, process and outputs. The inputs are factors such as economic, social and centre factors that influence learners' enrolment in adult education. The process is the teaching and the learning programmes that are offered in the centres; the output is the increased enrolment in adult education programme and improved livelihoods.

## **2.6 Summary and Gaps**

While the importance of adult education is immense, there are a range of challenges that adult learners face. Studies reviewed show that economic, social and centre factors have an influence in enrolment of learners in adult education. Adult education centres have different challenges as they are located in different parts of the world. The knowledge gained is not detailed to cover all these. It is for this reason that the researcher intends to fill the gap of knowledge that exists between the available literature and the situation on the ground. In some countries adult education is considered to be all learning programmes leading to lifelong learning. In Kenya adult education is mistaken to be adult literacy. There is need to clarify the different circumstances under which they operate. The literature reviewed has also shown that many international bodies and conventions have come up with policies and guidelines in an effort to advocate for more participation in adult education. However, many developing countries have not been able to fully implement these international recommendations. It is in line with this view that this study will seek to establish factors influencing enrolment adult education learners in Isinya Sub County, Kajiado County, Kenya.

The study shall contribute in recommending measures which would help to improve the enrolment in adult education in Isinya Sub-County, Kajiado County, Kenya.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section described the research design, target population, sample selection, sampling procedure, research instruments and methods of data collection and analysis. It also specified the location of study and research approach.

#### **3.2 Research Design**

This study assessed the socio-economic factors that influence enrolment in adult education. Descriptive survey research design was used in the study. Orodho (2002) defines research design as the scheme, outline or plan that is used to generate answers to research problem. The purpose of descriptive survey research is to study the relationships that exists, practices that prevail, beliefs and attitudes held, processes that are going on, effect being felt or trends that are developing (Best and Khan, 2001).

#### **3.3 Study Area**

This study was conducted in Isinya Sub County. The site was selected purposely due to the relatively low enrolment of adult learners compared to the other sub counties in Kajiado County. The sub county was the hived from Kajiado North Sub county in the year 2013 and boarders Kajiado central to the East and Mashuru to the South sub counties. It also boarders Machakos county to the West.

#### **3.4 Target Population**

The study targeted all the 304 adult education learners from all the 18 adult education public and private centres, all the 45 adult education teachers and all the 3 adult education administrators in Isinya Sub-county.

#### **3.5 Sample Size and Sampling Procedures**

Mugenda and Mugenda (1999) defines sample as a small group obtained from the accessible population.

Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected. The sample size comprised of 118 respondents. One hundred (100) adult education learners were picked from 304 adult learners and fifteen (15) teachers were picked from 45 adult education teachers using the simple random sampling technique. Purposive sampling technique was used to select all the three (3) adult education administrators.

### **3.6 Research Instruments.**

The study used questionnaires and interview schedules and the items therein were guided by the study objectives and research questions. This is in line with Gall et al. (1996), a questionnaire as, a carefully designed instrument for collecting data in accordance with the specification of the research questions. Mugenda and Mugenda (1991) also pointed out that questionnaires are appropriate to studies since they collect information that is not directly observable as they enquire about feelings, motivation, attitudes, accomplishments as well as experiences of the individual. The questionnaires were administered to adult education learners and teachers, while interview schedules were used to collect information from one Sub-County adult education officer and two adult education administrators as Nsubuga, (2000) supports the fact that interview schedules provide more information because respondents are comfortable communicating orally.

### **3.7 Pilot Study**

Pilot study is termed as the pre-testing or 'trying out' of a particular research instrument (Baker 1994: 182-3). The researcher therefore conducted a pilot study in Kajiado Central Sub County. The pilot study was done to confirm reliability and validity of the instruments. Kajiado Central Sub-County was chosen because it neighbours Isinya Sub County. It also has learners that have relatively similar characteristics as those of Isinya Sub County.

#### **3.7.1 Reliability and Validity of the Research Instruments.**

Mugenda and Mugenda (2003) defines reliability as a measure or the degree to which a research instrument yields consistent results after repeated trial.

T. Test technique of reliability testing was employed by administering instruments to the pilot respondents and the same procedure was repeated. Scoring of the two tests was done and total for each test obtained. A correlation coefficient for the two tests was then computed by application of the Spearman-Brown formula. The researcher adopted the instruments after meeting they met a reliability coefficient of 0.5. Validity is the accuracy and meaningfulness of inferences which are based on the research results (Mugenda and Mugenda 2003), therefore the instruments were tested to establish whether the items present what they were supposed to measure. To test this, a preliminary pilot study was carried out on a small size of the accessible population of the study. The aim of this was to determine the accuracy, clarity and suitability of the instruments.

### **3.8 Data Collection.**

Before administering the questionnaires, a research permit was obtained from the National Council for Science, Technology and Innovation. The Sub-county Adult and Continuing Education Officer, Isinya was contacted before the start of the study. Isinya Sub County was the focus of the study, the adult education learners'. The questionnaires for adult learners were administered by the adult education teachers at the selected adult education centres. The questionnaires for the adult education teachers were administered by the researcher at the sub-county headquarters, after one of their monthly staff meeting. The Sub County Adult Education officer and the two administrators were interviewed by the researcher at their respective offices using the interview schedules

### **3.9 Data analysis Techniques.**

Information collected from the interviews and discussions were noted keenly to form the preliminary analysis after data collection phase. Data analysis was organized, coded and then analyzed using SPSS. Bell (1993) maintains that when making the results known to a variety of readers, simple descriptive statistics such as percentage has considerable advantage over more complex statistics. Therefore tables and figures were used to illustrate the distribution of variable. Borg and Gall (1989) also holds the view that the most widely used standard proportion is the percentage. Thus the results of the study were presented in summary, in form of; frequency bar graphs and pie charts.

### **3.10 Ethical Consideration**

Interviewees were assured of anonymity and the respondents were assured that the data collected from them will be used exclusively for academic purposes. A permit to undertake the study was acquired from the National Council for Science, Technology and Innovation (NACOSTI).

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND INTERPRETATION

#### 4.1 Introduction

This chapter presents the findings of the study demographics study objectives and the conclusion made out of the findings. The study was guided by the following specific objectives: To establish how economic factors influence enrolment of learners in adult Education, to determine how social factors influence enrolment of learners in adult and Continuing Education and to investigate how centre-related factors influence enrolment of learners in adult and Continuing Education. In order to simplify the discussions, the researcher provided tables and figures that summarize the collective reactions and views of the respondents.

#### SECTION A: DEMOGRAPHIC INFORMATION

#### 4.2 Demographic characteristics of respondents

The study initially sought to ascertain the demographic information of the respondents involved in the study with regard to gender, age and level of education of the one hundred adult education learners, teachers and adult education administrators.

Table 4.1 below shows the response rate.

#### 4.2.1 Response Rate

**Table 4.1: Response rate**

	<b>Leaners</b>		<b>Teachers</b>		<b>Administrators</b>	
	Frequency	%	frequency	%	frequency	%
Response	77	77	9	60	2	67
Non-response	23	23	6	40	1	33
<b>Total</b>	<b>100</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The targeted respondents were one hundred and eighteen comprising of one hundred adult education learners, fifteen teachers and three adult education administrators. All respondents returned their questionnaires contributing to of 100% response rate.

This response rate was sufficient and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent.

