

**AN INVESTIGATION INTO BARRIERS TO PARTICIPATION OF WOMEN IN
ADULT LITERACY PROGRAMMES IN NAIROBI CITY COUNTY**

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DECLARATION

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

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PROF. SIMIYU WANDIBBA

DEDICATION

This project paper is devoted to my Parents Mr and Mrs Kariko Bacha and Sisters. Your encouragement, love, perseverance and prayers gave me the energy to move on. Thank you for your understanding and support during my study period.

TABLE OF CONTENTS

| | |
|---|-------------|
| LIST OF FIGURES | v |
| LIST OF TABLES | vi |
| ACKNOWLEDGEMENTS | vii |
| ABSTRACT..... | viii |
| ACRONYMS..... | ix |
| CHAPTER ONE: BACKGROUND TO THE STUDY | 1 |
| 1.1 Introduction..... | 1 |
| 1.2 Statement of the Problem..... | 3 |
| 1.3 Objectives of the Study..... | 5 |
| 1.3.1 General Objective..... | 5 |
| 1.3.2 Specific Objectives..... | 5 |
| 1.4 Assumptions of the Study | 5 |
| 1.5 Justification of the Study | 5 |
| 1.6 Scope and Limitations of the Study | 6 |
| 1.7 Definitions of Terms | 6 |
| CHAPTER TWO: LITERATURE REVIEW..... | 8 |
| 2.1 Introduction..... | 8 |
| 2.2 Adult Women Learners..... | 8 |
| 2.3 Barriers to Participation of Women in Adult Literacy Programmes..... | 10 |
| 2.3.1 Institutions, Procedures and Resources | 10 |
| 2.3.2 Women’s Home Situations..... | 12 |
| 2.3.3 Community Attitudes and Women Learner’s Self-perceptions towards Adult Education .. | 13 |
| 2.4 Theoretical Framework..... | 15 |
| 2.4.1 Chain of Response Model | 15 |

| | |
|--|-----------|
| 2.4.2 Relevance of the Theory to the Study | 17 |
| CHAPTER THREE: METHODOLOGY..... | 19 |
| 3.1 Introduction..... | 19 |
| 3.2 Research Site..... | 19 |
| 3.2.1 General Information | 19 |
| 3.2.2 Inhabitants | 19 |
| 3.2.3 Economic Activities | 20 |
| 3.2.4 Educational Facilities | 20 |
| 3.3 Research Design..... | 21 |
| 3.4 Study Population and Unit of Analysis..... | 21 |
| 3.5 Sample Size and Sampling Procedure | 22 |
| 3.6 Data Collection Methods | 22 |
| 3.6.1 Survey Technique..... | 22 |
| 3.6.2 Key Informant Interviews | 23 |
| 3.6.3 Focus Group Discussions | 23 |
| 3.6.4 Observation | 23 |
| 3.6.5 Secondary Sources | 23 |
| 3.7 Data Processing and Analysis..... | 23 |
| 3.8 Ethical Considerations | 24 |
| CHAPTER FOUR: BARRIERS TO PARTICIPATION OF WOMEN INADULT LITERACY PROGRAMMES..... | 25 |
| 4.1 Introduction..... | 25 |
| 4.2 Response Rate..... | 25 |
| 4.3 Socio-demographic Characteristics of the Respondents | 25 |
| 4.3.1 Age | 25 |
| 4.3.2 Marital Status | 26 |

| | |
|---|-----------|
| 4.3.3 Occupation..... | 27 |
| 4.3.4 Estimated Monthly Income | 27 |
| 4.3.5 Payment of School Fees | 28 |
| 4.4 Institutional Factors | 28 |
| 4.4.1 Teaching and Learning Procedures | 29 |
| 4.4.2 Enrollment by Women Adult Learners | 32 |
| 4.5 Institutional Resources..... | 33 |
| 4.6 Personal Factors..... | 34 |
| 4.6.1 Distance from Home to the Learning Centres..... | 34 |
| 4.6.2 Family Responsibilities | 35 |
| 4.7 Community Attitudes and Women Learners’ Self-perceptions of Adult Education | 37 |
| 4.7.1 Community Attitudes | 37 |
| 4.7.2 Self-Perceptions..... | 38 |
| CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS..... | 42 |
| 5.1 Introduction..... | 42 |
| 5.2 Discussion..... | 44 |
| 5.3 Summary | 42 |
| 5.4 Conclusion | 45 |
| 5.5 Recommendations..... | 47 |
| 5.6 Suggestions for Further Research | 47 |
| REFERENCES..... | 48 |
| APPENDICES..... | 54 |
| Appendix 1: Consent form..... | 54 |
| Appendix 2: Survey Questionnaire..... | 55 |
| Appendix 3: Key Informant Interview Guide | 61 |

Appendix 4: FGDs Guide 62

Appendix 5: Observation Checklist 63

Appendix 6: Research Authorization Letter 64

Appendix 7: Research Permit 65

LIST OF FIGURES

| | |
|---|----|
| Figure 2.1: Chain of Response Model for Understanding Participation in Adult Learning | 17 |
| Figure 3.1: A Map of Nairobi City County showing Sub-counties | 20 |
| Figure 4.1: Respondents' Marital Status | 26 |
| Figure 4.2: Respondents' Monthly Income | 28 |
| Figure 4.3: Distance from Home to the Learning Centre | 34 |
| Figure 4.4: Access to the Learning Centre..... | 35 |

LIST OF TABLES

| | |
|---|----|
| Table 4.1: Response Rate | 25 |
| Table 4.2: Age Category of the Respondents | 26 |
| Table 4.3: Number of Children | 27 |
| Table 4.4: Teaching and Learning Procedure..... | 30 |
| Table 4.5: Organisational Issues | 31 |
| Table 4.6: Adult Learner Level of Education..... | 32 |
| Table 4.7: Institutional Resources..... | 33 |
| Table 4.8: Family Responsibilities and their Effect on Women’s Participation in Adult Literacy Programmes | 36 |
| Table 4.9: Reasons for Lack of Interest in Participation in Adult Literacy..... | 39 |

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ABSTRACT

The focus of this study was an investigation into barriers to participation of women in adult literacy programmes in Nairobi City County. The study was guided by the following objectives: to find out whether intutional conditions, procedures and resources hinder participation of women in literacy programmes in Nairobi City County; to evaluates whether women's home situations hinder participation of women in literacy programmes in Nairobi City County; to document the impact of the community attitudes and adult women learners self-perceptions and their implications for the participation of women in literacy programmes in Nairobi City County. The study population consisted of adult women learners and their facilitators. The researcher used a descriptive survey design. Data were collected using a survey questionnaire, focused group discussions, key informant interviews and observation. The findings reveal that the classes acted as a barrier to the participation of learners since they are meant for other purposes. The study also found that the main teaching method was that of lectures, others teach using the question-and-answer method, while some use discussion and a few use demonstration. It was also found that there are some people in the communities who still doubt the reasons for and the benefits that women may get from education. The study concludes that the main teaching method acts as a barrier since it does not enhance the understanding of the adult women learners. The study concludes that the adult education department has not invested in construction of facilities which are suitable for adult learning, to make the programme more attractive to the learners. Finally, the study concludes that community and self-perceptions influence women's education greatly. The study recommends the formulation and execution by the adult education department of a regular supervision of the teaching/learning activities in the various centres. The adult education literacy programme should be restructured to suit the learners' needs and provide them with relevant knowledge and skills for development. This will make the programme interesting and attractive to all adult learners. In addition, provision of adequate facilities at the learning centres is highly needed to create a conducive environment for adult women learners. There is a greater need for community sensitization about the benefits of women participation in adult literacy programmes. And, finally, there is need to put up a guidance and counselling programme in the centres to help adult women learners who face various problems at a personal level.

ACRONYMS

ACE: Adult and Continuing Education

BAE: Board of Adult Education

CBOs: Community-Based Organizations

COR: Cross's Chain of Response Model

DAE: Department of Adult Education

FBOs: Faith-Based Organisations

GoK: Government of Kenya

HKCSS: Hong Kong Council of Social Service

KNALS: Kenya National Adult Literacy Survey

KNBS: Kenya National Bureau of Statistics

NGOs: Non-Governmental Organisations

SDGs: Sustainable Development Goals

SPSS: Statistical Packages for the Social Sciences

UNESCO: United Nations Educational, Scientific and Cultural Organisation

CHAPTER ONE

BACKGROUND TO THE STUDY

1.1 Introduction

Education has continued to be honoured in a global society as it plays a role of equalizing our population (Day and Newburger, 2002:208). Education is a tool that enables nations to participate in the development process by attaining skill, knowledge and attitudinal change. Day and Newburger (2002:210) argue that people could pursue an education and, through working hard, achieve social mobility and material security. Education greatly improves the lives of individuals.

Adult education empowers one to interact and participate meaningfully and actively in social matters as well as social, political, economic and human captivities of oppression. If you educate a man you educate an individual, but if you educate a woman you educate an entire family. Educating a woman is important for preparing women for the present and future needs of the society and at an individual level (Rao, 1969).

Adult and continuing education (ACE) programmes are important in the development of any country. Literacy programmes play an important role in eradicating adult illiteracy and this helps in attaining Sustainable Development Goal number 4 of quality education. Kenya's viewpoint of education emphasises the need to develop the human capital so as to achieve the country's development goals (Republic of Kenya, 2012). Provision of education to citizens is obligatory if the country is to achieve all its plans.

The current Kenyan policies and the constitution recognizes that all citizens have a right to education (UNESCO, 2012:8). Also international education commitments and convections such as the Jomtien Protocols and the Millennium Development Goals insisted on the right to education for all (KNBS, 2007:18).

Since independence, Kenya has been in the struggle to reduce adult illiteracy so as to improve its socio-economic development (UNESCO, 2007:1). Certainly, the goals towards achieving adult literacy were recognized soon after independence in 1963 when the objectives of adult education were identified: to reduce illiteracy, impart relevant knowledge, skills and attitude for survival,

raise self-esteem and instill desirable behaviour (UNESCO, 2007). Adult education is provided by the Department of Adult Education (DAE), non-governmental organizations (NGOs), faith-based organizations (FBOs), community-based organizations (CBOs), the civil society, and private organizations (KNBS, 2007:33).

DAE was established in 1979, in the Ministry of Culture and Social services. In 2002, adult education was then moved to the Ministry of Education (UNESCO, 2007). So far DAE has a total number of 6,889 adult literacy classes/centres throughout the country but the number of classes operated by other stakeholders has not yet been confirmed (KNBS, 2007:33).

The 2007 Kenya National Adult Literacy Survey (KNALS) conducted by the Kenya National Bureau of Statistics (KNBS) shows that 7.8 million (38.5%) of Kenya's adult population is still illiterate. According to the report the male population recorded a higher literacy rate than the female population at 64.2 per cent and 58.9 per cent, respectively (KNBS, 2007:41). In 1999, the Population and housing census projected that some 4.2 million adults were illiterate with 60% of these adults being women (KNBS, 2007:1).

Like other countries, Kenya has been and is still focused on eliminating all kinds of gender gaps and achieving gender equality in education, as indicated in the 2000 Dakar Framework of Action and the Millennium Development Goal 3 (Chege and Sifuna, 2006). Despite the country's efforts to eliminate gender disparities in education systems that existed before its independence, the same disparities still exist. These are the social, cultural and economic factors that hinder women and girls from joining educational institutions.

For adults, participating in education activities is a choice that must be tailored into work, family and community responsibilities, and other interests and commitments. Lifelong learning is where people learn throughout their lives and due to many factors people tends to seek out education for many reasons. For instance, due to the introduction of new technologies and the changing work demands. The reasons why adults learn differ particularly at different times in the adult learners' life. It may be to fill in the educational gaps that exist, develop individually, work performance, to be employed or even join a job market (Chege and Sifuna, 2006).