The study sought to determine gender of the respondent's. The results are shown by the table below;

#### 4.2.2 Respondents' Gender

The study sought to investigate the distribution of gender in the three groups (adult education learners, fifteen teachers and adult education administrators). The results are presented on the Table 4.2 below;

**Table 4.2: Gender distribution of respondents**

	<b>Leaners</b>		<b>Teachers</b>		<b>Administrators</b>	
	Frequency	%	frequency	%	frequency	%
Male	67	67	10	67	2	67
Female	33	33	5	33	1	33
<b>Total</b>	<b>100</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

Information on Table 4.2 shows that majority adult education learners were male (67%) while female form 33%. Majority of adult education teachers were male (67%) while the female genders were 33%. Male gender administrators were (67%) and female were 33%. The results indicated there is a great disparity in the distribution of male and female adult education learners, adult education teachers and adult education administrators in Isinya Sub-county, Kajiado County, Kenya. The study also sought to establish the age distribution of respondents as shown in Table 4.3;



### 4.2.3 Age distribution of the respondents

The study sought to investigate the distribution of age in the three groups (adult education learners, adult education teachers and adult education administrators). The results are presented on the Table 4.3.

**Table 4.3: Age distribution of respondents**

	<b>Leaners</b>		<b>Teachers</b>		<b>Administrators</b>	
	Frequency	%	frequency	%	frequency	%
15-24	19	19	0	0	0	0
25-34	30	30	2	13	1	33
35-44	25	25	10	67	1	33
45-59	26	26	1	7	1	33
60 and above	0	0	2	13	0	0
<b>Total</b>	<b>100</b>	<b>100</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

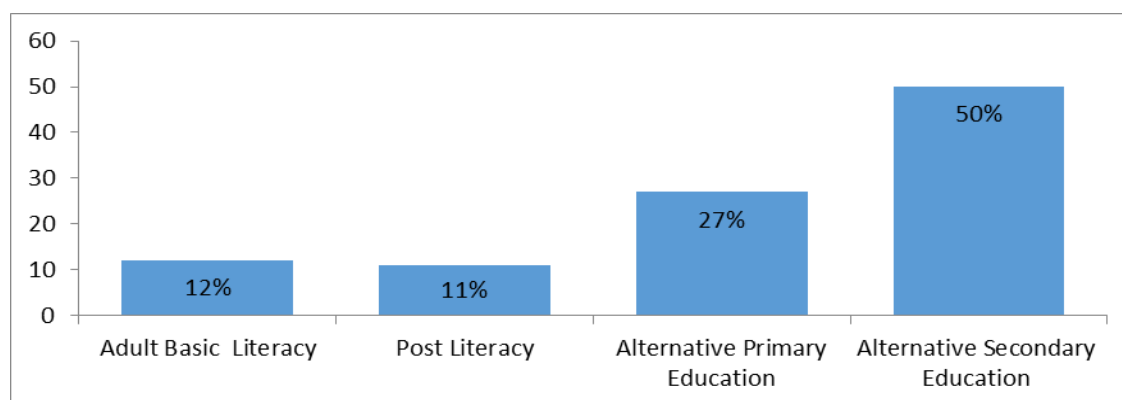
Table 4.3 shows that majority of the adult education learners aged 25-34 were (30%), 45-59 years were 26%, 35-44 years were 25% while 15-24 years were 19%.

In addition the findings revealed that majority of adult education teachers were aged between 35 and 44 years (67%). 13% were of age 24-34, 13% also aged 60 years and above with only 7% aged between 45 to 59years. Further the findings show that majority of the adult education administrators were equally distributed between age brackets 25-34, 35-44 and 45-59 (33%).

The study sought to establish the education level of respondents as shown by figure 4.1.

#### 4.2.4 Educational level of the adult learners

The study also sought to investigate the level of education of respondents. The results of adult education learner's levels of education are presented on the figure 4.1 while the results of adult education teachers and adult education administrators are presented on the table 4.4.



**Figure 4.1: Learners educational level**

According to the findings majority (50%) of the adult education learners were of alternative secondary education, 27% were of Alternative primary Education, 12% were of adult basic literacy while 11% were of post literacy level.

The study also sought to determine teacher and administrators education level as shown by Table 4.4 below

**Table 4.4: Teachers and administrators education level**

	Teachers		Administrators	
	frequency	%	frequency	%
Primary Education	0	0	0	0
Secondary KCE/KCSE	2	13	0	0
College Diploma	10	67	0	0
Undergraduate Degree	2	13	2	67
Postgraduate Degree	1	7	1	33
<b>Total</b>	<b>15</b>	<b>100</b>	<b>3</b>	<b>100</b>

The findings further revealed that 67% of the adult education teachers had college diplomas, 13% had secondary KCE/KCSE education, and 13% also had undergraduate degree, while only 7% had postgraduate education. For the administrators, 67% had undergraduate degree while 33% had postgraduate degrees.

## **SECTION B: FACTORS THAT INFLUENCE LEARNERS ENROLMENT IN ADULT EDUCATION**

### **4.3 Influence of various factors on enrolment of adult learners in adult education**

#### **4.3.1 Economic factors on enrolment of learners**

The first objective of the study was to establish how economic factors influence learners' enrolment in adult education. The respondents were asked to rate their opinion on a Likert scale on the major economic factors that influence adult learners' enrolment in adult education. Where: 1=strongly disagree, 2=Agree, 3=moderate, 4 agree, 5=strongly agree. On the opinion on whether their families are well provided as they enrol for adult classes had the following responses.

**Table 4.5: Economic factors influence on adult learners' enrolment in adult education**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
<b>Strongly agree</b>	50	50
<b>Agree</b>	35	35
<b>Neutral</b>	5	5
<b>Disagree</b>	3	3
<b>Strongly disagree</b>	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

The study sought to find out whether adult education learners families were well provided for while they were enrolled in adult classes.

Table 4.5 shows that 50% strongly agreed that their families were well provided as they enrol for adult classes, 35% agreed, 5% were neutral, 3% disagreed, and 2% strongly disagreed. This shows that most learner's families are well provided for while enrolled in adult classes.

The study also sought to determine the influence of social factors on adult learners' enrolment in adult education as shown in the table 4.6 below;

#### **4.3.2 Influence of social factors on adult learner's enrolment in adult education**

The study presented a Likert scale for learners to rate the level that social factors have on influence on learners' enrolment in adult and continuing education. Where: 5– Very Frequently, 4– Frequently, 3 – Occasionally, 2– Rarely, 1–Never

**Table 4.6: Social factors influence on learners' enrolment in adult and continuing education.**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very Frequently</b>	55	55
<b>Frequently</b>	40	40
<b>Occasionally</b>	4	4
<b>Rarely</b>	1	1
<b>Never</b>	0	0
<b>Total</b>	<b>100</b>	<b>100</b>

The study sought to find out whether social factors influence on learners' enrolment in adult and continuing education.

Table 4.6 shows that 55% strongly agreed that their families gave them some sort of support while enrolled in adult education programme, 40% said they received it frequently, 4% said occasionally, 1% said rarely, while none of them said they never received family support.

The study also sought to determine whether centre-related factors influence learner's enrolment in adult education. This is shown in table 4.7;

### 4.3.3 Influence of Centre-related factors on adult learners' enrolment in adult education

The respondents were also requested to give their opinion on the major centre-related factors that influence learners' enrolment in adult education. Scale: 5 - Very Good, 4 – Good, 3-moderate, 2- Poor, 1 - Very Poor.

**Table 4.7: State of facilities and their influence on learners' enrolment in adult education**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
<b>Very good</b>	73	75
<b>Good</b>	15	15
<b>Moderate</b>	10	10
<b>Poor</b>	1	1
<b>Very poor</b>	1	1
<b>Total</b>	<b>100</b>	<b>100</b>

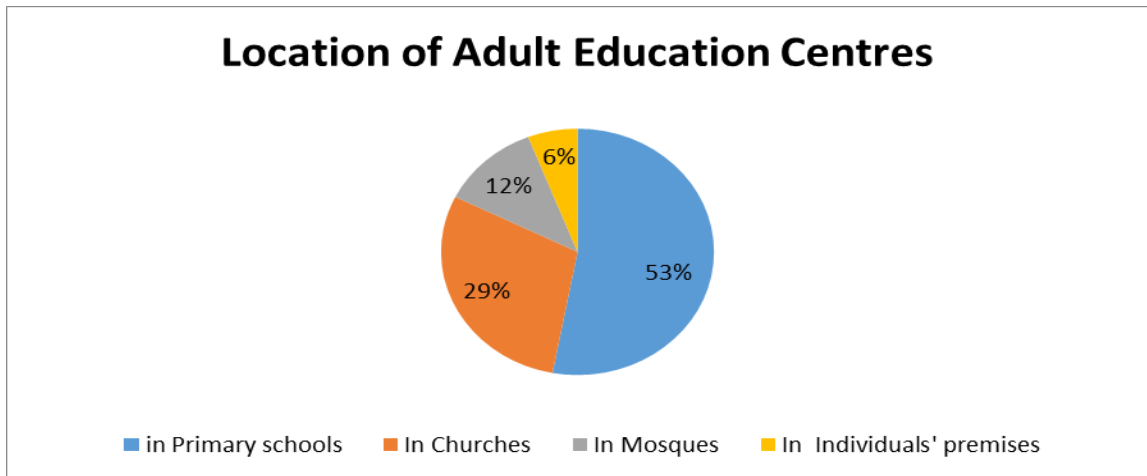
The study sought to establish whether the state of facilities had influence on learners' enrolment in adult education. The learners were asked to rate the condition of learning facilities at their centres.

Table 4.7 shows that 74% state that the facilities were very good, 15% said they were good, 10% were moderate, 1% poor, and 1% very poor. This shows that most of the centres have good facilities and that the state of facilities has a great influence on enrolment in adult education.

The study sought to investigate the location of the education centres in Isinya Sub-county, Kajiado County, Kenya. This is shown in the figure below;

#### 4.3.3.1 Adult Education Centres' Location

The study sought to investigate the location of the education centres in Isinya Sub-county, Kajiado County, Kenya. The results are presented on the figure 4.2 below;

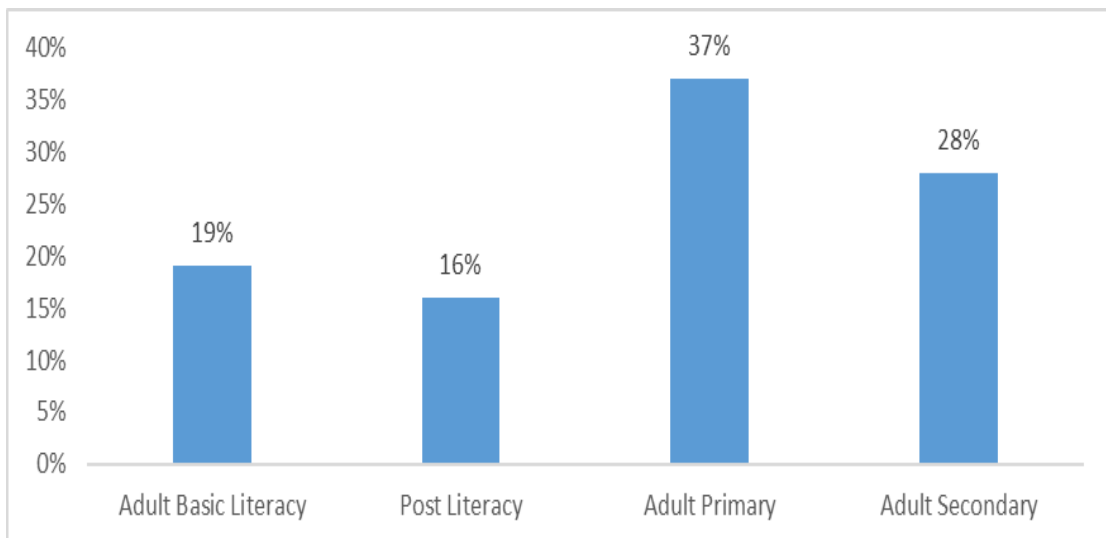


**Figure 4.2: Adult education centres' location**

Based on the findings majority 53% of the adult education centres are located in primary schools. In addition the adult education learners indicated that 29% of the centres are located in churches, 12% are located in mosque and only 6% are located in individual premises.

#### 4.3.3.2 Category of Centres

The researcher further sought to investigate the category of centres where the adult education learners were enrolled in. The results are displayed in figure 4.3 below



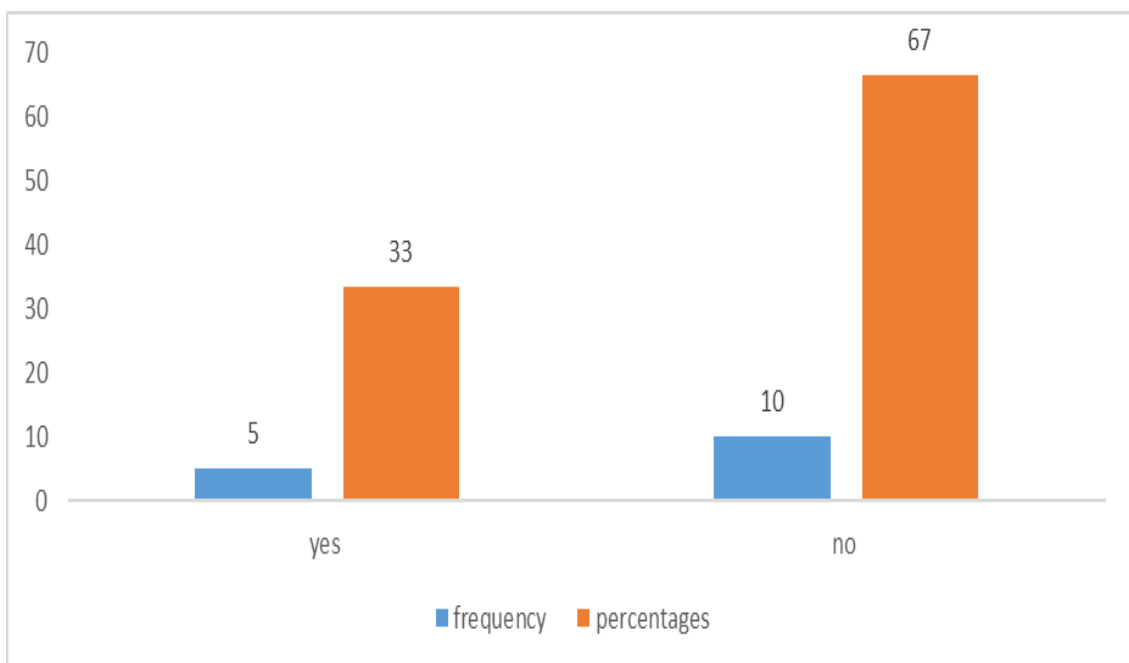
**Figure 4.3: Category of Centres**

#### 4.4 Response from adult education teachers

This section presents adult education teachers' opinion on factors that influence learners' enrolment in adult education. Specifically, the section addresses adult education teacher's opinion on how or the extent to which various economic factors, centre-related factors influence learners' enrolment in adult education. It also gives details on qualification of the adult education teachers, terms of reference, courses offered in your adult education centres geared to providing income generating skills to learners and the type of curriculum used at the adult education centres.