Education is important to women in socio-economic platforms. When women are educated they improve in health, fertility and nutrition. Most women are concerned about how education will

help them improve their lives and also be in position to improve the lives of their families (Blalock et al., 2004). Women also indicated other reasons for being educated, including for independence in terms of supporting oneself without relying on welfare especially from their husbands and to serve as an example to their children. A study in South Africa indicated that children put efforts in school as a result of their mother's attainments in school (Blanden and Machin, 2004:230).

Despite prevalent agreements that people have a fundamental human right to education irrespective of their gender, a majority of adults in the world are still illiterate, and more than two-thirds of them are women. Women still face discrimination at all levels of education, as they have less opportunity than men in access to education in all developing countries. Therefore, various barriers preventing women's participation in education are a global issue.

1.2 Statement of the Problem

Globally the level of illiteracy among women as compared to men is high. This problem has an effect on women's lives and also influences their families and the nation as well. At the individual level education liberates the women and this in turn empowers them to make personal and social choices and also enables them to achieve equality. At the national level women's education is important as it contributes heavily to the national development and also to improvement in health, fertility and nutrition. According to UNESCO (2008:79) in Sub-Saharan Africa there was a slow increase of literacy levels, from about 54 % around 1990 to about 59 % around 2000. However, the absolute number of illiterates is growing. At the same time, the sub-region had about 62 million men and 102 million women, 164 million in total (UNESCO, 2008:83).

Despite efforts by the Kenya government, NGOs, FBOs, CBOs and other stakeholders to eradicate illiteracy in the country, there has been low level of participation of adult learners over the years as a result of the social, economic and cultural factors which limit their participation in literacy programmes countrywide. Nairobi City County is one of the regions experiencing poor participation in adult literacy programmes. This is evidenced by the low attendance, high dropout rates and low completion rate of adult learners in the literacy programmes (KNBS, 2007:13).

More women than men are enrolled for adult literacy programmes in Kenya each year but this situation could be attributed to the fact that women are more illiterate as compared to men. However, many women who are enrolled in adult literacy programmes may not participate. A study by the KNBS (2007) states that in 2004 the then Nyanza Province recorded an enrollment of 16,520 women learners but only 9,119 of the total enrollment number actually participated. On the other hand, the March 2006 quarterly report of the Department of Adult Education office in Nairobi City County reported an enrollment of 7, 497 learners but only 5,523 women learners attended. This shows clearly that only a few women manage to participate in literacy programmes probably due to the fact that they face various barriers as they participate (KNBS, 2007:2).

This study sought to find out the barriers which adult women learners encounter in the process of joining or after joining literacy programmes. The barriers may be connected to the organisation of the learning centres, lack of finance, lack of time, community members' attitudes towards adult education, methods of teaching and the physical environment of the learning centres. Thus, the main problem of this study was the low participation of adult women learners in literacy programmes in the Nairobi City County.

The barriers to participation in education activities that are usually reported in the literature describe the challenges that participants and potential participants face in the process of gaining access to and completing these activities. The barriers that non-participants face are of different magnitude and quality. However, such non-participants describe their reasons for not participating which resemble those used by participants. Low literacy levels are associated with low participation rates, learning difficulties, low self-esteem, low income and social problems (Gorard & Selwyn, 2005:1193).

This study, therefore, aimed at answering the following questions:

1. To what extent do the centres' conditions, procedures and resources hinder participation of women in literacy programmes in Nairobi City County?
2. To what extent do women's home situations hinder participation of women in literacy programmes in the City County?

3. How do attitudes held by the community and the adult women learners self-perceptions affect their participation in literacy programmes in the City County?

1.3 Objectives of the Study

1.3.1 General Objective

To examine the barriers to participation of women in adult literacy programmes in Nairobi City County.

1.3.2 Specific Objectives

1. To find out whether institutional conditions, procedures and resources hinder participation of women in literacy programmes in Nairobi City County.
2. To evaluate whether women's home situations hinder participation of women in literacy programmes in the City County
3. To document the impact of community attitudes and adult women learners' self-perceptions and their implications for the participation of women in literacy programmes in the City County.

1.4 Assumptions of the Study

1. Institutional conditions, procedures and resources present challenges to participation of women in literacy programmes in Nairobi City County.
2. Women's home situations pose challenges to participation of women in literacy programmes in the City County.
3. Community attitudes and adult women learners' self-perceptions demotivate the participation of women in literacy programmes in the City County.

1.5 Justification of the Study

The results of the study should be valuable to all adult literacy providers, that is, to the government, NGOs, FBOs, CBOs and other stakeholders. It could assist adult literacy providers to address the problems facing adult learners especially women learners and make adult literacy programmes successful. Awareness of the barriers should enable the providers to create gender

sensitive policies and allocate more resources to the education sector with the view to retaining women learners in adult literacy programmes countywide.

This study can also help DAE in implementing procedures and practices that are inclusive and responsive to all adult learners regardless of their gender. Finally, the research findings will add to the existing academic knowledge and assist scholars in adult education to borrow from the findings of this research to support literary citations for further research.

1.6 Scope and Limitations of the Study

This study was carried out in Nairobi City County, and focused on the barriers that women learners face while participating in adult literacy programmes. It adopted a descriptive survey design and was guided by Cross's Chain of Response Model (COR).

The study limited itself to Nairobi City County and therefore other Counties were not included due to financial constraints. This means that the findings of the study cannot be generalized because the study was based on a specific area that is Nairobi City County and did not give a clear representation of other Counties.

Some of the learners were not able to read, write and interpret the questionnaire. However, the researcher translated the questionnaire in kiswahili and also wrote down the responses for the learners who experienced difficulties.

Some adult educators viewed the exercise with suspicion and also most women learners were aged students involved in various activities and could not have spared time for the researcher to gather much information from them. But the researcher ensured maximum cooperation and honesty. She explained to them the importance of the study and assured them of their confidentiality and convinced them that the information was only for the purpose of research.

1.7 Definitions of Terms

Adult and continuing education (ACE): Is the learning processes within the perspective of lifelong learning whereby adults and out-of-school youth are given opportunities to develop their abilities, enrich their knowledge and improve their skills to meet their own needs and those of their society.

Adult and continuing education centre: Any place where basic literacy services are provided to adults either on a full-time or part-time basis. The place can be a school building for pupils, social centre, church, mosque, government building or they can also be places under trees.

Adult educator/facilitator/teacher: A person who facilitates learning of adults by teaching them, creating an environment that makes them feel secure and also providing them with professional services required in the teaching of adult fraternity.

Adult learner: A person who has attained the age of 18 years and above who is attending an adult literacy programme.

Adult literacy: Is a type of education given to adults with an intention of improving on their knowledge, skills and attitudes.

Barriers to learning: Obstacles adult women learners face as they participate in literacy programmes.

Continuing education: Refers to that education taken after earlier attained education for the purpose of advancing one's educational level.

Institutional conditions: These are the formulated conditions for the adult school such as size of classroom, and resources available.

Lifelong learning: Is where people are self-directed in the learning process and dedicate their life to continuous learning throughout, either in the formal, non-formal and informal learning.

Participation: The act of taking part in adult literacy programmes; in the context of this research, the term includes taking part in the process of decision-making, active involvement in enrolment, retention, progression, transition and achievement.

Provider: A supplier of adult education in Kenya, including the government, NGOs, CBOs, FBOs and other stakeholders.

Women's self-perception: This is what the women take as the truth about themselves.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature relevant to the research problem. The literature on barriers to participation of women in adult literacy programmes. The literature is reviewed along the following sub-areas: adult women learners, institutional conditions, procedures and resources, women's home situations and community attitudes, and women learners' self-perception towards adult education. The chapter also discusses the theory that guided the study.

2.2 Adult Women Learners

The problem of low numbers of adult women learners has been a global concern for several decades. The world has made sustained progress towards gender parity but many countries still have a long way to travel Kenya included. Gender disparities in adult literacy are wide spread especially in countries facing the greatest literacy challenge. World-wide women adults who cannot read and write account for 64%, and literacy rates are lower for women than men. Indeed, only 88 adult women are considered literate for every 100 literate adult men. Despite stable progress in most countries towards gender parity in adult literacy rates, significant disparities between adult men and women remain (UNESCO, 2006:67). Gender disparity to the disadvantage of women is especially marked in South and West Asia, the Arab States and Sub-Saharan Africa (UNESCO, 2005:70).

Literacy is recognized as a right in the Universal Declaration of Human Rights. It also enables people to achieve other human rights. People can use literacy skills to protect their legal rights, while inability to read and write keeps them from knowing what they are entitled to, and how to demand it (UNESCO, 2006:30).

One of the major challenges facing adult literacy, particularly in developing countries, is the gender disparity between illiterate adult males and females. Out of 771 million illiterate adults in the world, only 60% are women. For every ten illiterate persons, six are women (UNESCO, 2006:63).

According to the Kenya National Adult Literacy Survey report for 2007 there were more than 7.8 million or 38.5% adults in Kenya that lacked the minimum literacy levels (KNBS, 2007:41). A survey conducted by KNBS in 2007 reported that nationally the Kenyan population was literate. Nairobi City County recorded the highest number of adult learners standing at 87.1% for males and 86.9% for females. More than half the population at all ages were literate, with the highest percentage recorded for the 40 to 44 (94.2 %) followed by those who were 15 to 19 years old (93.0%) (KNBS, 2007:31).

Chlebowska (2000:64) states that in many traditional African communities, women are overloaded with responsibilities ranging from child bearing to running of family farms while men are not. He goes on to observe that, on average, African women spend their day in cleaning, family care, wood and water procurement, and subsistence agricultural work. This makes it difficult for women to participate in adult literacy classes due to conflict between their home duties and the programme. Women are often prohibited from all levels of decision-making, and the need to control women has always been an important part of men's success in most African societies. Decision-making is for men, while women are expected to accept everything without questioning (Obbo, 2000:72).

However, in Egypt the number of adult women learners has improved due to the introduction of education trainings in prisons, public clinics, women's groups, mosques and churches. The trainings have flexible times and encouraging incentives meant to encourage adult women learners during their course work. It has been found that this technique has not only inspired more women to attend literacy classes, but also to progress beyond basic literacy and go ahead to pursue progressive education (Sultana, 2008).

In Kenya, adult women learners participate in education through a wide range of organizations which include government departments, NGOs and other stakeholders. However women still face a variety of barriers to attain literacy; they are underprivileged and underrepresented in the development of the country (KNBS, 2007:33).

Thus, it is the obligation of all countries to treat women learners equally with men in order to attain educational access, which in turn increases their participation in different educational programmes. There are many international laws, treaties, conventions as well as policies which

set legal commitments on the right of education and gender equality. However, women are underrepresented in almost all levels of education (KNBS, 2007:39).

2.3 Barriers to Participation of Women in Adult Literacy Programmes

Cross's chain of response model divides the barriers into three types, namely, institutional, situational and dispositional. Situational barriers arise from the situations in which individuals find themselves in such as, a lack of money, time, or pressure from family, which discourage women adult learners from returning to school. On the other hand, institutional barriers emerge from the learning programmes such as the school being too far, classes being held at inconvenient times and admission requirements being inflexible. Finally, dispositional barriers are attitudes which the adults may possess, such as confidence to succeed, feeling too old, or being discouraged by a previous negative experience as a student (Cross, 1981:98).

2.3.1 Institutions, Procedures and Resources

These barriers are those problems which relate to women learners' presence in a given situation at a particular time, including both the social and physical environment surrounding the learner. Darkenwald and Merriam (1982) state that the most articulated situational barriers to participation in adult learning are lack of time, cost, home responsibilities, job responsibilities, lack of transport, lack of child care and exclusion due to physical location.

Barriers emerging from procedures of institutions include the techniques institutions use to design, deliver and administer learning activities, and methods that are repeatedly biased against or ignorant of the needs of adult learners. These factors include, but are not limited to: the availability and quality of information about learning opportunities; the level and type of credentials required for admission to learning opportunities; the quality and complexity of admission and registration procedures; the timing; scheduling and sequencing of learning opportunities; the attitudes and behaviours of administrative staff and instructors towards adults learners; the quality and availability of essential support services for learners, including library and computer resources; advising and counselling services; transportation services and the availability of administrative services at times suitable for the adult learner (Potter & Ferguson, 2003:8).