##### 4.4.1 Economic factors

Teachers were asked to indicate whether they charged tuition fee at the adult education centres. The results are presented on the figure 4.4 below.



**Figure 4.4: Tuition fee**

From the findings, majority (67%) of the adult education teachers indicated that they did not charge tuition fee at the adult education centres. Only 33% of the adult education teachers charged tuition fee at the adult education centres.

The respondents were requested to give their opinion pertaining the major economic factors that influence learners' enrolment in adult education. In a scale of 5 where: 1=none extent, 2=little extent, 3=moderate, 4= great extent, 5= greatest extent

**Table 4.8: Economic Factors**

<b>Rating</b>	<b>Frequency</b>	<b>Percent</b>
<b>Strongly agree</b>	63	63
<b>Agree</b>	25	25
<b>Neutral</b>	8	8
<b>Disagree</b>	3	3
<b>Strongly disagree</b>	1	1
<b>Total</b>	<b>100</b>	<b>100</b>

Table 4.8 shows that 63% of adult education teachers strongly agreed that economic factors influence learners' enrolment in adult education, 25% agreed, 8% were neutral, 3% disagreed, and 1% strongly disagreed. This shows that economic factors influence learners' enrolment in adult education.



#### 4.4.2 Centre related factors

The respondents were also requested to give their opinion pertaining centre related factors that affect learners' enrolment. Where: 1= very poor, 2= poor, 3= Fair, 4= Good, 5= Excellent.

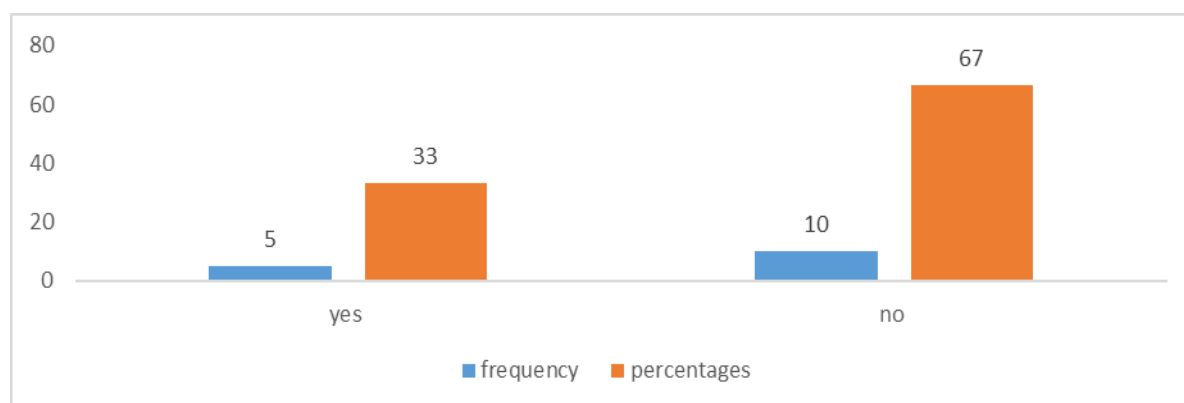
**Table 4.9: Teaching/learning resources' availability and condition.**

Rating	Frequency	Percent
Excellent	53	63
Fair	35	35
Neutral	8	8
Poor	2	2
Very poor	2	2
<b>Total</b>	<b>100</b>	<b>100</b>

According to the findings, 53% of adult education teachers stated that the teaching/learning resources' availability and condition were excellent, 35% stated that they were fair, 8% were neutral, 2% stated poor and very poor respectively.

#### 4.4.3 Qualifications of the adult education teachers

The researcher sought to investigate the qualification of the teachers in adult education centres in Isinya Sub-county, Kajiado County, Kenya. The findings are displayed on figure 4.5

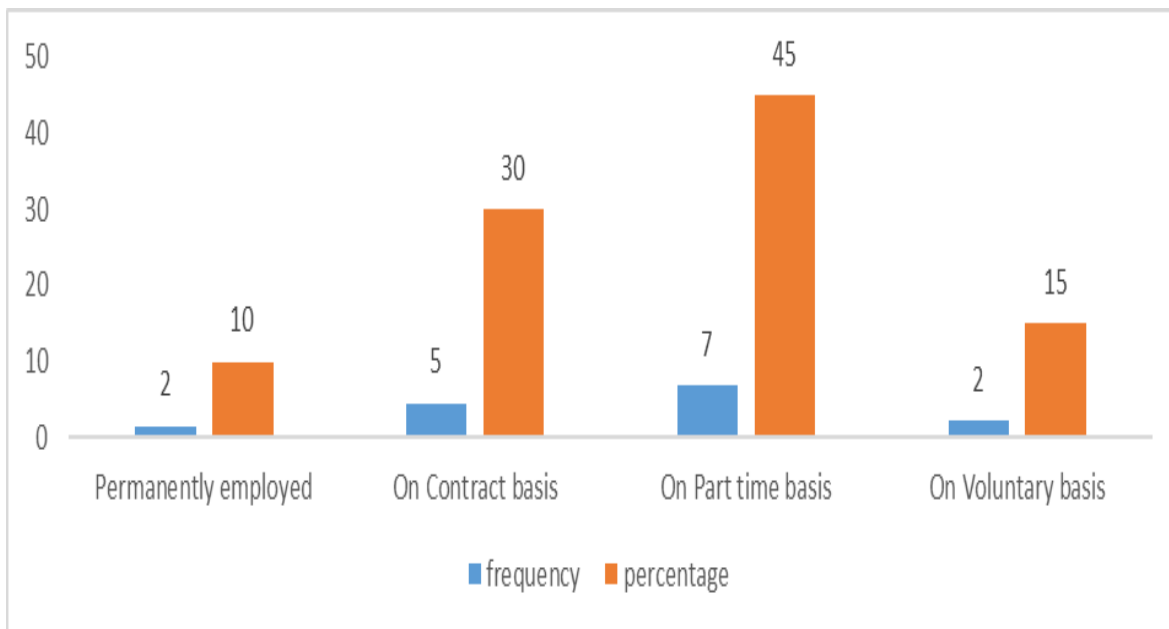


**Figure 4.5: Qualifications of adult education teachers**

Based on the findings, majority (67%) of the adult education teachers were not qualified on adult education. The findings however show that only 33% of the adult education teachers had the desired qualifications.

#### 4.4.4 Teachers' terms of reference

The researcher further sought to investigate the terms of reference of the teachers in adult education centres of Isinya Sub-county, Kajiado County, Kenya. The results are as shown on figure 4.6

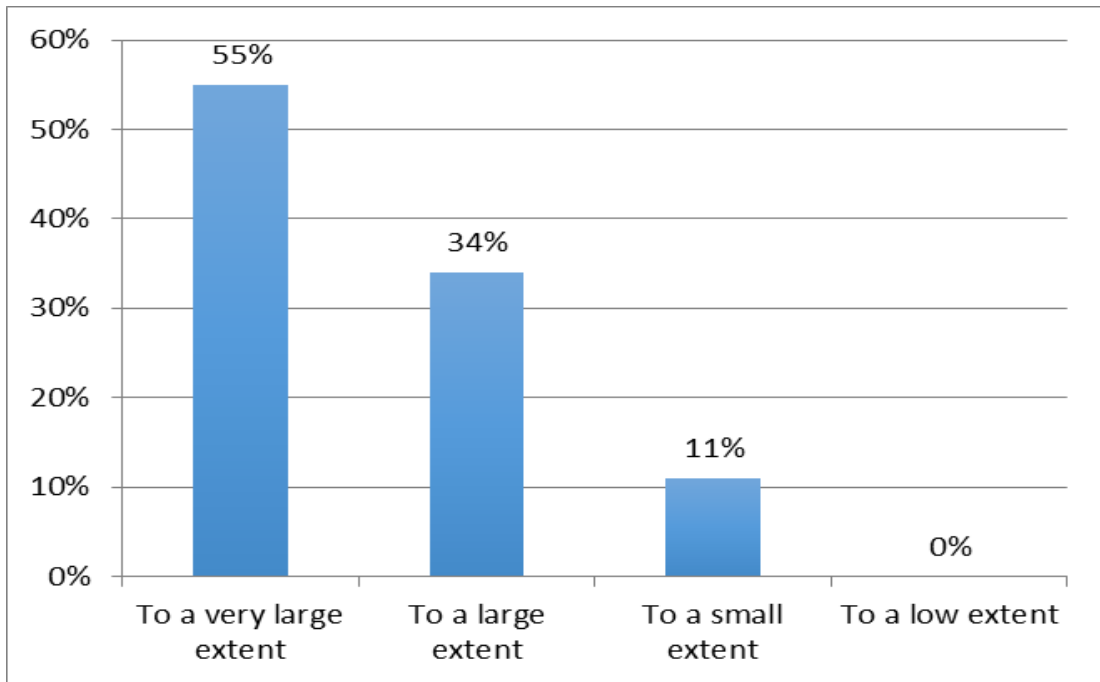


**Figure 4.6: Teachers' terms of reference**

The findings indicated that, majority (45%) of the adult education teachers in Isinya Sub-county, Kajiado County, were on part-time basis, 30% of them were on contract basis, 15% were on voluntary basis while 10% were on permanent basis.

#### 4.4.6 Courses offered in adult education centres geared to providing income generating skills to learners

The extent of skills based courses offered in adult education centres geared to the providing income generating skills to learners.

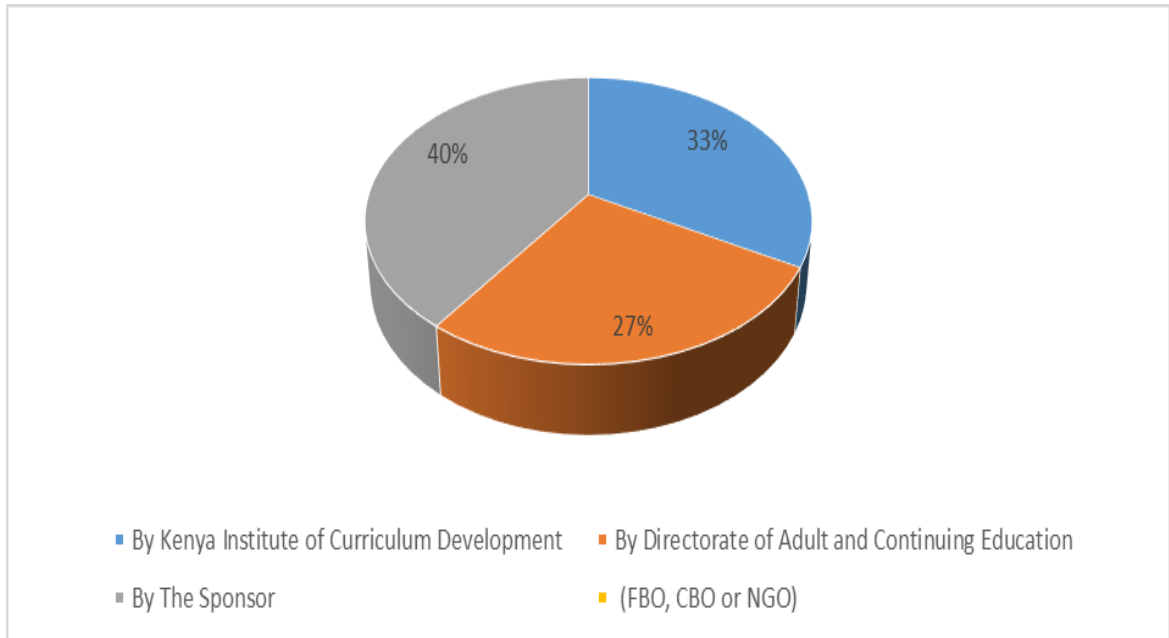


**Figure 4.7: Courses offered in adult education centres geared to providing income generating skills to learners**

From the findings, majority (55%) of the adult education teachers agreed to a very great extent that courses offered in adult education centres were geared to providing income generating skills to learners. 34% agreed to a large extent that courses offered in your adult education centres were geared to providing income generating skills to learners. While only 11% agreed to a small extent that courses offered in your adult education centres were geared to providing income generating skills to learners.

#### 4.4.7 The type of curriculum used in adult education centres

The researcher sought to investigate the type of the curriculum used at adult educational centres. The results are presented on the figure 4.8 below.



**Figure 4.8: Type of curriculum used in adult education centres.**

The findings on figure 4.8 revealed that the type of curriculum used at the adult education centres was determined by the sponsor (40%). 33% of the of the curriculum used at centres was by Kenya Institute of Curriculum Development, while only 27% of the curriculum used at centres was developed by the Directorate of Adult and Continuing Education.

#### **4.5 Response from administrators**

This section presents the adult education administrators' opinion on factors that influence learners' enrolment in adult education. Specifically, the section addresses adult education administrator's opinion on how or extent to which various economic factors, centre related factors influence learners' enrolment in adult education.

##### **4.5.1 Economic factors**

###### **4.5.1.1 Free adult education programme by government.**

The study sought to determine whether the government provides free adult education programmes to the learners. Table 4.10 below summarizes the results.

**Table 4.10 Free adult education by government**

<b>Rating</b>	<b>Frequency</b>	<b>Percentage Frequency</b>
<b>Strongly agree</b>	0	0.0
<b>Agree</b>	2	66.67
<b>Disagree</b>	1	33.33
<b>Strongly Disagree</b>	0	0.0
<b>Total</b>	<b>3</b>	<b>100</b>

From the finding majority (66.67%) of the respondents agreed with the statement that the government provides free adult education programmes to the learners whereas only 33.33% disagreed with this statement. Therefore from this we can say that government fully supports majority of adult education centres through provision of teachers and teaching materials.

#### 4.5.1.2 Adult learners priorities

The administrators were asked to give their opinion on whether adult education learners give more priority to their work than education. The responses were summarized by the table 4.11 below.