A study by Yadegarpour (2006) in the USA found that other factors that encourage enrolment decisions include availability of the programme, faculty support, short course programmes which take less time to finish and short distances to the learning institution, flexibility of programmes, as well as the registration process and services.

Cross (1981), classified barriers to the participation of adult learning in literacy programmes in several groups. One classification includes barriers related to the practices and procedures which include untimely schedules and poor choices of the learning centres, hence discouraging adult learners' participation. Lack of sufficient and qualified teachers is another factor that contributes to low participation of learners in adult literacy programmes in Kenya. A 2007 survey by KNBS, found that there was a reduction of around 40% in adult teacher recruitment thus limiting participation. The report indicates that there were those teachers who deserted the service due to early retirement, new career opportunities, retrenchment, sickness or death but had not yet been replaced (KNBS, 2007:34).

Mokah (2005) indicates that the teaching approaches used by adult teachers were a major discouragement to women's participation in adult literacy programmes. Vella (2002:186) carried out a study in America about barriers to adult learning and concluded that the learning activities should be in position to demonstrate the teacher's interest in learners' safety, the learners should be the main focus and inclusive in the learning activities, also teachers should be in position to listen and observe, design and use questions which are open so that learners can be in position to participate fully in a positive learning environment. That not only should learning tasks demonstrate the teacher's concern for safety, learners as subjects and an inductive approach, but adult educators should also listen, observe, design and use open questions that will invite participation in a positive learning atmosphere. He concluded that regardless of these barriers, the study has found that persons of any age can learn and prosper in their quests if they are given the opportunity, support and assistance they need. Knowles (1980: 43) states that adult learners are self-directed, meaning that they know what they want and that they are independent and any attempt to force them to learn what they do not want to learn becomes their barrier and can even result in withdrawal if not properly handled.

Cross (1981:98) indicates that lack of flexible courses to fit the needs of the learners is also a barrier that affects adult women learners' participation in adult literacy programmes. Others are

lack of weekend and evening courses for students who are working. He also found that if the teachers/facilitators are not well trained to meet the needs of the learners then this will act as a barrier which learners face. He concluded that institutions must become more flexible in their delivery allowing more part-time study at unconventional times in order to reduce the barriers. In Nigeria, a study by Terrell (1990) found that flexible programmes of learning resulted in increased numbers of adult learners in education. He found that flexible programmes made it easier for the learner to move towards a new faith for students learning individually and with the teacher.

2.3.2 Women's Home Situations

Family responsibilities act as the greatest barrier to women's participation in adult literacy programmes. It's more challenging for the single mothers to attend and complete their education as compared to married women who have the support of their husbands (Hoffman, 2000:24). In addition, most single mothers are often less educated and earn low as compared to single fathers (Zhan & Pandey, 2004:66). Contrary to these studies Hagedorn (1993) argues that marriage can negatively affect a learner's involvement in the learning process.

Home (1993, 1998) says that even though women are constrained by their multiple roles, delays as a result of lack of enough fund and time constraints, their participation in education raises the level of self-esteem and self-confidence. He found that many women adult learners lack enough time and resources such as money to buy learning materials to participate in class. Low economic status means that an adult woman learner will not be in a position to pay the required amount of fees in a given institution and this means that there will be low participation in literacy programmes.

The problem of home responsibilities may be influenced by the effects of violence. Women may find it difficult to join adult literacy programmes due to the risk of violence from their partners. Their attendance in class may trigger violence from their husbands who prevent them from attending classes by physically or emotionally abusing them (Horsman, 2004:140).

Negative attitudes held by the family, and the community at large usually culminate into low participation and completion rates of adult learners in the literacy programmes (Bamber & Tett, 2001:8).

A study by Fairchild (2003:14) found that adult learners feel guilty for taking time away from their families to pursue a personal interest, even if that personal interest will eventually add to the livelihood of the family. He also established that adult learners lack social connections when they return to school. He concluded that an adult learner cohort would help adult learners form a social support system on campus that could provide the encouragement and friendship needed to face the challenges of being an adult learner. Vella (2002:2) asserts that a state where single parenting is experienced can be made less of a barrier with operative childcare to guarantee that the educational process leads to a more stable living situation for the adult women learners involved.

In Uganda, Derbew (2004) did a study on distance and established that it was among the reasons for drop-outs in schools. He found that distance from learning centres in rural areas where the paths are bushy can be dangerous to adult women learners who can be raped on the way. The issue of the location of the learning centre and the means of transport used can present a barrier to the learning of women adult learners.

2.3.3 Community Attitudes and Women Learner's Self-perceptions towards Adult Education

Participation in adult education is greatly affected by the past experiences one went through in the process of acquiring an earlier education. For instance, the type of guidance one got from the family and the educational experience as a child, may be as a youth one experienced a distressed education history, poor performance in school, and lack of commitment in the learning activities at a younger age, could all affect one's participation in adult education (Bamber & Tett, 2001:57).

Attitude towards adult education and participation of adult in ACE, and negative attitudes held by the community about adult education can influence participation negatively (Bamber & Tett, 2001:62). According to Knowles (1980), adult learners should be assisted to view and understand education as a lifelong process. This should be done especially where adults were not developing a culture of reading after having formal education. The duty of the adult teacher should be that of assisting individuals to become motivated and also help adults to become self-directed in their learning. Also individuals can be assisted to identify their aspirations and assess their present levels of competencies, they will be able to identify their educational needs and hence increase the level of motivation to learn and attain their aspirations.

Adults are motivated to participate in adult education and complete by the personal interest, to be in position to be employed, or even family encouragement. Adult education is often reflected as a pathway to good jobs, better parenting skills, luxurious life (Sheehan-Holt & Smith, 2000:225). Personal motivations refer to the drive that fulfill individual needs or to meet other potentials and to feel healthy about oneself or build self-esteem (Yaffe & Williams, 1998:42).

A study in Canada found that employment and success related motives also positively influenced participation in adult education programmes. Zhang and Palameta (2006:9) state that the yearly income of Canadian men who joined adult education improved as compared to the earnings of men who did not join, 24% and 15%, respectively. Motivation may equally come from the determination women acquire from the family support, to set an example for their children, or to end the “illiteracy cycle” (Yaffe & Williams, 1998:42).

Prejudiced insouciances resulting from bias against people on the basis of age, ability and self-esteem are some of the barriers to adult women education when such attitudes are directed towards adult women learners in the education system. Murphy and Roopchand (2003:243) did a study in England about intrinsic motivation and self-esteem on the difficulty of adult woman’s accomplishment of university courses. They found that adult learners had greater levels of motivation and self-esteem towards education. They, however, concluded that although adult learners developed higher self-esteem and confidence, when they compared themselves with younger learners they were less confident and more anxious.

Calder (1993:69) did a study on people’s attitudes, beliefs and self-perception as barriers that affect adult women learners. In his study he found that education is an activity basically related, even in the minds of teachers, with childhood and that the major cause of this type of belief is lack of community sensitization about the importance of adult education. He also found that even today when one speaks of education, one is normally referring to initial education. He concluded that it is therefore not surprising that adult learners are perceived in the same way as child learners and this perception determines the processes and the organization of systematic study for persons beyond the school age.

At the individual level, learners often have particular issues that distress their learning. For example, learners with low self-esteem will find certain components of learning more

challenging unlike others learners and their individual barriers hinder their progress at times. A study by Mwamwenda (1995:5) in South Africa found that the satisfaction of higher or being needs such as self-actualization is highly dependent on the learner. She found that in provision of the means by which the learner's needs are met promotes motivation. She, therefore, concluded that verbal or written comments on learners work by the lecturer should be constructive and encouraging even if the student fails to meet the expected standard. Self-confidence, self-respect and feelings of adequacy can develop among adult female learners thus leading to participation during learning. The study related self-esteem to adult learning.

Obura and Rodgers (1993), in their study in Kenya, found that some educators are young as compared to their learners. They also found that adult learners are forced to drop out while others fail to participate in the programmes due to their age difference with the educator. The embarrassment from adult learners shows how they are seen as child learners in different institutions.

2.4 Theoretical Framework

2.4.1 Chain of Response Model

This study investigated barriers that hinder participation of women in adult literacy programmes in Nairobi City County using the theoretical framework developed by Cross (1981) to explain participation of adult learners. Cross's chain of response (COR) model has its roots in the writings of Harry L. Miller, Kjell Rubenson, Roger Boshier and Allen Tough who were scholars in adult learning and motivation (Cross, 1981: 112). Cross noted that these theories were not fully established regarding participation in adult education. Cross recognized some differences amongst Rubenson, Miller, Boshier and Tough, and also noted areas of convergence (Cross, 1981:122). It was upon this common ground that she began constructing her theory of adult education participation or the COR model.

The COR model proposes a broad understanding of barriers to participation at different stages. In overcoming the barriers, the model takes into account seven elements, namely, self-evaluation, learner's attitudes towards adult education, life transitions, motivation to learn, opportunities, barriers, and information linking motivated learners to appropriate opportunities and decision to participate (Cross, 1981:124).

Cross emphasises the motivational concept, which stresses the importance of understanding perceptions towards self and education. Motivation differs from one learner to another at different stages of life, and most learners have not only one reason but many reasons why they learn (Cross, 1981:97). He puts more emphasis on motivational factors by restoring the self-belief of the adult learner, reestablishing the facilitator-learner relationship, and providing a non-threatening and non-competitive flexible environment. The model recognises that women's motivation for engaging in literacy education includes personal, family and institutional related factors (Cross, 1981:128).

Cross also indicates that a lack of enthusiasm to participate in adult education may perhaps have more to do with personal and community perceptions than with any of the more practical barriers. Attitudes towards adult education are products of people's views that participation can bring about positive results and their estimations of those results, in turn perceptions are seen as having a main influence on people's intention (Cross, 1981:130). The model suggests that if non-participants have negative self-perception or attitudes about education (a lack of internal motivation), external factors such as lack of institutional support may strengthen a person's personality and this may lead to lack of participation in adult education. Those with strong internal motivation, according to the model, will overcome modest barriers.

The COR model is based on the assumption that participation in adult education is not only one act or decision, but rather the continuous process of a "chain of responses, each based on an evaluation of the position of the individual in his or her environment" (Cross, 1981:125). The model pre-supposes that participation decisions begin inside of the individual and flow gradually towards more external forces. According to the model, if an individual participates in an adult education situation, this in turn influences his or her attitudes about education, self-evaluation, and so on.

The model specifies that if a person has strong self-confidence at point A, has positive attitudes about learning at point B, and has self-confidence that participating in education activities will assist to attain personal goals at point C, then probabilities are that such a person will take advantage of learning opportunities, and vice versa is true. If a person has negative attitudes at Points A, B, and C, such as low self-esteem, negative about education and lack of confidence

then the person will certainly not go back to school. The model agrees that individuals have control over their own decisions and are not destined to behave in one way or another. In it, each response is based on an individual's evaluation of environmental factors (Cross, 1981:125). This is conceptualised as shown in Figure 2.1.