**Table 4.11 Adult learners priorities**

<b>Rating</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly agree</b>	0	0.0
<b>Agree</b>	1	33.33
<b>Disagree</b>	2	66.67
<b>Strongly Disagree</b>	0	0.0
<b>Total</b>	<b>3</b>	<b>100</b>

Majority of the respondents (66.67%) disagreed to the fact that adult education learners give more priority to their work than education whereas only (33.33%) who agreed with the statement. Hence this shows that adult education learners do not give more priority to education.

#### 4.5.1.3 Distribution of adult education centres

The study investigated the distribution of adult education centres in Isinya Sub-County. The analysis was carried out and the results summarized in the table 4.12 below.

**Table 4.12 Distribution of adult education centre**

<b>Rating</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Densely distributed</b>	0	0.0
<b>Sparsely distributed</b>	3	100.0
<b>Evenly distributed</b>	0	0.0
<b>Un-evenly distributed</b>	0	0.0
<b>Total</b>	<b>3</b>	<b>100</b>

All the respondents (100%) indicated that the distribution of adult education centres in Isinya Sub-County is sparse. This shows that the adult education centres in Isinya Sub-County were not evenly distributed.

#### 4.5.2 Social factors

The respondents were also requested to indicate their opinion on the social factors that influence learners' enrolment in adult education. The results are shown in the table 4.13 below.

**Table 4.13 Social factors**

<b>Rating</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly agree</b>	0	0.0
<b>Agree</b>	2	66.67
<b>Disagree</b>	1	33.33
<b>Strongly Disagree</b>	0	0.0
<b>Total</b>	<b>3</b>	<b>100</b>

Based on the findings majority (66.67%) of the adult education administrators agreed with the statements whereas only 33.33% who disagree. This indicates that social factors have a great influence on learners' enrolment in adult of education.

### 4.5.3 Centre-related factors

The respondents were also requested to indicate their opinion on the centre-related factors which had an influence on learners' enrolment in adult education. The results are displayed on the table 4.14 below

**Table 4.14: Centre-related factors**

<b>Factors</b>	<b>Administrators' opinion</b>	<b>percentages</b>
Government involvement in provision of teaching and learning resources	Fair	67%
	poor	33%
Adult education teachers serving in Isinya Sub-County	Trained	33%
	Untrained	67%
Major Reason for the curriculum offered in adult education programme	Societal need	33%
	Leaners needs	67%
The content of the adult education curriculum offered in Isinya Sub-County	Examination oriented	0%
	Skills oriented	100%
Source of funds to pay teachers	National Government	33%
	Sponsor/NGO	33%
	Fees raised from learners	33%

The findings from table 4.14 revealed that government involvement in provision of teaching and learning resources was fair, this was indicated by (67%) of the administrators. The finding also indicated that adult education teachers serving in Isinya Sub-County were untrained. The content of the adult education curriculum offered in Isinya Sub-County was skills oriented as shown by (100%) of the respondent. It was noted that the source of funds to pay teachers was mainly from the national government.



#### 4.5.3.1 Teaching/learning resources availability and their condition

The administrators were asked to indicate the conditions of the teaching/learning resources' availability. The results were shown in the table 4.15 below.

**Table 4.15: Teaching/learning resources availability and their condition**

Rating	Frequency	Percentage Frequency
Excellent	0	0.0
Good	2	66.67
Fair	1	33.33
Very poor	0	0.0
Non Existent	0	0.0
Total	3	100

From the findings the administrators indicated that the condition of teaching/learning resources is good as shown by (66.67%) of the respondent whereas only 33.33% who said that the resources are fair. Therefore, it was established that the resources at the adult centres are good for the learners.

#### 4.5.4 Cross Tabulation Based on Gender

The study sought to find out the most significant factor among economic, social and centre related factors that affects enrolment of adult education learners. Table 4.16 presents the most significant factor that affects adult learners' enrolment.

**Table 4.16: Cross Tabulation Based on Gender**

		FACTORS			TOTAL
		Social	Economic	Centre	
Gender	Male	22%	30%	15%	67
	Female	12%	15%	6%	33
	TOTAL	34%	45%	21%	100

The study sought to assess the most significant factor that influence learners' enrolment in adult education in Isinya Sub-county, Kajiado County, Kenya.

Results obtained from the male respondents show that 22% are influenced by social factors, 30% economic factors while 15% are influenced by centre related factors.

While Results obtained from the female respondents show that 12% are influenced by social factors, 15% economic factors while 6% are influenced by centre related factors. From the above results it's evident that economic factors have the most significant influence on learners' enrolment in adult education in Isinya Sub-county for both male and female.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the study, conclusion drawn from the findings highlighted, recommendations drawn and finally suggestions for further research. The main purpose of the study was to assess the factors that influence learners' enrolment in adult education in Isinya Sub-county, Kajiado County, Kenya. The study was guided by the following specific objectives: To establish how economic factors influence enrolment of learners in adult Education, to determine how social factors influence enrolment of learners in adult and Continuing Education and to investigate how centre-related factors influence enrolment of learners in adult and Continuing Education. In order to simplify the discussions, the researcher provided tables and figures that summarize the collective reactions and views of the respondents.

#### **5.2 Summary of the findings**

Based on the findings majority of the adult education learners, adult education teachers and adult education administrators were male. The results indicates there was a great disparity in the distribution of male and female adult education learners, adult education teachers and adult education administrators in Isinya Sub-county, Kajiado County, Kenya. The findings on the age department indicated that majority of the adult education learners were aged between 25 and 34 (30%), majority of adult education teachers were aged between 35 and 44 years (67%) and adult education administrators were equally distribute between age brackets 25-34, 35-44 and 45-59 (33%). On education level, the findings revealed that majority (50%) of the adult education learners were of alternative secondary education, 67% of the adult education teachers had college diplomas and 67% of administrators had Undergraduate Degrees.

##### **5.2.1 Economic factors and enrolment of learners in adult education**

Based on the findings adult education learners indicated that their families were not well provided with basic needs while they are enroled as adult learners. They also indicated that they had no enough resources to support their families and their education.

Adult education learners in addition indicated that they enrolled in adult education so that they can get a better job when they get a certificate and that they find it difficult to cater for their education expenses and those of their children. Many of the adult education learners however, indicated that they had no decent clothes to wear to class.

From the findings majority of the adult education teachers indicated that they did not charge tuition fee at their adult education centres. Adult education teachers further indicated that lack of funds to support learners' educational needs affect their enrolment, the distance from learners' home to the adult education centres discourages adult learners' enrolment. The distance from the nearest adult education centre affects enrolment and that Learners do not come to class because they have to work to meet their needs and those of their families.

Adult education administrators agreed to a great extent that: The government provides free basic adult education programmes, however some other providers of adult education do charge tuition fee for adult continuing education. The findings also revealed that adult education learners give more priority to their work than education. Adult education administrators further indicated that the centres were sparsely distributed and that adult education centres were unevenly distributed.

### **5.2.2 Social factors and enrolment of learners in adult education**

From the findings, the adult education learners indicated that their spouse/relatives occasionally gave them support since they joined adult education programme. They also agreed that people frequently looked down upon them since they enrolled in adult education programme. Adult education learners indicated that their responsibilities at home frequently conflicted with their studies. Finally the adult education learners indicated that they had at several occasions missed job opportunities in life because of their literacy level. On Social factors affecting enrolment of learners in adult education, adult education administrators indicated that: Negative attitude towards adult the adult education programme affects learners' enrolment, adult education centres are learner friendly, Lack of support from either spouse or family affects learners' enrolment in adult education and that adult education programme is structured in a flexible manner to cater for the adult learners' schedule.

### **5.2.3 Centre-related factors and enrolment of learners in adult education**

On centre-related factors affecting enrolment of learners in adult education, adult education learners rated the learning facilities in their adult education centres as poor. Adult education learners indicated that the learning environment where adult education centre is located was poor. Adult education learners rated the class attendance of the adult education facilitators as very poor. Learners however, indicated that the content the adult education programme in the centres was good.

According to the findings adult education teachers stated that the teaching/learning resources' availability and condition were poor including: teaching and learning resources, condition of buildings, space in the class room, availability of text books, condition of furniture, washrooms (toilets) and Income generating activity. Based on the findings majority of the adult education teachers were not qualified. The findings further revealed that only 10% of the teachers were on permanent basis. It was also noted that courses offered in adult education centres were geared to providing income generating skills to learners. The findings revealed that the type of curriculum used at centre was by sponsor (40%).

According to the administrators, government involvement in provision of teaching and learning resources was fair. According to the administrators, majority of the adult education teachers serving in Isinya Sub-county were untrained. These teachers are expected to implement the curriculum offered in adult education programme based on learners needs. The content of the adult education curriculum offered in Isinya Sub-County was skills oriented. The source of receive funds to pay teachers was from national government support/NGO and fees raised from the adult learners. From the findings the administrators indicated that teaching/learning resources availability and their condition was fair including: condition of buildings and teaching aids.

### **5.3 Conclusions**

Social and economic activities were found to be main determinant factors when it comes to learner enrolment in adult education centres. It occurred that some people gave social and economic matters top priority as compared to educational matters. Age factor also was established to be a crucial issue in determining enrolment in adult education literacy classes. Age had both psychological and physical impact on some adult learners. Whereas some adult learners felt that learning is an affair for children others felt that their body health could not allow learning because of poor sight and other health related problems.

On the strength of the findings it was concluded that the condition of physical facilities and the availability of instructional resources was wanting. The poor state of the furniture and lack of adequate instructional resources significantly affected the recruitment and enrolment of adult education learners. The nature of furniture (small-sized and benches) was not conducive for proper learning process to be effective. Centres with poor facilities discouraged the learners from enrolling while centres with comfortable facilities attract more learners to enrol. The acute shortage of instructional resources also greatly impacted on recruitment of adult learners. The teachers strained a lot to keep learning going on. They could personally buy or borrow books and other learning materials from schools around. Such a situation made learning a difficult endeavor hence learners dropped out or refused to join the programme.

The location of adult learning centres also prohibited engagement in learning. A good number of learners attributed their not joining adult education programme to long distances they had to cover between their homes and the learning centres. Adult education teacher preparation came up as another determinant factor influencing learners enrolment levels in adult education centres. The sample revealed that there were small percentages of teachers who are trained in Adult Education. Larger percentage of these teachers were either not trained in the field at all or trained in fields not related to Adult Education. This scenario made it difficult for both the teacher and the learners to successfully take their roles. From some learners it was said that the teachers did not know how to teach.

They claimed the teachers were very fast when delivering content, or they never took care of individual differences amongst the learners. Most teachers could not improvise learning/teaching aids in event of shortage. This discouraged learners. The teacher attendance of in-service training was also poor. In all the situations teacher preparation was inadequate.

#### **5.4 Recommendations**

Based on the finding the study recommends that in order to improve adult education programmes to attract more learners:

1. The government should establish permanent adult learning centres which are well furnished with suitable furniture for adult learners.
2. To supplement government efforts, communities and NGOs and other willing sponsors should be encouraged to build adult education centres and equip them.
3. The government should allocate more funds to the Directorate of Adult Education for it to be able to purchase and provide enough instructional resources in the learning centres. This would encourage more learners to enrol especially those who cannot afford to buy their own resources for learning.
4. The Ministry of Education should expand adult education teacher training programmes in the MDTIs because majority of the adult education teachers were not trained. This would equip the teachers with required skills to enable them run the adult learning centres professionally and effectively.
5. Communities should be encouraged to avoid or ignore cultural beliefs and practices which are outdated yet interfere with educational activities.
6. Communities should change their attitude towards adult education. This can be achieved through embracing the notion of lifelong learning and educating the public through the mass media on the importance of being learning communities is crucial.
7. The masses should be sensitized on the value of education at all levels. This would enable them to know the social and economic benefits of education at all ages. This would naturally encourage more adults to enrol at the learning centres.

### **5.5 Suggestions for further studies**

The research project aimed at establishing factors influencing learners' enrolment in adult education in Isinya Sub-county, Kajiado County, Kenya. However, comprehensive studies should be undertaken to include a large population and in other sub-counties in order to ascertain factors influencing learners' enrolment in adult education in Kajiado County, as this study only covered Isinya Sub-county. Research on the same area need to be carried out in the whole county so that the findings may be used by MOE to formulate appropriate policies for ACE programmes in pastoralist and nomadic areas.



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## APPENDICES

### APPENDIX I: QUESTIONNAIRE FOR ADULT LEARNERS

#### Dear Respondent,

This questionnaire is purely designed for academic purpose. It is part of my Masters of Education studies at the University of Nairobi. It is aimed to find out factors influencing learners' enrolment in adult education in Isinya Sub-County, Kajiado County, Kenya. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated confidentially. Do not write your name on this questionnaire. Please answer all the questions. Use a biro pen to fill in the questionnaire. Please tick (✓) inside the box provided.

#### Section 1: Demographic Information.

1. What is your gender?

Female

Male

2. What is your age bracket?

15-24	
25-34	
35-44	
45-59	
60 and above	

3. Which education level are you in?

Adult Basic Literacy	
Post Literacy	
Alternative Primary Education	
Alternative Secondary Education	

4. Where do you work?

National Government employee	
County Government employee	
Employee of private company	
Self employed	

**Section 2: The following are the major economic factors that have influence on adult learners' enrolment in adult education. Please tick (√) one answer in the space provided. Key: SA–Strongly Agree, A–Agree, D– Disagree, SD –Strongly Disagree**

No.	Particulars	S A	A	D	S D
5.	My family is well provided with food even while I am enroled as an adult learner.				
6.	I have enough resources to support my family and my education.				
7.	I enroled in adult education so that I can get a better job when I get a certificate				
8.	I find it difficult to cater for my education expenses and those of my children.				
9.	I don't have decent clothes to wear to class				

10. Do you have any other financial reasons that affect your enrolment?

.....

.....

.....

**Section 3: The following Social factors have an influence on learners' enrolment in adult and continuing education. Please tick (√) one answer in the space provided.**

**Key: VF– Very Frequently, F– Frequently, O – Occasionally, R– Rarely, VR – Very Rarely, N– Never**

No	Particulars	V F	F	O	R	V R	N
11.	Do your spouse/relatives give you support since you joined adult education programme?						
12.	Do people look down upon you since you enrolled in adult education programme?						
13.	Do your responsibilities at home conflict with your studies?						
14.	Does your role in society demand literacy skills?						
15.	Have you missed so job opportunities in life because of your literacy level						



**Section 4: The following are the major Centre-related factors that influence learners' enrolment in adult education. Please tick (√) one answer in the space provided. Key: VR - Very Good, A – Acceptable, P - Poor, G – Good, VP - Very Poor**

No	Particulars	VG	G	A	P	VP
.						
16.	How do you rate the learning facilities in your adult education centre?					
17.	How is the learning environment where your adult education centre is located?					
18.	How is the class attendance of the adult education facilitators?					
19.	How is the content the adult education programme in your centre?					