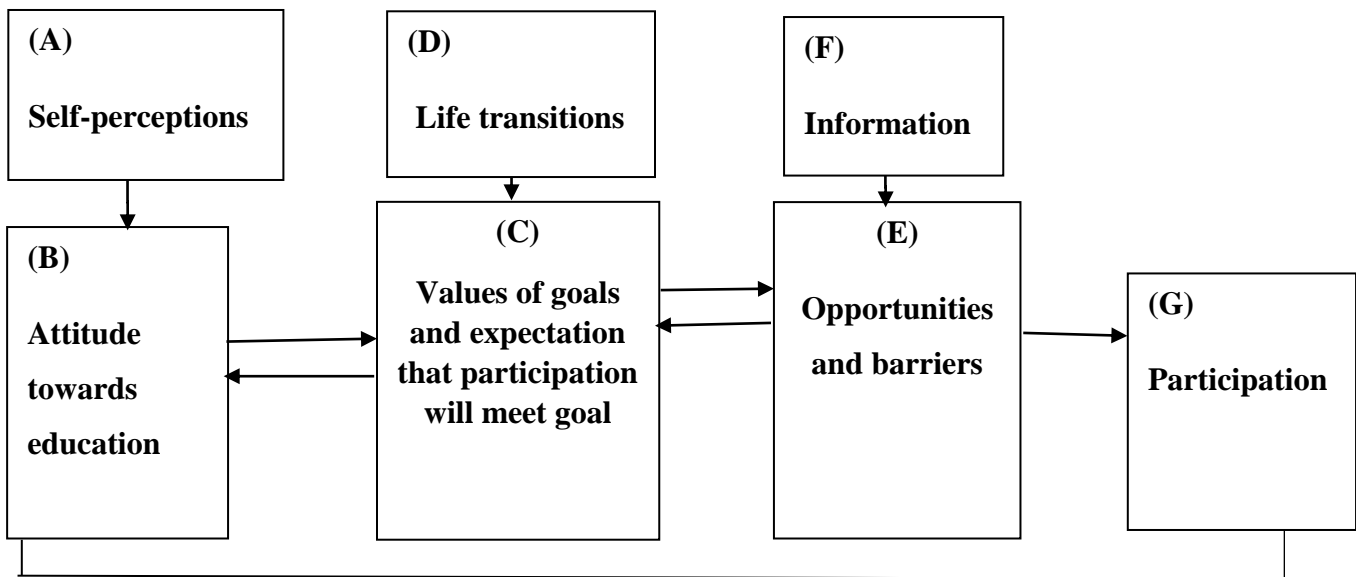


Figure 2.1: Chain of Response Model for Understanding Participation in Adult Learning
Source: Hong Kong Council of Social Service (HKCSS), 2002:6.

2.4.2 Relevance of the Theory to the Study

This model is an appropriate framework, since it focuses on motivational concept in learning and, particularly, the individual's perceptions of barriers and opportunities. Theoretically, it may be possible to describe the impact of institutional support on nonparticipants by the way nonparticipants describe the interaction concerning their internal motivation and their institutional support. The COR model holds that those with low internal motivation will be discouraged by lack of institutional support from participation in educational support programmes. Those with high levels of internal motivation may not view lack of institutional support as a barrier to participation. The model recognizes that there are personal as well as community factors that act as barriers and so prevent women adult learners from participating in literacy programmes. The model assists in explaining participation as a variable that depends on community attitudes and the self-perceptions of women learners towards adult education. This

part of the model addresses the third research objective, that is, to document the impact of the community attitudes and adult women learners' self-perceptions and their implications on participation of women in literacy programmes.

The study aimed at identifying the challenges that are caused by the institution (centre's conditions and procedures) and also women's home situations and how these issues lead to lack of participation in literacy programmes. The COR model permitted the researcher to explore how factors unique to women learners affect their learning and also assisted in realizing how women's background or situations are associated with the institutional situations (Cross, 1981:125).

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the research site, study design, as well as study population and unit of analysis. The chapter also describes the sample population and sampling technique as well as the methods and instruments of data collection and how the data were analyzed. Finally, the chapter discusses the ethical issues that had to be considered during data collection.

3.2 Research Site

3.2.1 General Information

This study was carried out in Nairobi City County. The name “Nairobi” comes from the Maasai phrase “enkare nyirobi” which means “the place of cool waters”.

Nairobi is an illustration of an African colonial city, with colonial origins which was initiated in 1899, and in 1907 it became a City of British East Africa and later it was granted City status on 20th May 1950 through a Royal Charter granted by Her Majesty the Queen during the British colonial government (Foran, 1950:161). Later in 1963 when Kenya got its independence, it became the capital of a free republic, and today with the promulgation of the Kenya Constitution, 2010, Nairobi is a City County of the Republic of Kenya.

Nairobi City County is one of the 47 counties of Kenya. The county has a total area of 696.1 sq. km. The county is divided into seventeen sub-counties and a total of eighty-five wards. It borders Kiambu County to the North and West, Kajiado to the South and Machakos to the East. Among the three neighboring counties, Kiambu County shares the longest boundary with it (GoK, 2007).

3.2.2 Inhabitants

Nairobi City County is cosmopolitan, meaning that it incorporates many people from all walks of life, local Kenyans and even foreigners who have moved in due to urbanization and tourism. According to the 2009 census, the county had a population of 3,138,369 inhabitants (GoK, 2010: iv). While a good number of the wealthy Kenyans live in the up-market areas of Nairobi, the largest numbers of the residents are the middle class living in the estates and the poor living in the slums.

3.2.3 Economic Activities

The economic advancement of any county provides resources to be used in supporting sectors such as health, education and other sectors that are important for the well-being of residents. Nairobi City County was originally an agriculture-based economy, but the city has grown exponentially and is now an important economic hub not only in Kenya but also in East and Central Africa ((GoK, 2007).

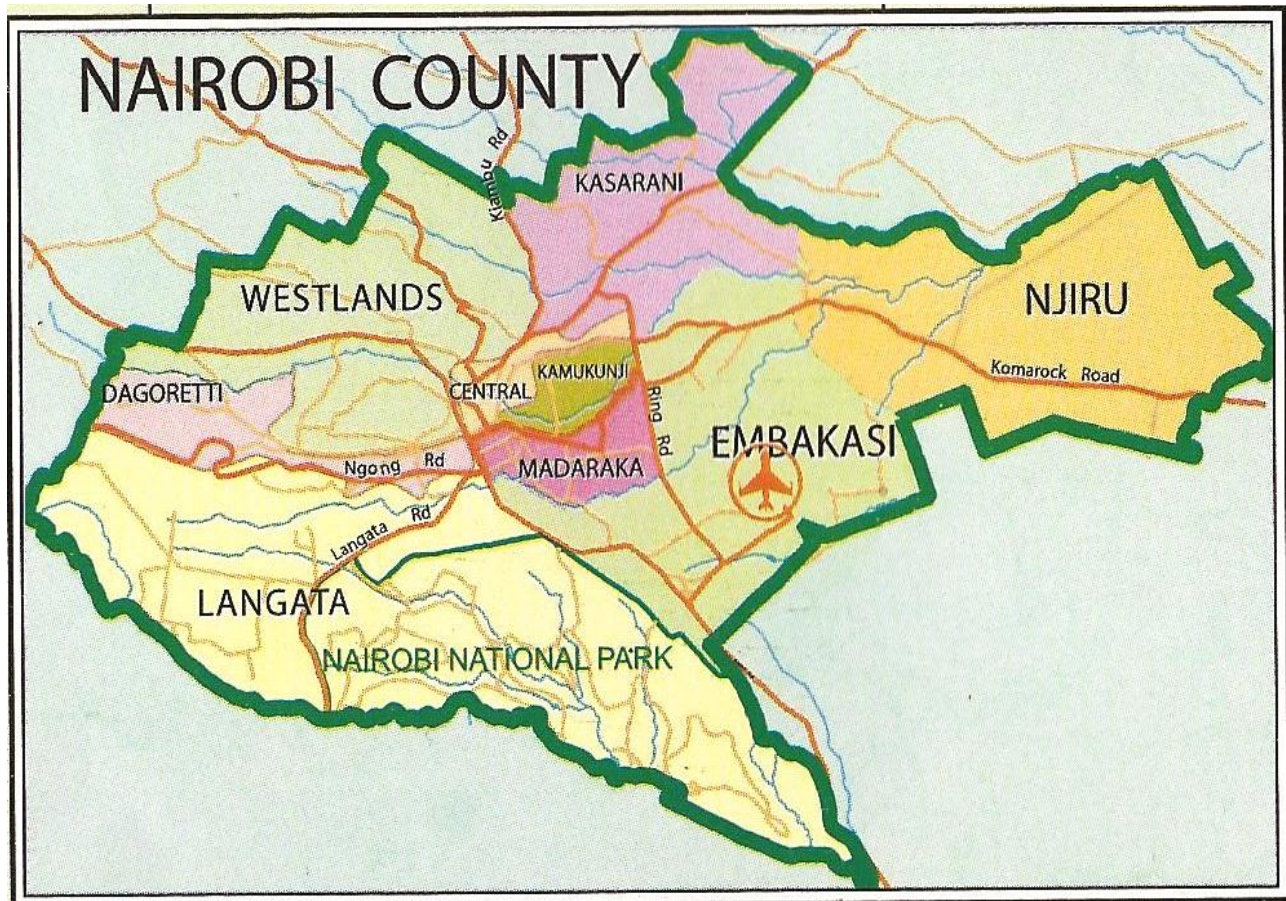


Figure 3.1: A Map of Nairobi City County showing Sub-counties

Source: Commons.wwmedia.org

3.2.4 Educational Facilities

Nairobi City County has high education levels as compared to other counties in the country. Thirty-eight per cent of the residents have attained primary level education, fifty one percent

secondary level of education and above, while only, eleven percent of the residents have no formal education (KNBS, 2013:12).

A survey conducted by KNBS in 2007 reported that there were 61.5% of the adult who had attained the minimum literacy level while 38.5% (7.8 million) adults were illiterate. The survey also showed that there is a high regional disparity in literacy achievements with Nairobi City County having 87.1% for males and 86.9% for females (KNBS, 2007:41).

3.3 Research Design

This study was largely a descriptive survey design and engaged both quantitative and qualitative research methods of data collection. This design was ideal because very large samples are viable, hence making the results statistically significant when analyzing multiple variables. In addition, high reliability is easy to achieve by subjecting all subjects to a standardized stimulus, which guarantees that the observer's subjectivity is greatly reduced. A descriptive survey design method, enables the researcher to summarize and organize data in an effective meaningful way (Mugenda and Mugenda, 2008:11).

Data were collected using survey method, focused group discussions, key informant interviews, and observation. Qualitative data were analyzed using emerging themes in line with the specific study objectives and the findings presented using verbatim quotes, and selected comments from informants. On the other hand, quantitative data were analyzed using Ms-Excel and findings are presented in form of charts, figures, and tables of frequencies and percentages.

3.4 Study Population and Unit of Analysis

This study targeted adult women learners in literacy programmes in Starehe Sub-county, Nairobi City County. There are 429 women adult learners in 26 centres in the sub-county. The unit of analysis was the individual adult woman learner.

3.5 Sample Size and Sampling Procedure

Babbie (2013:115) terms a sample as a subgroup of a population (usually of people) selected from a population and which reflects the whole population to be studied. It is a physical illustration of the target population and involves all the components that are possible members of a sample (Kothari, 2008).

For adult women learners, the sample size was determined by the following formula:

$$N = \frac{N}{1+N(e)^2}$$

$$429 = \frac{N}{1+N(0.05)^2}$$

$$N = \frac{429}{1+429(0.05)^2}$$

$$N = \frac{429}{1 + 429 \times 0.0025}$$

$$N = \frac{429}{2.0725} = 206.99638118 \sim 207$$

$$n=207$$

Where,

n = is the sample size

N= is the population size

e= is the confidence level=0.05

3.6 Data Collection Methods

3.6.1 Survey Technique

A structured questionnaire (Appendix 2) with both open and close-ended questions was used to collect data. The questionnaire survey had one module which was administered to women learners who are pursuing primary and secondary education. This helped in obtaining quality data that could be tabulated and treated in a statistical way while at the same time adopting flexibility in getting enough information on women learners' views about the barriers they face before joining and after joining literacy programmes. The questionnaire consisted of four sections. The first part collected information on the socio-demographic characteristics of the respondents, while the second, third and fourth parts contained sections in line with the objectives of the study.