20. My adult education centre is located,

in Primary schools	
in Churches	
in Mosque	
in Individuals' premises	

21. What is the category of your centre?

Adult Basic Literacy	
Post Literacy	
Adult Primary	
Adult Secondary	

## APPENDIX II: QUESTIONNAIRE FOR ADULT EDUCATION TEACHERS

**Dear Respondent,**

This questionnaire is purely designed for academic purpose. It is part of my Masters of Education studies at the University of Nairobi. It is aimed to find out factors influencing learners' enrolment in adult education in Isinya Sub-County, Kajiado County, Kenya. You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated confidentially.

### **SECTION 1: Demographic Information**

1. What is your gender?      Male                       Female

2. What is your age bracket?

15-24	
25-34	
35-44	
45-59	
60 and above	

3. What is your academic qualification?

Primary Education	
Secondary KCE/KCSE	
College Diploma	
Undergraduate Degree	
Postgraduate Degree	

**Section 2: Economic factors that influence learners' enrolment in adult education**

4. Do you charge tuition fee at this adult education centre?

Yes  No

**The following are the major economic factors that influence learners' enrolment in adult education. Please tick (√) one answer in the space provided. Key: E – Extremely, V – Very, M –Moderately, S –Slightly, NA – Not at all**

No.	Particulars	E	V	M	S	NA
5.	Lack of funds to support learners' educational needs affect their enrolment.					
6.	The distance from learners' home to the adult education centre discourages adult learners' enrolment.					
7.	The distance from the nearest adult education centre affects enrolment					
8.	Do you agree that learners do not come to class because they have to work to meet their needs and those of their families.					

**SECTION 4: Centre related factors that affect learners' enrolment.**

9. Teaching/Learning resources' availability and condition.

NO.	Teaching and Learning Resources	1	2	3	4	5
1.	Condition of buildings					
2.	Space in the class room					
3.	Availability of text books					
4.	Condition of furniture					
5.	Washrooms (Toilets)					
6.	Income generating activity					

**KEY**

1. Excellent

2. Good

3. Fair

4. Very poor

5. Non Existent

10. Are you a qualified adult education teacher? Yes  No

11. What are your terms of reference?

Permanently employed	
On Contract basis	
On Part time basis	
On Voluntary basis	

12. To what extent do courses offered in your adult education centre geared to providing income generating skills to your learners?

To a very large extent	
To a large extent	
To a small extent	
To a low extent	

13. Who designs the curriculum used at your centre?

By Kenya Institute of Curriculum Development	
By Directorate of Adult and Continuing Education	
By The Sponsor (FBO, CBO or NGO)	

*Thank you for your feedback.*

### **APPENDIX III: INTERVIEW SCHEDULE FOR ADULT EDUCATION ADMINISTRATORS**

**Dear Respondent,**

This interview schedule is purely designed for academic purpose. It is part of my Masters of Education studies at the University of Nairobi. It is aimed to find out factors influencing learners' enrolment in adult education in Isinya Sub-County, Kajiado County, Kenya. You are kindly requested to respond to these questions as honestly and precisely as possible. Responses to these questions will be treated confidentially.

#### **SECTION 1: Demographic Information**

1. Sex:        Male                       Female

2. What is your age bracket?

15-24	
25-34	
35-44	
45-59	
60 and above	

3. What is your academic qualification?

Primary Education	
Secondary KCE/KCSE	
College Diploma	
Undergraduate Degree	
Postgraduate Degree	

## Section 2: Economic factors that affect learners' enrolment

4. The government provides free adult education programmes.

Strongly agree	
Agree	
Disagree	
Strongly Disagree	

5. Other providers of adult education do charge tuition fee.

Strongly agree	
Agree	
Disagree	
Strongly Disagree	

6. How is the distribution of adult education centres in Isinya Sub-County?

Densely distributed	
Sparsely distributed	
Evenly distributed	
Un-evenly distributed	

7. Adult education learners give more priority to their work than education.

Strongly agree	
Agree	
Disagree	
Strongly Disagree	

**Section 3: Social factors that affect learners' enrolment**

**Key: SA–Strongly Agree, A–Agree, D– Disagree, SD –Strongly Disagree**

No.	Particulars	SA	A	D	SD
8.	Negative attitude towards adult the adult education programme affects learners' enrolment				
9.	Adult education centres are learner friendly.				
10.	Lack of support from either spouse or family affects learners' enrolment in adult education.				
11.	Adult education programme is structured in a flexible manner to cater for the adult learners' schedule.				

**Section 4: Centre-related factors that affect learners' enrolment in adult education.**

12. How do you rate government involvement in provision of teaching and learning resources?

Excellent	
Good	
Fair	
Poor	

13. What is the number of trained and un-trained adult education teachers serving in Isinya Sub-County?

Trained	
Un-trained	



14. What are the terms of employment/engagement of the adult education teachers serving in Isinya Sub-County?

Permanently employed	
On Contract basis	
On Part time basis	
On Voluntary basis	

15. What dictates the curriculum offered in adult education programme?

Societal needs	
Learners' needs	

16. The content of the adult education curriculum offered in Isinya Sub-County is,

Examination oriented	
Skills oriented	

17. Where do you normally receive funds from to pay your teachers?

National Government	
County Government	
Sponsor/NGO	
Fees raised from learners	

18. Teaching/Learning resources' availability and condition.

NO.	Teaching and Learning Resources	1	2	3	4	5
1.	Condition of buildings					
2.	Teaching Aids					
3.	Availability of text books					
4.	Condition of furniture					
5.	Washrooms (Toilets)					
6.	Income generating activity					

**KEY:**

1. Excellent, 2. Good, 3. Fair, 4. Very poor, 5. Non Existent.

*Thank you for your feedback.*

## APPENDIX IV: RESEARCH AUTHORIZATION LETTER



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 3310571, 2219420  
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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.

NACOSTI/P/16/25414/11684

Date:

17<sup>th</sup> June, 2016

Tom Ombaso Onchari  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “*Factors influencing learners enrollment in adult education in Isinya Sub County, Kajiado County, Kenya,*” I am pleased to inform you that you have been authorized to undertake research in **Kajiado County** for the period ending **13<sup>th</sup> June, 2017.**

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

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

DR. STEPHEN K. KIBIRU, PhD.  
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner  
Kajiado County.

The County Director of Education  
Kajiado County.

# APPENDIX V: RESEARCH PERMIT

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.**

**REPUBLIC OF KENYA**

**NACOSTI**

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

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 8608**

**CONDITIONS: see back page**

**THIS IS TO CERTIFY THAT:**

**MR. TOM OMBASO ONCHARI**  
**of UNIVERSITY OF NAIROBI, 433 1100**  
**kajiado, has been permitted to conduct**  
**research in Kajiado County**

**on the topic: FACTORS INFLUENCING**  
**LEARNERS ENROLLMENT IN ADULT**  
**EDUCATION IN ISINYA SUB COUNTY,**  
**KAJIADO COUNTY, KENYA**

**for the period ending:**  
**13th June, 2017.**

**Applicant's Signature**

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