3.6.2 Key Informant Interviews

According to Kombo and Tromp (2006) these interviews provide an opportunity to the interviewer to question thoroughly certain areas of inquiry. Nsubuga (2000) makes an argument that interviews provide additional information since respondents are contented communicating orally.

A key informant interview guide (Appendix 3) was used to gather information. The researcher identified three participants who were knowledgeable on the barriers that adult women face while participating in adult literacy programme in regard to the institution. Key informants were selected purposively based on their direct contact with women adult learners in Nairobi City County.

3.6.3 Focus Group Discussions

The researcher conducted three focus group discussions (FGDs) consisting of adult women learners undertaking beginner/basic level and those pursuing primary education. The groups consisted of 6-12 participants who were selected purposively. The purpose of the FGDs was to obtain consensus on the barriers to participation of women in adult literacy programmes. An FGD guide (Appendix 4) was used to guide the discussions.

3.6.4 Observation

Kothari (2003) says that the use of observation in the study allows the researcher to be in a position to observe the situation and issues personally without depending on other people. This provides the researcher with first-hand information. Data from observation was gathered through an observation checklist (Appendix 5).

3.6.5 Secondary Sources

The researcher used secondary sources of data from both published and unpublished documents. These were first used to identify the research problem but subsequently used throughout the study period.

3.7 Data Processing and Analysis

Quantitative and qualitative techniques were both applied to process and analyze data. Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) version 22 and Ms excel was used to describe and summarize the collected information and then

reduce the mass of data into manageable form that is to generate frequencies and percentages. On the other hand, qualitative data were processed and analyzed using thematic analysis. They were organised along key thematic areas and summarised into daily briefs and field notes.

3.8 Ethical Considerations

Ethics are standards governing human conduct which have important influence on people's well-being. This includes making a decision about right and wrong behaviour. Bryman (2007) states that the researcher is responsible for assessing the likelihood of any harm that the research participants may face and also the magnitude that it may be possible, the probability of harm should be reduced. The researcher recognized that the subject to be studied is very sensitive as it involves the moral values of women and institutions as a whole.

Each respondent was requested to participate without being pressurized. Respondents were thoroughly informed of their right to withdraw from the study anytime they wished to and reassured that declining would not affect them in any way. In addition, participation was purely voluntary.

An informed consent (Appendix 1) that briefly described the purpose of the study, benefits and the risks involved in the study was given to the participants to read, understand and the document was signed by the participants and the researcher.

The researcher ensured that the information was not to be public or disclosed to anyone. Respondents' names were not be written on the questionnaires. The researcher instead assigned a specific identity code to each respondent's information for anonymity. Finally, any secondary data used in this study were recognized and the proprietor of the information acknowledged accordingly.

CHAPTER FOUR

BARRIERS TO PARTICIPATION OF WOMEN IN ADULT LITERACY PROGRAMMES

4.1 Introduction

This chapter presents and discusses the study findings on the barriers to participation of women in adult literacy programmes in Nairobi City County. It starts with the presentation of the demographic characteristics of the informants which is presented in tables of frequencies, percentages and charts, and complemented by the interpretation and discussion of the rest of the findings.

4.2 Response Rate

Table 4.1 below presents the response rate of the respondents.

Table 4.1: Response Rate

| Category | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Responded | 144 | 70 |
| Did not respond | 63 | 30 |
| Total | 207 | 100 |

Table 4.1 above indicates that of the 207 respondents 144 (70%) responded to the questionnaire while 63 (30%) did not. However, the researcher felt that 70% response rate was sufficient to proceed with data analysis. According to Mugenda and Mugenda (2008), a response rate of more than 55% is adequate for a study. The high response rate is attributed to the fact that the questionnaires were self-administered.

4.3 Socio-demographic Characteristics of the Respondents

4.3.1 Age

The researcher sought the age category of the adult women learners in adult centres. The findings indicate that the age of the respondents ranged from 18 to 50+ years and above. Most of the respondents were in the 18-30 and 31-40 age-brackets at 40% and 73%, respectively.

The ages of the learners showed clearly that younger adults are motivated to join the adult literacy programme as compared to much older women adult learners. Table 4.2 below summarizes the findings.

5 Table 4.2: Age Category of the Respondents

| Category | Frequency | Percentage |
|--------------|------------|------------|
| 18-30 years | 40 | 28 |
| 31-40 years | 73 | 51 |
| 41-50 years | 28 | 19 |
| 50 and above | 3 | 2 |
| Total | 144 | 100 |

Table 4.2 shows that most (51%) of the respondents, were aged 31-40 years, 28% were aged 18-30 years, 19% were 41-50 years while 2% were 50 and above years of age. This suggests that those below 50 years were more likely to participate in adult literacy programmes.

4.3.2 Marital Status

The study also sought to know at establishing the marital status of the respondents. This was of importance as it had a bearing on their participation or non-participation. The results are as presented in Figure 4.1 below.

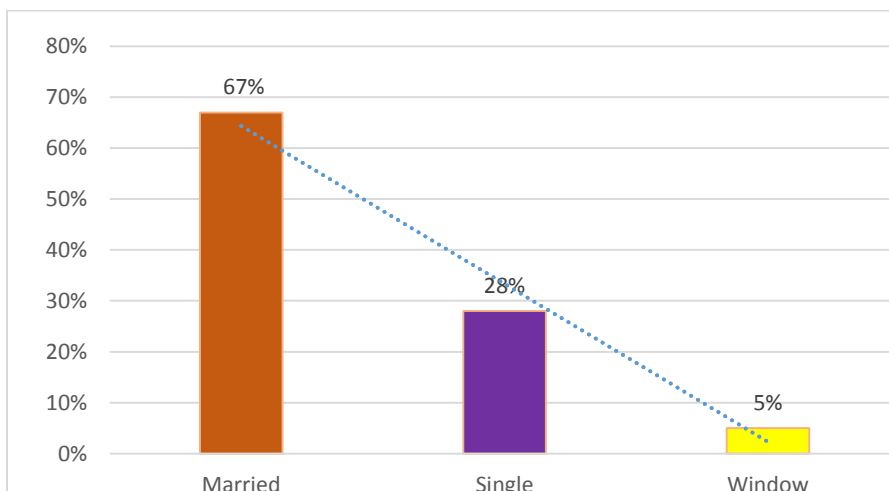


Figure 4.1: Respondents' Marital Status

Figure 4.1 shows that 67% of the respondents were married, 28% were single and 5% were widowed. These findings indicate that the majority of the respondents were married women. This suggests that married women were more likely to participate in adult literacy programmes than single ones. However, this has implications on their participation since they were likely to be parents and had family responsibilities. Being married and having family responsibilities could act as a barrier to participation in adult literacy programmes, although these findings seem to suggest otherwise.

Table 4.3: Number of Children

| Category | Frequency | Percentage |
|----------------------|------------|------------|
| 1-2 children | 26 | 18 |
| 3-4 children | 71 | 49 |
| 5 and above children | 47 | 33 |
| Total | 144 | 100 |

The respondents were required by the study to point out the number of children that they had in their families. The findings in Table 4.3 indicate that nearly half (49%) of the adult women learners had 3-4 children, 33% had 5 and above children while 18% had 1-2 children. These findings suggest that the women adult learners were parents with other family responsibilities which could hinder their participation in adult literacy programmes.

4.3.3 Occupation

The study also sought to establish adult women learners' employment status. According to the findings a majority (67%) of the women adult learners were employed while 33% were unemployed. Adult women learners who were employed devoted a considerable amount of time at work, increased time spent working results in decreased time spent on the centre and this hindered their participation in adult literacy programmes unlike the ones who are unemployed.

4.3.4 Estimated Monthly Income

Analysis of the levels of income for women adult learners as shown in Figure 4.2 below indicates that most women adult learners comprised people earning KES 5000-10000 a month. This suggests that a majority of women adult learners were of low economic status and spent

most of their precious time generating income to be in a position to improve their family economies, thereby failing to participate in adult literacy programmes. Low income earnings discourage women from participation in adult literacy programmes.

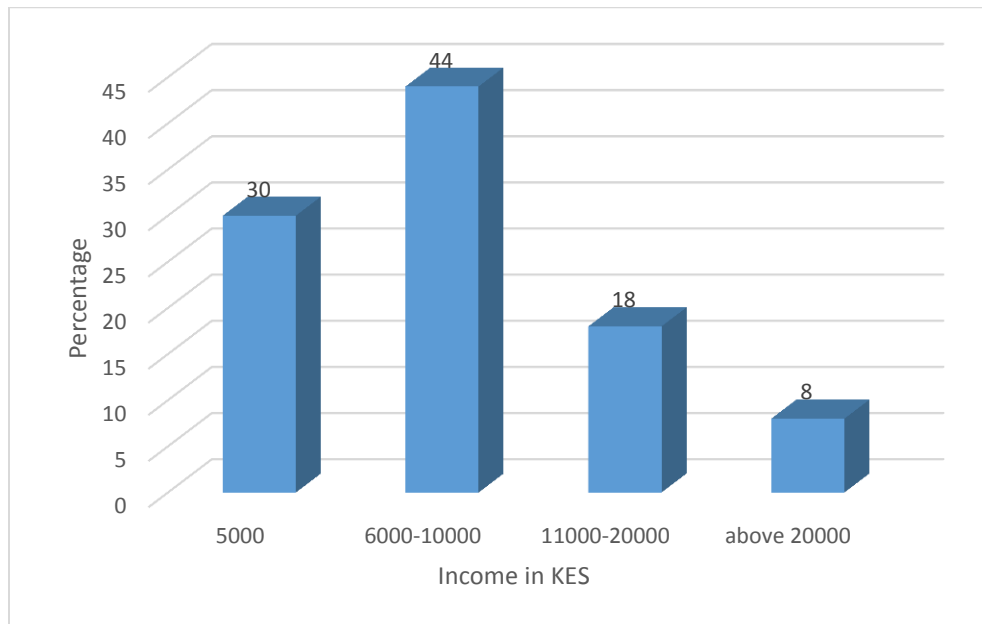


Figure 4.2: Respondents Monthly Income

4.3.5 Payment of School Fees

The women adult learners were required to indicate whether they paid for their education. From the findings, all of them suggested that they never paid for their education. This demonstrates that adult literacy programme was available to the women adults since no payment is required. Thus, even though a majority of the adult learners were economically underprivileged, they could still participate in learning since no fees are required.

4.4 Institutional Factors

The study investigated how institutional factors hinder participation of women adult learners in literacy programmes. The adult teachers indicated that the classes were not appropriate for adult learners and that they acted as a barrier to the participation of learners, the reason being that the classes were meant for other purposes. According to one of the teachers:

The classes where we normally teach from do not favour the learning of our learners because the classes are held in a noisy environment and also the facilities which are used are for other events other than adult learning.

Many women adult learners experienced challenges in terms of the facilities being used. One respondent had this to say:

As learners in this school we do not feel comfortable while using the tables and chairs in the classrooms since most of them are meant for younger students and we feel too bad and at times fail to concentrate on our work in class.

The study found that the learning institutions have not invested in the construction of facilities suitable for adult learning. Most of the centres are located in multipurpose halls, churches or primary schools. Since the learning environment is not encouraging this has a negative influence on the level of participation of women adult learners in the institution as they get discouraged. This finding is in support of Ngau's (1997) study on the situation of adult literacy in Kenya which established that lack of resources was a major contributing factor to the drop-out in literacy classes. That study found that 69% of the centres sampled for the research had no suitable buildings for use by the literacy programmes. Instead, literacy classes were conducted in primary schools and churches. The adult learners used furniture used by primary school pupils which were not suitable for them. Adult literacy programmes took place in different places including schools, churches and social halls which are sometimes not suitable for adult learning. For instance, some rooms used as classes were dirty and poorly lit and ventilated (Ngau, 1997:29).

4.4.1 Teaching and Learning Procedures

The findings of the study established that the magnitude to which courses are offered triggered a barrier to participation of women adult learners in adult literacy programmes. The researcher investigated the methods and the teaching styles used in teaching adult women learners. The findings are presented in Table 4.4 below.

Table 4.4: Teaching and Learning Procedure

| Procedure | Frequency | Percentage |
|---------------------|------------------|-------------------|
| Lecture | 77 | 53 |
| Question and answer | 31 | 22 |
| Discussion | 28 | 19 |
| Demonstration | 8 | 6 |
| Total | 144 | 100 |

The findings in Table 4.4 indicate that slightly more than half (53%) of the respondents stated that they were taught using the lecture method, 22% were taught using the question and answer method while 19% indicated that they were taught using discussion and, lastly, 6% were taught using demonstration. This indicates that most of the teaching in most learning centres was theoretical in nature, meaning that it does not enhance understanding by learners. This was clearly brought out by a teacher informant who said:

I teach my class using books which are provided by the ministry and what is required of the level of education a learner is, students are supposed to listen and ask questions later when the teacher is done. It's very rare for me to spend time demonstrating, I teach and my part is complete.

These findings support those of Gboku (2007) who states that there are different teaching methods, including demonstration, lecture, guided discussion and individual reading assignment. Hetherington and Parke (1999) suggest that the approach to be used while teaching adults should motivate and sustain the learner's interest so that learners can enjoy and participate actively in the lesson.

FGDs established that adult women learners experienced problems with their educators' attitudes. The learners felt that their educators undermined them and treated them as small children. This suggests that participation in adult literacy programmes can be greatly influenced by educators/teachers attitudes towards women adult learners.

The study findings by Mokah (2005) indicate that learning practices and procedures used by the teachers are the main cause of adult learners, particularly women, becoming disinterested in adult literacy. Dominant among them was failing to use a more participatory learning approach and sharing of ideas. Further, he specifies that adult education can be motivated by use of the best learning approaches which are participatory in nature and that engage learners, also by having the best resource persons who are in a position to help learners and in this the teacher acts as a facilitator to support and advise learners in their learning process. Finally, the facilitators should teach based on the learners' needs and differences.

Table 4.5: Organisational Issues

| Statements | Frequency | Percentage |
|--|------------------|-------------------|
| Absence of evening and weekend courses for employed students prevents adult women learners from participating in adult literacy programmes | 76 | 53 |
| Teachers who are not well trained to meet the needs of adult women students hinder participation of women in adult literacy programmes | 81 | 56 |
| Organizational problems, for example, lack of proper set timetables, venues and syllabuses hamper women's participation in adult literacy programmes | 89 | 62 |
| Adult education and literacy programmes do not exist in most institutions. | 67 | 47 |

The results in Table 4.5 indicate that a majority (62%) of the respondents agreed that organizational problems, for example, lack of proper set timetables, venues and syllabuses hamper participation of women in adult literacy. Fifty-six per cent of the respondents also agreed that teachers who are not well trained to meet the needs of adult women learner's acts as a hinder participation of women in adult literacy programmes. In addition, 53% of the respondents agreed that absence of evening and weekend courses for working students affect adult women learners from participating in adult literacy programmes. Finally, 47% of the respondents agreed that adult education and literacy programmes do not exist in most institutions. When one teacher

informant was asked if she had been trained to teach adult learners she said: “I was oriented for 3 days to teach adults but am a professional teacher with a diploma in primary education, so I can teach children well”.

These findings are in line with those by Yadegarpour (2006:67) who found that in the USA factors that encourage enrolment decisions include availability of programmes, faculty support, short courses which take less time to finish, short distances of learning centres, and flexibility of the programme. In addition, the study found out that the registration process and other services are important to non-traditional learners and that these characteristics brought about by the institution may have more influence on a learner’s enrollment decision than the learner’s characteristics.

4.4.2 Enrollment by Women Adult Learners

The study revealed that the centres offer literacy courses for beginners, primary education, secondary education and other courses. The findings are shown in Table 4.6 below.

Table 4.6: Adult Learners’ Level of Education

| Category | Frequency | Percentage |
|-----------------------|------------------|-------------------|
| Beginners/basic level | 71 | 49 |
| Primary education | 47 | 33 |
| Secondary education | 26 | 18 |
| Total | 144 | 100 |

Table 4.6 above shows that about half (49%) of women adult learners were enrolled in the beginners’ class, followed by primary level at 33% and secondary level at 18%. This shows clearly that there is low participation of adult learners in advanced education levels as the majority of learners are concentrated in the beginners’ and primary levels. This could be attributed to the fact that despite the presence of the programme for a long time in Nairobi City County, not much awareness has been created among the targeted recipients.

According to Darkenwald and Merriam (2010:45) the most expressed situational barriers to participation in adult learning are home and work responsibilities, long distance and lack of transport means, fee requirement and lack of enough time. Barriers resulting from processes of institutions include the approaches used by the institutions to design, provide and manage learning activities, approaches that are often unfair or ignorant about the needs required by adult learners.

4.5 Institutional Resources

The respondents were asked to comment on the learning materials provided by the centre. The findings are presented in Table 4.7 below.

Table 4.7: Institutional Resources

| Indicator | Frequency | Percentage |
|---|------------------|-------------------|
| The Centre has books for my level | 34 | 23.6 |
| Books are either not available or they are not enough | 65 | 45.1 |
| Books available are either old or not in good condition | 45 | 31.3 |
| Total | 144 | 100.0 |

Table 4.7 above shows that more than four-fifths (45.1%) of the respondents indicated that books are either not available or they are not enough, followed by 31.3%% who stated that the available books are either old or not in good condition, while 23.6% indicated that the Centre has books for their level. The study findings from FGDs showed that the reason why they did not have enough and varied instructional resources was because the Ministry of Education and Vocational Training was supposed to supply the instructional resources like word-cards, wall pictures, picture-cards and tape-recorders but did not. Other items used in literacy classes that were considered as instructional materials included primers, exercise books and pencils which were found to be in short supply. In some instances, the learners were asked to buy these items, but the majority of the female participants could not afford to buy them. Lack of these resources might also have contributed to the women's low performance in literacy classes. This suggests that lack of adequate learning materials, to some extent, affected the learners' performance in literacy classes.

These findings are in line with those of Kaburu (2007) who found that without teaching and learning materials, no learning can actually take place. Thus, these are likely to be quality education for adult basic education learners if instructional materials are provided in the adult education centres. The learning and teaching materials attract the attention of the adult learners who then become active and interested in learning. Through the use of the learning materials, adult learners are able to understand unfamiliar objects when they interact with them.

4.6 Personal Factors

4.6.1 Distance from Home to the Learning Centres

The respondents were further required to specify the distance from their homes to the learning centres. The findings are summarized in Figure 4.3 below.

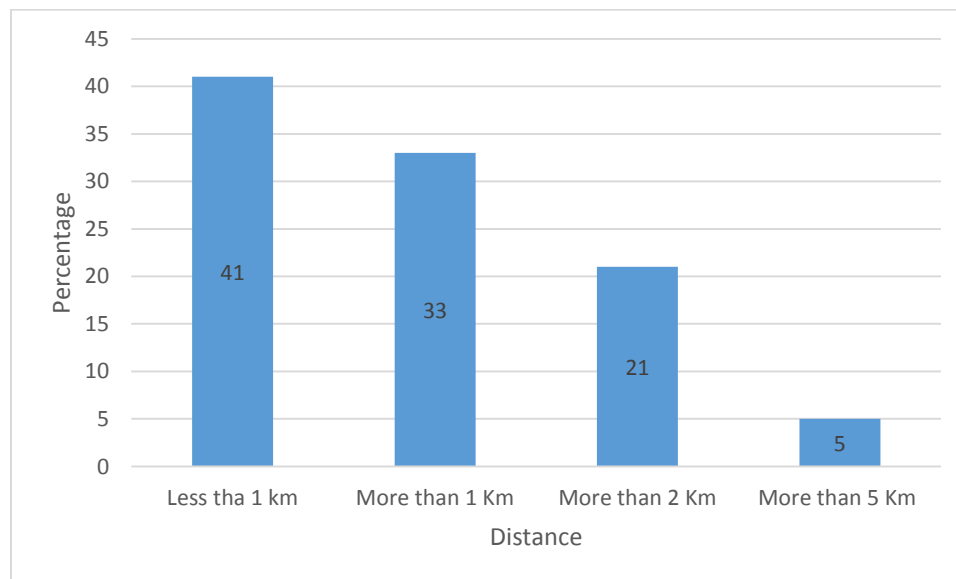


Figure 4.3: Distance from Home to the Learning Centre

From the findings in Figure 4.4 below, about two-fifths (41%) were less than a kilometre away from the learning centre, 33% were more than a kilometre, 21% were more than 2 kilometres and only 5% were more than 5 kilometres away from the learning centre. According to Oluoch (2005:7) fairly long distances to the centres posed health problems causing low participation in adult literacy programmes. Oluoch (2005:7) also found that one of the reasons cited for low enrolment and high drop-out rates was distances to the learning centres. He also points out that daily average attendance was usually irregular due to the long distance to the learning centre.

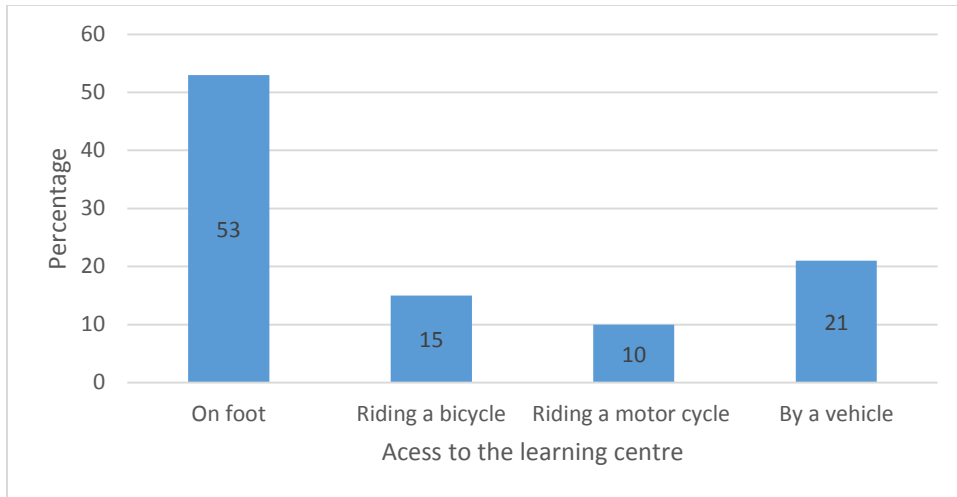


Figure 4.4: Access to the Learning Centre

From the findings a majority (53%) of the women adult learners accessed the centre by foot, 15% by riding a bicycle, 10% by riding a motor cycle, while 21% went by vehicle. Figure 4.5 indicates that the centres are accessible to the learners and so this does not greatly affect their participation in literacy programmes. Lack of proper means of transport to and from the centres can causes low levels of women’s participation in literacy programmes.

4.6.2 Family Responsibilities

The respondents were asked to rate how the items on family responsibilities influence their participation in adult literacy programmes. The findings are presented in Table 4.8 below.

Table 4.8: Family Responsibilities and their Effect on Women’s Participation in Adult Literacy Programmes

| Statements | SA (f/ %) | A (f/ %) | U (f/ %) | D (f/ %) | SD (f/ %) |
|--|--------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------------------|
| Marriage hinders active participation in adult literacy programmes | 79 (55) | 40 (28) | 0 | 16 (11) | 9 (6) |
| Parenting hinders participation in adult literacy programmes | 97 (67) | 17 (12) | 0 | 30 (21) | 0 |
| Home care hinders participation in adult literacy programmes | 88 (61) | 33 (23) | 0 | 11 (8) | 12 (8) |
| My role as a caregiver for an elder was a barrier to my participation in adult literacy programmes | 89 (62) | 45 (31) | 0 | 10 (7) | 0 |
| Lack of resources to pay school fees was a barrier to my enrollment in adult literacy programmes | 0 | 0 | 0 | 40 (28) | 104 (72) |

Key- Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD)

As shown in Table 4.8 above, the respondents were first asked about the impact of marriage on their participation in adult literacy programme. About 55% and 28% of the respondents strongly agreed and agreed, respectively, while 11% and 6% of them disagreed and strongly disagreed, respectively. In the second item, the respondents were asked about the influence of parenting on their participation in the literacy programme. The results indicate that 67% strongly agreed 12% agreed and 21% disagreed.

Concerning the influence of home care, the majority (61%) of them strongly agreed with the statement, 23% of them agreed, while 8% of them disagreed and 8% strongly disagreed. Regarding their role of care giving to the elderly vis-à-vis their participation in adult literacy programmes, the majority (62%) of the respondents strongly agreed with the statement, 31% agreed, while 7% disagreed with the statement. On the other hand, the majority (72%) of the respondents strongly disagreed with the statement that lack of funds to pay for school fees was a barrier to enrollment in adult literacy programmes, while (28%) disagreed.

Women were found to have many responsibilities which influenced their performance in literacy classes. These activities included household chores, agriculture and petty trading. Such activities prevented women from attending classes regularly, a factor which adversely influenced their class attendance.

FGD participants confirmed that of family responsibilities, such as cooking and taking care of the family, hinder participation of women adult learners in adult literacy programmes. Participants also pointed out that health reasons like their children being sick or giving birth were barriers, too. This is the biggest fear for the majority of participants. Even though some of their partners permit them to go to school, they normally make sure that everything in the house is in order before leaving for literacy classes to avoid misunderstandings. However, a few said that they were still concerned about their children's welfare and their homes when they were in class.

Women were entangled with their customary roles given that families are interlocked with many events like sickness, death, traditional rituals or weddings, which are considered to be far more important than the literacy classes. For example, according to one respondent, *“When we have weddings, funerals and other occasions in our community, I am required by my husband to skip classes in order to attend because they are of great importance as compared to class”*.

These findings are in line with those by Nafukho et al. (2005) who found that most African marriages and families are patrilineal, meaning that the spouses live in a 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. Men, therefore, maintain control over women and decide whether the women attend literacy classes or not.

4.7 Community Attitudes and Women Learners' Self-perceptions of Adult Education

The study sought to investigate how the attitudes held by adult women learners and the community towards adult education contribute to their participation in adult literacy programmes.

4.7.1 Community Attitudes

A mere mention of adult education will automatically raise a lot of judgment. Communities differ on the issue of educating women. At the present time, there are some people in the communities who still doubt the reasons for and the benefits that women may get from

education. They feel that even if women go to school they will not benefit and will end up in the farm or kitchen. FGD participants were of the opinion that their community believes that sending a married woman to school will be exposing her to men who will seduce her and make her abandon her family. In addition, participants pointed out that women are supposed to be silent when men are talking and still the community believes that women are supposed to stay at home, take care of the children, do house chore, and prepare food for their husbands instead of wasting their time in education.

Traditional beliefs in Africa have done a lot to hinder women's education. These findings are in line with the study conducted by Lind (1992), who found that women are expected to be silent when men are talking. A man is the "spokesman", meaning that he has more power and authority over the woman and this is because of the patriarchal traditions.

4.7.2 Self-Perceptions

The study sought to investigate how self-perceptions held by adult women learners act as a barrier to the level of their participation in adult literacy programmes. The findings are presented in Table 4.9 below.

Table 4.9: Reasons for Lack of Interest in Participation in Adult Literacy

| Reasons | SA (f/ %) | A (f/ %) | U (f/ %) | D (f/ %) | SD (f/ %) |
|--|--------------------------|-------------------------|---------------------|-------------------------|--------------------------|
| Women fear to face criticism for participating in adult literacy programmes | 88 (61) | 41 (28) | 11 (8) | 4 (3) | 0 |
| Low self-esteem discourages women from participation in adult literacy programmes | 92 (64) | 46 (32) | 0 | 6 (4) | 0 |
| Lack of assertiveness discourages women from participation in adult literacy programmes | 78 (54) | 54 (38) | 3 (2) | 3 (2) | 6 (4) |
| Fear of responsibility, for example, funding, challenges women from participation in adult literacy programmes | 94 (65) | 50 (35) | 0 | 0 | 0 |
| Poor emotional balance discourages women from participation in adult literacy programmes | 78 (54) | 32 (22) | 24 (17) | 8 (6) | 2 (1) |
| Lack of confidence in one's ability is a barrier to participation in adult literacy programmes | 98 (68) | 44 (31) | 2 (1) | 0 | 0 |
| Concern about attending school with younger or older students was a barrier to my enrollment in adult literacy programmes. | 78 (54) | 39 (27) | | 4 (3) | 23 (16) |
| Health problems/physical handicaps prevent women from participating in adult literacy programmes | 73 (51) | 57 (40) | 0 | 9 (6) | 5 (3) |
| Unsuccessful previous attempts discourage women from participating in adult literacy programmes | 64 (44) | 29 (20) | 0 | 14 (10) | 37 (26) |
| Unfamiliarity with English as a medium of instruction discourages women from participating in adult literacy programmes | 59 (41) | 43 (30) | 0 | 26 (18) | 16 (11) |

Key- Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

Results in Table 4.9 above show that 61% of the respondents strongly agreed, 28% agreed, 8% were undecided while 3% disagreed that women do not participate in adult literacy due to fear of criticism. This indicates clearly that many women face problems while participating in adult literacy programmes due to fear of criticism.

It was also found that low self-esteem discourages women from participation, with 64% of the respondents strongly agreeing, 32% agreeing, and only 6% disagreeing with the statement. This indicates that low self-esteem acts as a barrier to the participation of women adult learners in literacy programmes.

The table also indicates that 54% of the respondents strongly agreed that assertiveness discouraged women from participating in adult literacy programmes, 38% agreed, 2% were undecided, 2% disagreed while 6% strongly disagreed. This suggest that lack of assertiveness on the part of adult women learners hindered their participation in adult literacy programmes. The study further found that 65% of the respondents strongly agreed and 35% agreed that fear of responsibility, like funding, hinders women's participation in adult literacy programmes. In addition, 54% of the respondents strongly agreed, 27% agreed, 3% disagreed and 16% strongly disagreed that they were concerned about attending school with younger learners. This indicates that most women learners do not participate in literacy programmes because they do not want to learn with younger students. Furthermore, 51% strongly agreed, 40% agreed, 6% disagreed and 3% strongly disagreed that health problems/physical handicap is a barrier to participation of women in adult literacy programmes. These findings show that a majority of the respondents were in support of the statement meaning that health problems and physical handicap hinder participation of women in adult literacy programmes. The findings also show that 44% of the respondents strongly agreed that unsuccessful previous attempts discourage women from participating in adult literacy programmes, 20% agreed, 10% disagreed, and 26% strongly disagreed with the statement. This indicates that many women may find it difficult for them to go back to school due to earlier disappointments.

Finally, the findings indicate that 41% of the respondents strongly agreed that unfamiliarity with English language discourages them from participating in adult literacy programmes. On the other hand, 30% of the respondents agreed, 18% disagreed and 11% strongly disagreed. This suggests that a majority of the women adult learners who are not familiar with English faced difficulties to participate in adult literacy programmes.

These findings support those of a study by Oluoch (2005) who states that opposing priorities at personal, household and community levels influence adults' lives and create less or little space for the adult literacy programme. The findings are also in line with Kibera (1997), who observes that lack of self-confidence by adults and their fear to fail are deterrents to adults' participation in learning programmes because adult education institutions administer tests to learners in a way that shows their grades, which discourages them when their grades are seen by everyone, especially for those who do not perform well. Most adult learners like getting certificates although they fear doing the examinations. Seifert (1991) also indicates that often adults fear being laughed at by fellow learners and also other people that may be around their learning centre. This can lead to a feeling of insecurity and lack of protection which may result in drop-out or irregular attendance in learning programmes.

CHAPTER FIVE

DISCUSSION, SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes and discusses the findings of the study, and presents conclusions and recommendations on the barriers to participation of women in adult literacy programmes in Nairobi City County. Suggestions for further research are also presented in the chapter.

5.2 Discussion

The findings indicate that the main teaching and learning method which was used to teach adult women learners was the lecture method and that most of the teaching in most learning centres was theoretical in nature. Teaching and learning methods used did not engage learners in the learning process. The study agrees with the findings by Hetherington and Parke (1999) that the approach to be used while teaching adults should motivate and sustain the learner's interest so that learners can enjoy and participate actively in the lesson. According to Mokah (2005) learning practices and procedures used by the teachers are the main cause of adult learners, particularly women, becoming disinterested in adult literacy. Dominant among them was failing to use a more participatory learning approach and sharing of ideas. Further, he specifies that adult education can be motivated by use of the best learning approaches which are participatory in nature and that engage learners, and by having the best resource persons who are in a position to help learners and in this the teacher acts as a facilitator to support and advise learners in their learning process. Finally, the facilitators should teach based on the learners' needs and differences.

The researcher also established that the learning environment was not conducive. The classes were not appropriate for adult learners and so acted as a barrier to the participation of learners. The learning institutions have not invested in the construction of facilities suitable for adult learning. Most of the centres are located in multipurpose halls, churches or primary schools. Since the learning environment is not encouraging this has a negative influence on the level of participation of women adult learners in the institution as they get discouraged. This finding is in support of Ngau's (1997) study on the situation of adult literacy in Kenya which established that lack of resources was a major contributing factor to the drop-out in literacy classes. That study found that 69% of the centres sampled for the research had no suitable buildings for use by the

literacy programmes. Instead, literacy classes were conducted in primary schools and churches. The adult learners used furniture used by primary school pupils which were not suitable for them. Adult literacy programmes took place in different places including schools, churches and social halls which are sometimes not suitable for adult learning. For instance, some rooms used as classes were dirty and poorly lit and ventilated (Ngau, 1997:29).

The study findings indicate that the majority of the respondents were married women. This suggests that married women were more likely to participate in adult literacy programmes than single ones. However, this has implications on their participation since they were likely to be parents and have family responsibilities. It was noted that women have many responsibilities which influenced their performance in literacy classes. These findings are in line with those by Nafukho et al. (2005) who found that most African marriages and families are patrilineal, meaning that a woman lives in a 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. Men, therefore, maintain control over women and decide whether the women attend literacy classes or not.

It was noted some people in communities still doubt the reasons for and the benefits that women may get from education. They have negative attitudes towards educating adult women learners. Traditional beliefs in Africa have done a lot to hinder women's education. These findings are in line with the study conducted by Lind (1992), who found that women are expected to be silent when men are talking.

Study findings revealed that self-perceptions held by adult women learners act as a barrier to the level of their participation in adult literacy programmes. Lack of self-confidence, poor emotional balance, unsuccessful previous attempts, attending school with younger or older students, among other reasons, hinders participation of women adult learners in adult literacy programmes. The findings are in line with Kibera (1997), who observes that lack of self-confidence by adults and their fear to fail are deterrents to adults' participation in learning programmes because adult education institutions administer tests to learners in a way that shows their grades, which discourages them when their grades are seen by everyone, especially for those who do not perform well. Most adult learners like getting certificates although they fear doing the examinations. Seifert (1991) also indicates that often adults fear being laughed at by fellow

learners and also other people that may be around their learning centre. This can lead to a feeling of insecurity and lack of protection which may result in drop-out or irregular attendance in learning programmes.

5.3 Summary

The first objective of the study was to find out whether adult literacy centres' conditions, procedures, resources hinder participation of women in literacy programmes in Nairobi City County. The findings reveal that adult educators/teachers were of the opinion that the classes were not appropriate for adult learners and that they acted as a barrier to the participation of learners since the classes are meant for other purposes. The study found that the department of adult education has not invested in construction of facilities which are suitable for adult learning. Most of the centres are held in multipurpose halls, churches and primary schools. Since the learning environment is not encouraging, this has a negative influence on the level of participation of women adult learners in the programme as they get discouraged. The study found that the main teaching method was using lectures, while others teach using questions and answers, some use discussion and a few use demonstration. The study also found that the factors that hamper participation of women in adult literacy include: organizational problems, for example, lack of proper set timetables, venues, syllabuses; teachers who are not well trained to accommodate learners' needs; absence of weekend or evening courses for working learners and lack of adult education and literacy programmes in most institutions. On enrollment, it was found that a majority of the learners had registered in the beginner's level, followed by primary level and secondary level. This shows clearly that there is low participation of the adult learners in the centres, especially in advanced education levels, as the majority of learners are concentrated in the beginner's level.

The second objective was on women's home situations that hinder participation of women in literacy programmes in Nairobi City County. A majority of the respondents were married women who were more likely to participate in adult literacy programmes than single ones. However, this has implications on their participation since they were likely to be parents and have family responsibilities, women take care of their homes and follow what they are required to do by their husbands. Family responsibilities greatly influence women's performance in literacy classes.

The third objective was to find out the impact of the community attitudes and adult women learner's self-perceptions and their implications on participation of women in adult literacy programmes in Nairobi City County. It was also found that most female adult learners have a positive attitude towards adult basic education learning. However, the results also indicate that there are some people in the communities who still doubt the reasons for and the benefits that women may get from education. They are of the opinion that even if women go to school they will not benefit and will end up in the farm or kitchen. Many respondents experienced problems with their educators' attitudes; they felt that their educators undermined them and treated them as small children. Having been denied opportunities to learn and to be independent, women do not have confidence in their abilities. Findings show that lack of confidence in one's capability is a barrier to participation in adult literacy programmes, since this combined with low self-esteem and criticisms discourage women from participation in adult literacy programmes. There was also fear of responsibility, for example, funding challenges women from participation in adult literacy programmes. In addition, unsuccessful previous attempts discourage women from participating in adult literacy programmes.

5.4 Conclusion

Adult women learners engage themselves in learning activities that provide them with relevant skills which help them perform well in their respective communities but, unfortunately, there are certain barriers that greatly affect their participation.

On the strength of the findings, the main teaching method which was used was the lecture method which was not practical in nature and this acted as a barrier as it did not enhance the understanding of the adult women learners. It was noted that the learning environment was not conducive and that the adult education department has not invested in construction of facilities which are suitable for adult learning. This acted as a barrier as most of the centres are located in multipurpose halls, churches and primary schools. Since the learning environment is not encouraging, this has a negative influence on the level of participation of women adult learners in the programme as they get discouraged from participating in adult literacy programmes.

The study also concludes that family responsibilities greatly influence participation of women adult learners in literacy programmes. Married women who participate in adult literacy programmes are entangled with many workloads. Women take care of their homes and follow

what they are required to do by their husbands and this influences their performance in literacy classes.

Although there is extensive information about adult education, the findings suggest that some people in the communities still doubt the reasons for and the benefits that women may get from education. They still regard participation as a waste of time. They have negative attitudes towards educating adult women learners.

Finally, the study concludes that self-perceptions held by adult women learners act as a barrier to the level of their participation in adult literacy programmes. Lack of self-confidence, poor emotional balance, unsuccessful previous attempts, and attending school with younger or older students hinder participation of women adult learners in adult literacy programmes.

5.5 Recommendations

From the study findings the following recommendations can be made:

1. The study recommends the formulation and execution by the adult education department of a regular supervision of the teaching/learning activities in the various centres.
2. The adult education literacy programme should be restructured to suit the learners' needs and provide them with relevant knowledge and skills for development. This will make the programme interesting and attractive to all adult learners.
3. Provision of adequate facilities at the learning centres is highly needed to create a conducive environment for adult women learners.

5.6 Suggestions for Further Research

1. There is need for further studies to establish whether the quality of facilitation influences the performance of the adult learners.
2. A study should be conducted to establish the learning needs of women adult learners in adult literacy programmes.

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Commons.wikimedia.org

APPENDICES

Appendix 1: Consent form

Good morning/afternoon

My name is Juliet Wanja Kariko, a Master of Arts in Gender and Development Studies student in the University of Nairobi. I am currently carrying out a study about barriers that affect the participation of women in adult literacy programmes. The project will help us better understand the barriers women encounter while participating in the programme, and am interested in finding out your views on this issue. Your participation in this study is very crucial as it will provide the most important information needed.

However, your participation is absolutely voluntary. If you agree to participate, I will keep everything that you state entirely private and confidential, and I will not talk to other people about what you say. You have a right to voluntarily participate, decline or choose not to give response to any questions you may feel uncomfortable with, and you can even stop whenever you feel like.

But I will kindly urge you to participate to the end of this very important exercise, since the potential risks for your participation are minimal. To guarantee the confidentiality of your information, the research team will handle the information with strict security norms, so as to provide safeguards against outside access to your data. Any information that might lead to your identification will be removed from the results published from this study.

If you agree to participate, please sign below.

Respondent: Date _____

Signature: _____

Interviewer: Date: _____

Signature: _____

Appendix 2: Survey Questionnaire

PART I: Bio-data

Please describe yourself and tick your answer in the box [√]

1. Name of adult literacy centre_____

2. Location_____

3. Year the Centre started_____

4. What is your age category?

18 – 30 years []

31 - 40 years []

41 – 50 years []

Above 50 years []

5. a) What is your marital status?

(i) Single [] (iii) Windowed []

(ii) Married [] (iv) Separated []

b) How many children do you have?

i) 1-2 []

ii) 3-4 []

iii) 5 and above []

6. Are you employed or unemployed?

i) Employed [] ii) Unemployed []

7. What is your likely monthly income?

(i) Below KES 5000 [] (iii) KES 11,000 – 20,000 []

(ii) KES 6000 to 10,000 [] (iv) Above KES 20,000 []

8. a) Do you pay any school fees to the Centre?

(i) Yes []

(ii) No []

b) If the answer to the question above is yes, state how much_____

PART II: Institutional barriers

1. Which of the following specifies the level you are presently enrolled for?

i) Basic level for beginners []

ii) Primary level education []

ii) Secondary level education []

iv) Any other []

2. Which teaching methods do the teachers use to teach you?

(i) Question and answer []

(ii) Lecture []

(iii) Discussion []

(iv) Demonstration []

3. Are you supplied with any materials in the learning centre, e.g., writing materials, exercise books?

(i) Yes [] (ii) No []

4. Which of the following is correct about the learning materials provided by the centre?

i) The Centre has books for my level []

ii) Books are either not available or they are not enough []

iii) Available books are either old or not in good condition []

5. To what extent do you agree with the following statements that measure the level of centres practices and procedures that affect participation of adult women learners? Use a scale of 1-5 where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5 = Strongly Agree.

| Statements | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| Lack of evening or weekend courses for working students affect adult women learners from participating in adult literacy programmes | | | | | |
| Teachers who are not trained to meet the needs of adult women students hinder participation of women in adult literacy programmes | | | | | |
| Organisational problems, for example, lack of proper set timetables, venues and syllabuses hamper women's participation in adult literacy programmes | | | | | |
| Adult education and literacy programmes do not exist in most institutions | | | | | |

PART III: Situational barriers

1. How far is your home from the centre?

(i) Less than 1km [] (iii) More than 2km []

(ii) More than 1km [] (iv) More than 5km []

2. How do you access your centre? Tick where applicable.

(i) On foot (walking) []

(ii) Riding on a bicycle []

(iii) Riding on a motorcycle []

(iv) By vehicle []

3. In what place is your centre located?

i) In a school [] ii) In church []

iii) In a community hall [] iv) Other (state) _____

4. a) Do you think family responsibilities have effect on women’s participation in adult literacy programmes?

i) Yes []

ii) No []

b) How do you rate the influence of family responsibilities on women’s participation in adult literacy programmes?

i) Very high

ii) High

iii) Low

iv) Very low

v) No comment

5) What is your opinion regarding the statement that family responsibilities affect women’s participation in adult literacy programmes? Below are some family responsibilities; rate them according to your opinion.

Key- Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD)

| Statements | SA | A | U | D | SD |
|--|-----------|----------|----------|----------|-----------|
| Marriage hinders participation in adult literacy programmes | | | | | |
| Parenting hinders participation in adult literacy programmes | | | | | |
| Home care hinders participation in adult literacy programmes | | | | | |
| My role as a caregiver for an elder was a barrier to my participation in adult literacy programmes | | | | | |
| Lack of resources to pay school fees was a barrier to my enrollment in adult literacy programmes | | | | | |

PART IV: Dispositional barriers

1. a) Indicate the kind of attitudes held in your community towards adult education.

i) Positive attitude []

ii) Negative attitude []

b) Are there people in your community you know that will not want to come and participate in adult learning because of negative attitudes?

i) Yes [] ii) No []

2. The following are reasons relating to women’s lack of interest in participation in adult literacy programmes.

Key- Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Please rate the options according to your opinion

| Reasons for lack of interest in participation in adult literacy | SA | A | U | D | SD |
|--|-----------|----------|----------|----------|-----------|
| Women fear to face criticism for participating in adult literacy programmes | | | | | |
| Low self-esteem discourages women from participation in adult literacy programmes | | | | | |
| Lack of assertiveness discourages women from participation in adult literacy programmes | | | | | |
| Fear of responsibility, for example, funding, deters women from participation in adult literacy programmes | | | | | |
| Poor emotional balance discourages women from participation in adult literacy programmes | | | | | |
| Lack of confidence in one’s ability is a barrier to participation in adult literacy programmes | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Concern about attending school with younger learners was a barrier to my enrollment in adult literacy programmes | | | | | |
| Health problems/physical handicap lead to lack of women's participation in adult literacy programmes | | | | | |
| Unsuccessful previous attempts discourage women from participating in adult literacy programmes | | | | | |
| Unfamiliarity with English as a language of instruction discourages women from participating in adult literacy programmes | | | | | |

Appendix 3: Key Informant Interview Guide

1. Are you trained to teach adults?
2. What methods do you use in teaching the adults?
3. Are the classes and facilities suitable for learning?

Appendix 4: FGDs Guide

1. Are you provided with teaching and learning materials?
2. Do you have weekend and evening classes?
3. To what extent are the classrooms and other facilities suitable for your learning?
4. How do your educators view you as learners?
5. How do family responsibilities affect your participation in this programme?
6. How do your community and family feel about your participation in adult education as women?

Appendix 5: Observation Checklist
Availability of institutional resources

| Resources | Available | Not available |
|-----------------------------------|------------------|----------------------|
| 1. Teachers/instructor guide | | |
| 2. Books (exercise and textbooks) | | |
| 3. Chalks & writing boards | | |
| 4. Writing tables and chairs | | |
| 5. Time table and attendance list | | |

Appendix 6: Research Authorization Letter



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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2241349, 3310571, 2219420
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Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

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

Ref. No. **NACOSTI/P/16/16050/14423**

Date:

7th November, 2016

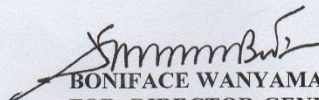
Juliet Wanja Kariko
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“An investigation into barriers to participation of women in Adult Literacy Programmes in Nairobi City County,”* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **7th November, 2017.**

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


The County Director of Education
Nairobi County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified™

Appendix 7: Research Permit

THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/16/16050/14423**
MISS. JULIET WANJA KARIKO **Date Of Issue : 7th November, 2016**
of UNIVERSITY OF NAIROBI, 571-614 **Fee Recieved :ksh 1000**
wangige,has been permitted to conduct
research in Nairobi County
on the topic: AN INVESTIGATION INTO
BARRIERS TO PARTICIPATION OF
WOMEN IN ADULT LITERACY
PROGRAMMES IN NAIROBI CITY COUNTY.
for the period ending:
7th November, 2017

Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation