

**FACTORS INFLUENCING ENROLMENT INTO ADULT LITERACY
PROGRAMMES IN RURAL DISTRICTS IN KENYA: A CASE OF
NYANDARUA NORTH DISTRICT**

BY

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DECLARATION

I declare that this is my original work and has not been presented in any other Institution for examination purposes.

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This research project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

I dedicate this work to my wife Mary, and children; Erastus, Eugene, Kenneth and Everlyn.

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LIST OF ABBREVIATIONS AND ACRONYMS

ABE	-	Adult Basic Education
ACE	-	Adult and Continuing Education
ASAL	-	Arid And Semi-Arid Lands
DEO	-	District Education Officer
EFA	-	Education For All
GOK	-	Government of Kenya
ICT	-	Information Communication Technology
KESSP	-	Kenya Education Sector Support Programme
MDG	-	Millennium Development Goals
MOE	-	Ministry of Education
MOEST	-	Ministry of Education Science and Technology
NGO	-	Non – Governmental Organization
SPSS	-	Statistical Package for Social Science
SWAP	-	Sector Wide Approach
TSC	-	Teachers Service Commission
UNESCO	-	United Nations Education Scientific and Cultural Organization
UPE	-	Universal Primary Education

ABSTRACT

The study was carried out to investigate the factors influencing enrolment to adult education. The purpose of this study was to determine the factors hindering adults from enrolling in Adult Education Programmes in Nyandarua North district. The study was guided by the following objectives; to determine the extent to which the availability of the facilities influence the recruitment of learners; to establish the extent to which preparation of Adult Education Teachers influences the enrolment of adult education learners; to establish how social-economic factors influence enrolment of adult learners and to evaluate the influence of personal characteristics of teachers and learners on enrolment of adult learners. The study adopted the descriptive survey design and was carried out in 16 centres. The target population constituted a total population of 306. Stratified Random Sampling method was used to draw a representative sample. Data collection instruments comprised of open-ended and closed-ended questionnaires and interview schedule. The data collected was analyzed using the SPSS software and results presented in form of frequency tables. Findings showed that learning facilities is a factor influencing the enrolment of adult learners to education centres. This is because the learning materials provided are not relevant, age appropriate and adequate. Regarding teacher preparedness, it influences enrolment of adult learners because teachers do not provide enough and relevant work for learner's level, most teachers do not attend to the individual differences among learners and most teachers lack a syllabus and a record of work. Social-economic factors were found to influence enrolment of adult learners because they take up most of their time and finances. Learner and teacher personal characteristics influence enrolment of adult learners, to a small extent because most learners were bothered by the teachers' age. The researcher recommended that learning facilities for adult learners should be made relevant, age appropriate and available. There should be in-service training for adult education teachers. The adult learners should be taught on time and financial management so that they can manage to balance their social-economic activities and adult education. When teaching or grouping learners, teacher should consider learners' ages in order to create a conducive environment for learning. The researcher suggested that a similar kind of study should be done in other areas in Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

8th September is International Literacy Day, which was first celebrated in 1966. New estimates of adult and youth literacy by the UNESCO Institute for Statistics (UIS) (2011) show that the percentage of literate persons continues to grow worldwide. Even so, in 2008, 796 million adults aged 15 years or older - 17% of all adults worldwide - still lacked basic reading and writing skills and 64% of them were women. By comparison, 24% of all adults were illiterate in 1990.

At the global level, the adult literacy rate improved over the past 20 years. The literacy rate grew from 76% in 1990 to 83% in 2008. Progress was especially strong in Northern Africa, where the adult literacy rate increased by 20%, and in Eastern and Southern Asia, which saw an increase of 15%. In Northern Africa and Southern Asia less than half of all adults were literate in 1990, less than in any other region. In 2008, the lowest literacy rates were observed in Southern Asia and sub-Saharan Africa, with 62% and 63%, respectively. However, even sub-Saharan Africa managed to increase the share of adults with basic reading and writing skills by 9% between 1990 and 2008. In the remaining regions, the increase in the adult literacy rate over the past two decades was as follows: Western Asia 11%; South-Eastern Asia, and Latin America and the Caribbean 7%; Oceania 4% and the developed regions 0.3%. The rate of increase in the developed regions and in the CIS countries was negligible because both regions had already reached near-universal adult literacy in 1990. Literacy rates are also high in Eastern Asia, South-Eastern Asia, and Latin America and the Caribbean; in all three regions more than 9 out of 10 adults are able to read and write (UNESCO Institute for Statistics, 2011).

Adult Basic Education (ABE) is one of the major components of the Adult and Continuing Education (ACE) sub-sector of education. It provides basic education and training opportunities to adults and out of school youth aged 15 years and above who have either missed their chances in the formal education system during their childhood or dropped out of school before attaining sustainable levels of education. According to the Kenya National Adult Literacy Survey (KNALS 2007), 61.5% of the adult population has attained minimum literacy level leaving a balance of 38.5% or over 7.8 million adults illiterate. Only 29.6% of Kenyan adult population has attained desired mastery literacy competency. Close to 29.9% of the youth aged 15 to 19 years and 49% of adult aged 45 to 49 years are illiterate. According to this survey, high regional and gender disparities in literacy attainment are depicted. For example Nairobi province has the highest 87.1%, while North Eastern province has the lowest 8% literacy levels.

Literacy is a tool for promoting social, economic and political development of any country. The role of a literate adult population in propelling development cannot be overstated. Since independence, the Government of Kenya has committed itself to the provision of Adult Education (Kibera, 1997). This is a strategy calculated to provide opportunity for access to adult education. Currently, this is very crucial for Kenya to attain the projections of the vision 2030. The Kenya National Adult Literacy Survey (2007) indicates that the Government of Kenya is a signatory to Education for All Framework, for action adopted, at the World Education Forum in Dakar, Senegal in the year 2000.

According to the MOE, the reasons for the drop in enrolment are; the ever decreasing number of full time teachers due to natural attrition; Quality of teachers: most of our part time teachers were not yet trained; The high turnover of part time teachers in 2006; Low

remuneration to part time teachers who were paid Ksh. 500/= per month until 2006 when their honoraria payment was increased to Ksh. 2000. The tremendous increase of enrolment in 2005 and 2006 of 126,324 and 129,311 respectively, was due to the fact that the Directorate of Adult Education increased their publicity activities such as advocacy seminars, post literacy programmes, International Literacy Day (ILD) celebrations and increased minimum of learner/teacher ratio of 30:1

Low access and participation is attributed to such factors as inadequate number of teachers, lack of teaching/learning materials, inappropriate teaching methods and the cost sharing policy which adult learners cannot bear in the current hard economic times. Other challenges include regional and gender disparities. Access to ABE programmes will be expanded particularly for women and people living in disadvantaged areas including ASALs, low potential and slum areas. Due to socio-economic and cultural barriers, more women than men have had no access to education (GOK, 2005)

A major challenge to ABE is the lack of quality programmes. This is reflected in poor delivery methods coupled with lack of teaching/learning materials and lack of curricular linkages with the formal education system. Low quality in ABE has contributed to lack of appreciation and recognition of the programmes, and therefore, negative attitudes and low participation rates. Another major barrier to access and participation in ABE programmes has been insufficient teaching and learning resources. The scanty available data on literacy is not reliable and therefore it does not help in ascertaining Kenya's literacy status. The failure to participate in ABE programmes can also be attributed to Kenyans poor reading culture. In addition, ABE programmes too, do not address learners with special needs and those in disadvantaged areas including ASAL, low potential and slum areas.

In Kenya, the Department of Adult Education is responsible for recruitment of teachers and Adult Education Officers. The recruitment of teachers is carried out at location and village levels. After recruitment the adult education teachers are trained by the department. The teachers are thereafter encouraged to recruit learners and also manage the literacy programmes in their own villages (Kebathi, 1990). Fordham et al. (1995) noted that the training of adult education teachers should be done before a literacy programme starts. This gives them confidence to manage literacy classes. Learner's participation in Adult Education is voluntary. Nevertheless, participation is influenced by factors such as attitude to learning, priorities for the use of time and the beliefs on the importance of schooling Titmus, (1989). Further he argues that Adult Education learners who volunteer to enrol in literacy classes are already motivated to learn. However, he raises concern that such students may dropout due to lack of physical facilities or due to the instructors' incompetence. Rodgers (1996) supports the views of Titmus (1989) when he points out that adult education is for those few who are willing to join, thus it's voluntary and the learners can be motivated to learn if adult educators satisfy their aspirations by teaching them what they want to learn. This comment means that aspirations and motivation can actually improve adult learner recruitment positively or negatively. Adults who have the desire to participate and the knowledge of location of an accessible institution are the only ones who participate in the programme. Titmus (1989) and Karani (1996) observed that there is a decline in Adult education enrolment in Kenya which she attributes to: Inability to recruit adequate and qualified teachers, social factors which discourage some adults from attending classes, lack of adequate classes enough to attract adults, and non availability of appropriate reading materials in some ethnic languages.

The Kenyan Government since independence has put emphasis on adult education in order to achieve faster and sustainable socio economic development (UNESCO, 2007). The objectives

of the Adult Education programmes are to eradicate illiteracy, to provide knowledge, skills and attitude for work, to create self confidence and to foster a positive behaviour towards life and society. To achieve this, the learners have to be exposed to specific content. The content in adult education curriculum includes literacy, family life, health, and nutrition, civics, environmental studies and agriculture (Kibera, 1997). It is hoped that if this content is covered well it will make Kenya achieve the objectives of adult education and by extension national development. Despite progress in promoting adult education, the country still has high illiteracy rates and the number of illiterate adults continues to grow.

1.2 Statement of the Problem

Enrolment figures in adult education programmes in Kenya have been characterized by declining rates. In 1979 when the National Literacy Programme was launched, the total enrolment was 415,074. The Adult Education experienced decline in enrolment from 1985; in 1987 for example, the enrolment had dropped to 150,000. The enrolment in 2001 was even lower at 93,052. This shows that there was a 78% decline in enrolment. The 1999 population census estimated that there were 4.2 million illiterates. According to the National Literacy Survey Report (2007) there are 7.8 million illiterate adults in Kenya today. This situation exhibits a worrying trend whereby the country will not harness the potential adults have for development. Yet Ouso (1994) observes that adults determine the destiny of their society. In a country, adults not only are parents with responsibilities of bringing up healthy children but also owners of economically viable entities like land. So they need proper skills, knowledge and attitudes to be more productive. But what are the factors precipitating the decline in learner enrolment in adult education?

1.3 Purpose of the Study

The purpose of this study was to determine the factors influencing enrolment to adult education in rural districts in Kenya: A case of Nyandarua North District.

1.4 Objectives of the Study

The study was guided by the following objectives:

- 1) To determine the extent to which the availability of learning facilities influence the recruitment of learners.
- 2) To establish the extent to which preparation of Adult Education Teachers influences the enrolment of adult education learners.
- 3) To establish how social-economic factors influence enrolment of adult learners.
- 4) To evaluate the influence of personal characteristics of teachers and learners on enrolment of adult learners.

1.5 Research Questions

- 1) To what extent does the availability of learning facilities influence recruitment of learners?
- 2) To what extent does the teacher preparation influence enrolment of adult education learners?
- 3) To what extent do social-economic factors influence enrolment of adult learners?
- 4) To what extent do the personal characteristics of teachers and learners influence enrolment of adult learners?

1.6 Significance of the Study

The study intended to provide empirical evidence on the factors that influence adults from enrolling in Adult Education programmes. The study also intended to assist in identifying

areas of need for the success of Basic Adult Education. This would help education planners to put up strategies that would lead to increased rates of enrolment in BAE. The department of Adult Education and NGOs dealing with adult literacy might get to find out the teacher and learner characteristics and these might help them to improve adult education. The study would finally form a base on which others can develop their studies.

1.7 Limitations of the Study

The researcher encountered several limitations for example, some of the respondents were uncooperative but researcher used face to face interview, where possible and also convinced them that the information was for research purposes only. The study was also limited by time and finances required to conduct interviews but the researcher readjusted the budget items to ensure that the study was within the allocated budget.

1.8 Delimitation of the Study

The study confined itself to the adult learners, adult education teachers, and adult education officers because they are directly involved with ABE. The study also limited itself to one district. Secondly, although basic adult education was provided by the religious communities, private organization and non-government institutions; the learners and teachers involved were those from public adult education centres. Finally, this study focused on factors affecting adult education that are related to enrolment of learners.

1.9 Assumptions of the Study

The researcher made the following assumptions:

- a) The data collection instruments would yield varied and reliable data.
- b) All respondents would provide correct and truthful information.
- c) The population would be normally distributed and sampling would not be biased.

1.10 Definition of Significant Terms

Adult	:	Any person who is above 18 years and is either employed or not.
Attitude	:	The feeling and behaviour towards technology in adult education and distance learning.
Centre	:	A place or venue where adult learners gather for their lectures and are mainly; schools, churches and public halls.
Adult Education	:	The type of learning that involves adults and those who did not access formal learning.
Physical Facilities	:	The equipment required to facilitate adult learning.
Instructional Resources	:	The classroom instruments that would make the learning and teaching in an adult class interesting and meaningful.
Social economic factors	:	The day to day activities of an adult that relate to livelihood and norms for proper maintenance of order and cultural beliefs.
Literacy class	:	A group of learners who assemble for the purpose of getting instructions on how to read and write.
Enrolment	:	The population found in learning set up.

1.11 Organization of the Study

This study is organized in five chapters. The first chapter (introduction) covers background of the study, problem statement, objectives, research questions, significance, limitations, scope, assumptions and definition of terms. The second chapter reviews the past literature regarding this topic. It also has theoretical framework, conceptual framework and a summary of the chapter. The third chapter which is research methodology has the research design, target population, sampling procedure and sample size, data collection instruments, validity and reliability and methods of analysing and presenting data. Chapter four covers data analysis, interpretation and discussions. Chapter five is composed of summary, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter was aimed at identifying what other researchers had done in the area of adult basic education. The review was meant to enhance an understanding of the previous contributions to the problem. The findings of the review helped the researcher to note the gaps in knowledge and create the entry point for the study. It also helped to sharpen and deepen the conceptual framework of the research by examining certain factors that have possible influence on enrolment in education.

2.2 Adult Learning

Human learning is a life-long process. One which has acquired greater significance as the speed of change in society has increased so that members are almost compelled to keep learning to remain members (Jarvis, 1995). This is not a new phenomenon. Human beings have always had the capacity to learn throughout their lives, but in the former times there was perhaps need to learn as there is in the present age. The need for Adult education has therefore become a more conspicuous concept in recent education discourse (Lawton, 1973).

From the onset of the industrial revolution, with the introduction of more sophisticated technology, the rate of social change increased. Jarvis (1995) contends that change is endemic to technological societies. This means that the learning process should not cease at early adulthood. Berger and Luckman (1967) say that education should be viewed as a lifelong process. New knowledge, new ideas, new values and new practices will have to be confronted. Education is the enterprise of supplying the conditions which ensure growth or adequacy of life, irrespective of age.

Langrand (1975) says that the result of the major change in society is the change of culture. Adult education according to Langrand therefore can assist people to understand the

processes that are occurring and help them to adapt and take their place in a constantly renewing society. People require the provision of adult education classes to help them in their work, in their leisure and in enriching the whole of their lives.

2.3 Physical Facilities and Instructional Resources

It is worth noting that physical facilities have direct impact on enrolment of adult learners. Several scholars have made immense contributions on issue of physical facilities within adult learning centres (Terer, 2004; Prosser, 1967; Fordham, et al. 1995; Knowles, 1996). They argue that adult learners taking their classes in primary school end up using small sized furniture meant for children. They also emphasized that adults learn better in physical environment with adult sized furniture. This means that when adults are put in a class with wrong sized furniture, they may be discouraged and may drop out hence affecting enrolment or even refuse to enrol at all. It is clear that uncomfortable furniture affects participation of adult learners. Smith et al. (1970) observed that adult education does better in institutions which are not educational. These findings support the views of Oketch (2004) who argues that school classrooms are not psychologically or physically suitable for adult learners. This makes it difficult for the learners to access the centres. According to Nafukho et al. (2005) learning centres should be located within reach. This is because learners get discouraged if they had to travel for long. According to Apps (1991) adults are unable to travel long distances because they are busy with work and personal responsibilities. Thus adult learners are discouraged to join literacy centres because of their busy schedules and the fact that the centres are not within reach.

Instructional resources make teaching easier and learning more interesting and consequently it is likely to attract more learners. Therefore if the learners lack the instructional resources, recruitment becomes a problem because many would not be attracted to join. Those who had

already joined may be forced to discontinue their studies. Lack of text books forcing teachers to use primary school textbooks is another issue. This according to Thompson (1987) discouraged learners and some of them dropped out. The learners felt that they were being treated like children. But Ouso (1994) observed that teachers ended up using materials meant for children because the centres lacked learning resources for adults. According to Mbiti (1974), learning materials should be supplied in time. This would encourage both the learners and the teachers to work effectively. The materials should also be relevant and adequate for proper implementation of a programme.

2.4 Teacher Preparation

Walden (1975) discourages untrained teachers being used to manage adult education classes. Expressing similar sentiments, observes that members of a professional group should undergo training from recognized educational institution which is to provide both academic and professional training in order for them to work effectively. Going by the above arguments, teachers of adult education should take professional training in order to be competent enough to manage the adult education learning centres.

Townsend (1977) also notes that teachers should be given in-service training for their professional enrichment. Shiundu and Omulando (1992) underscore the importance of in-service training for both qualified and untrained teachers because in-service courses keep teachers abreast with current educational innovations

2.5 Social, Cultural and Economic Activities

Studies show that a number of socio-cultural factors limit access to education for many adults and therefore lower their enrolment to education centres. Nafukho et al. (2005) indicated that African families were large with several children. This exerts a lot of pressure on attendance

of adult education. They also argue that marital and family problems would affect recruitment of learners because they would not have the interest to attend classes. Further, they argue that in the African society female learners have to seek permission from their husbands to attend literacy classes. This affected the recruitment of adult learners because without permission a woman would not attend literacy classes.

Economic activities affect attendance of literacy classes. According to Thompson (1987) and the Kenya Rural Literacy Surveys (1988), adult learners failed to attend literacy classes because they were busy in their farms. This may be due to the fact that farming produces immediate returns as it solves food and financial crisis faster compared to education. Fordham et al. (1995) indicated that when organizing literacy classes, consideration should be given to the activities that learners were involved in. Such consideration would enable the busy learners to attend classes during their free hours. Luyayi (1999) in his research also found out that income generating projects attracted more learners to the centres. The learners had projects such as growing of vegetables and sweet potatoes. These projects kept the learners in the centres because they were able to earn a living. In other words the absence of these income generating activities in the centres would have led to learner drop out and poor attendance hence affecting enrolment because learners would be attracted elsewhere in order to generate some income for survival.

2.6 Teachers and Learners Characteristics

In African communities, people are very sensitive to age brackets or age groups especially when important issues are to be dealt with. The learners may have dropped out because they felt that the teachers were younger than them (Obura & Rodgers, 1993). Aggarwal's (2001)

observes that those adults who were not educated think that it was too late to join literacy classes

Whereas there is need to creatively look for ways to increase enrolment of adult learners into the adult learners programmes, there is need to motivate them and drum the importance of lifelong learning which is hinged on the pillars of learning to know, learning to do, learning to live together and learning to be Delores (1998); cited in Nafkho et al (2005). Lifelong learning is holistic learning for life and work. Such learning is crucial owing to the changes in terms of technology, social, economic and political realities of the modern world. This will not only enable the citizens to be able to survive, but also exploit the environment for better existence. Where learning can take place anywhere, there is need to integrate formal and informal types of learning among the adult learners to maximize acquisition of knowledge, skills and attitudes for improved welfare of the people in the communities.

2.7 Theoretical Literature

Adult education has been viewed in many perspectives. On the same length, a number of theories have evolved on how the system of learning operates and why. Some concepts have emerged and put to test through research by various scholars.

2.7.1 Paulo Freire's Theory of Adult Education

Paulo Freire's concept of Adult education emerged against the background of the oppression of the masses in Brazil by elite who reflect the dominant values of the non-Brazilian culture. The Freirian theory epitomizes an intellectual movement that developed in Latin America after the 2nd World War which is a synthesis of Christianity and Marxism and which finds its fulfilment in the so called Liberation theory and its educational philosophy. Freire's theory is humanistic in nature since it conceives people as learners but also an expectation that once

they have actually learned, they may not remain passive but become active participants in the wider world (Jarvis, 1995).

Freire places considerable emphasis on the teacher – learner and the learner teacher dialogue which is similar to the two way human dialogue. According to Freire (1973), the teacher may facilitate the experience upon which reflection occurs, which then becomes a learning process. Freire regards the role of the teacher as a facilitator who is able to stimulate the learning process rather than as the one who teaches the ‘correct’ knowledge and values which have to be acquired. The model concentrates on the humanity of the learners and places great value on the human being. This model therefore locates individuals in their social – cultural medium and regards learners as recipients of cultural information and experiences transmitted through personal or impersonal means. It also considers the learner as able to act upon the environment in order to try to change it.

2.7.2 Malcolms Knowles Theory of Adult Education

He is associated with the concept of the “art and science of helping adults learn.” He popularized the term ‘Andragogy’. His theory stipulates four ways through which adults learn. These are:

- a) Changes in self-concept since adults need to be more self-directive.
- b) Experience since mature individuals accumulate an expanding reservoir of experience which becomes an exceedingly rich resource for learning.
- c) Readiness to learn since adults want to learn in the problem areas with which they are confronted and which they regard as relevant.
- d) Orientation towards learning, since adults have a problem centred orientation; they are less likely to be subject-centred.

2.7.3 Model of Learning and Teaching cycle of adults

In an adult learning situation, the teacher as a facilitator plays the role of transmission of culture which is the society's accumulated knowledge over time. The curriculum in adult learning situation according to Davies (1976) depends on the needs of the learners. However Davies recognizes the problem faced by the facilitators in selecting the contents to be transmitted because of the varied needs of learners. The learning cycle in an adult learning situation is as in figure 1 below. The model shows the teacher as the agent of change by transmitting new knowledge and combining culture to suit the present, as it is a rapidly changing phenomenon.

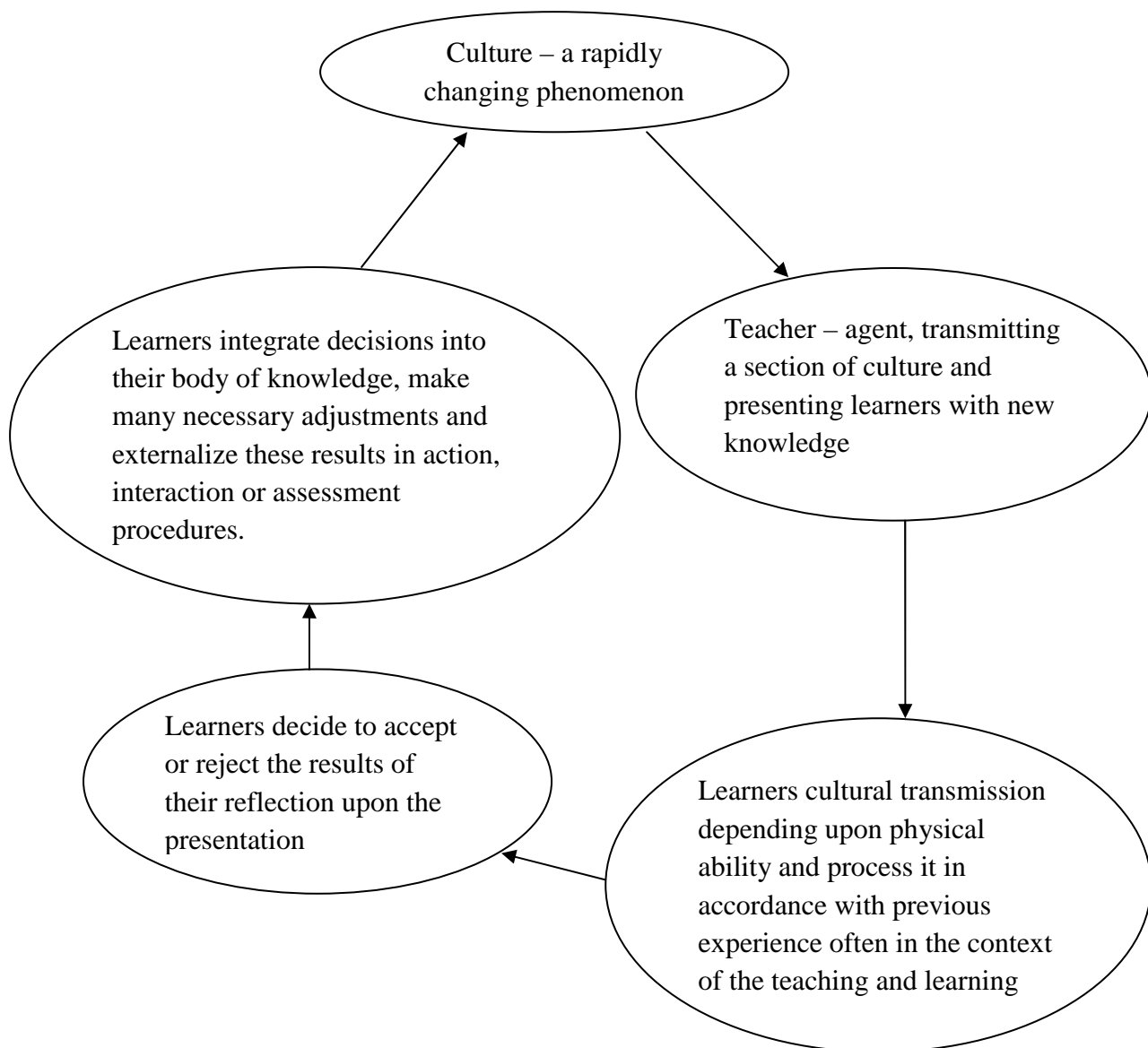


Figure 1: Model of Learning and Teaching cycle of adults

Source: Adapted from Jarvis (1995)

The figure shows that the teacher is an agent of transmitting a section of culture to the learners. Sometimes the teacher may organize groups, tutorials and where possible written assignment to discuss what is to be learnt. The learning group influences the decisions taken after the learning situation (Krench, Crutchfield and Ballachey, 1962).

The process of selecting the aspect of the culture to be transmitted does not rest upon the teacher alone but it is a combined effort of both the teacher and the learner. It is also determined by the amount of knowledge the learner brings to the learning situation. The teacher should therefore possess the ability to diagnose the learners' level of knowledge and their learning needs before teaching begins Jarvis, (1979). Adult educators acknowledge the fact that, adults bring to the learning situation a lot of useful knowledge. This has lead to many adult teachers seeing themselves as facilitators rather than teachers (Dewey, 1938).

2.8 Conceptual Framework

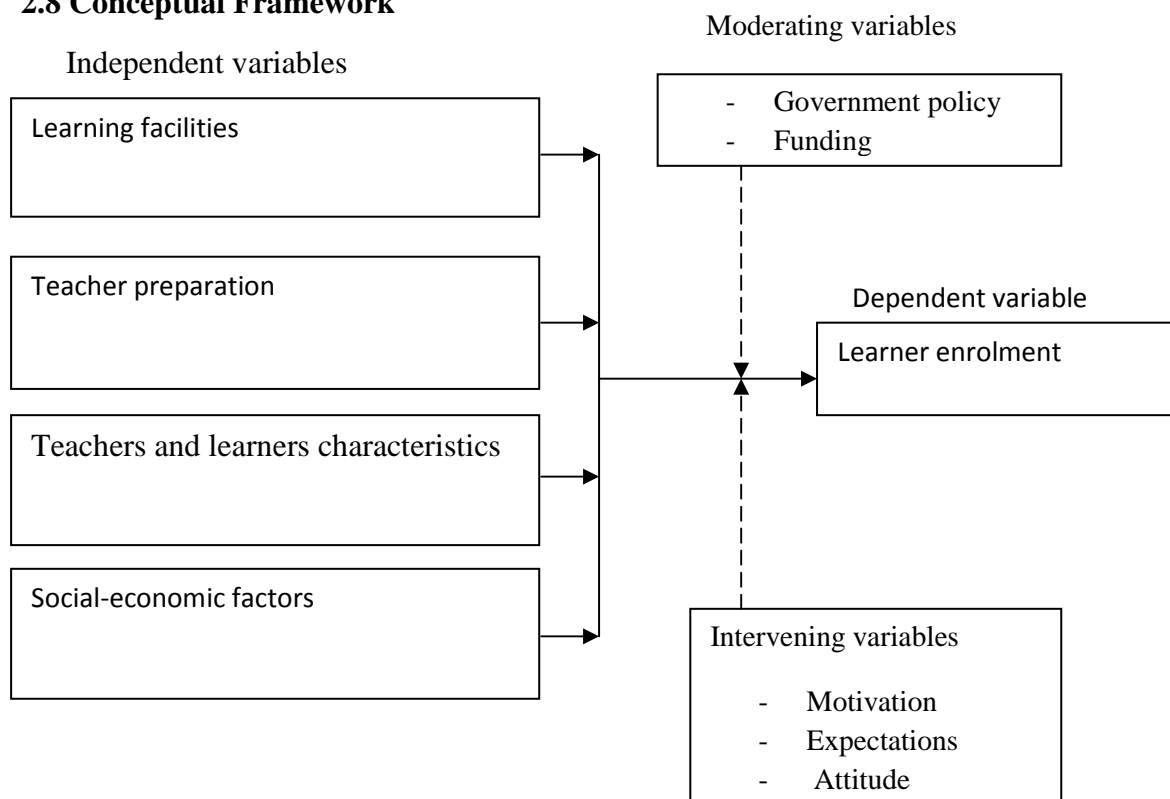


Figure 2: Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on the research design, target population, sample and sampling procedures, research instruments, data collection procedure and data analysis.

3.2 Research Design

The study adopted a descriptive survey design to justify the relationship between the independent and dependent variables under study. This type of design was quite appropriate for gathering information, summarizing, presenting and interpreting it for the purpose of clarification, Orodho (2004). The descriptive survey design is one of the most commonly used methods in behaviour science. It enabled the researcher to gather qualitative and quantitative data from a relatively large number of cases at a particular time.

3.3 Target Population

There are 52 adult education centres in the Nyandarua North region distributed in three divisions. The target population comprised of 52 adult teachers, 253 learners and 1 district adult education officer. This yielded to a total population of 306.

Table 3.1: Target Population in Nyandarua North District

Division	No. of Centres	No. of Teachers	No. Of learners	Adult education officer
Ndaragwa West	20	20	80	
Ndaragwa East	19	19	95	
Shamata	13	13	78	
Total	52	52	253	1
Grand Total	306			

(Source: District Adult Education Office: Nyandarua North)

3.4 Sample and Sampling Procedure

The study adopted stratified random sampling method. According to William (1977), stratified random sampling technique is very common and preferred because stratification produce a gain in precision in the estimates of characteristics of the whole population. In addition, geographical stratification often increases precision because many factors operate to make people living in the same area show similarities in their principle characteristics. Another advantage of stratified sampling is that, it ensures the inclusion into the sample subgroups which otherwise will be omitted entirely by other sampling methods because of their small numbers in the population (Mugenda & Mugenda, 1999). In this case, stratified sampling ensured that all the education centres from the three divisions were given a chance to be in the sample.

Random sampling gave each unit in the population an equal chance to be included in the sample hence eliminating biasness (Kathuri & Pal, 1993). The researcher divided the

Population (Nyandarua North) into strata. Each stratum is a division. From each of the divisions the researcher selected at random thirty per cent (30%) of education centres in each division to be under study as shown in the table below. A sample of 16 education centres were then used for the study. According to William (1977) a sample of 30% of the population is sufficient for the study.

Table 3.2: Sampling Procedure

Zone	No. of centres	Sample (30%)	No. of teachers	Sample (30%)	No. of learners	Sample (30%)	Education officer
Ndaragwa West	20	6	20	6	80	24	
Ndaragwa East	19	6	19	6	95	29	
Shamata	13	4	13	4	78	23	
Total	52	16	52	16	253	76	1
Total sample = 16+76+1= 93							

3.5 Data Collection Method

The researcher used close-ended and open-ended questionnaires and unstructured interviews to collect data from the respondents.

3.5.1 Data Collection Procedure

Two sets of questionnaires for teachers and adult education officer were administered in two ways that is personal interview, and drop and pick method. The drop and pick method was chosen where the respondent was very busy or not available. Personally administered questionnaire were used to help to establish rapport with the respondents. The questionnaires were pre-tested to a selected sample of two institutions which were similar to the actual sample that was used in the study. The pre-testing of questionnaires used similar procedure like the one used during actual data collection. According to Orodho (2003) pre-testing of the questionnaire enables a researcher to have a meaningful observation.

3.6 Reliability

To ensure reliability and consistency with which the data collection instruments measured physical facilities and instructional resources, preparation of Adult Education Teachers, social-economic factors and characteristics of teachers and learners, the researcher conducted a pilot test in 3 centres in the neighbouring Nyandarua North district whose centres have similar characteristics to the actual sampled centres. The test-retest method was applied in which the same test was given to the same people after two weeks. The reliability of the instruments was then estimated by examining the consistency of the responses between the two tests.

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which research instruments yield consistent results after repeated trials. Reliability enhances dependability, accuracy, clarity and adequacy of the instruments. To enhance reliability of the instruments, a pilot study was conducted. Based on the analysis of the pre testing, the relationship between

the two tests during the pilot study was calculated using the Pearson's product momentum correlation coefficient A value of $r=0.90$ was be acceptable (Gay, 1992).

Validity

To ascertain that the instruments measured the variables that they are supposed to measure, expert opinion was sought from the supervisor and other experts from the department of continuing education. They checked on the criterion, construct and content validity to ascertain whether the instruments accurately represented the variables under study in line with the purpose and objectives of the study.

3.7 Data Analysis and Presentation

The collected data was coded to enable the researcher to carry out statistical analysis. One way to analyse data is to use descriptive statistics (Willis, 2004) that is; frequencies, percentages and distributions which give a summary of data about a single variable. Descriptive statistics enabled the researcher to meaningfully describe a distribution of scores or measurements using a few indices or statistic. Each statistics used in descriptive statistics has a purpose. The types of statistics or indices used depend on the type of variables in the study and the scale of measurement which was used. The SPSS programme was used to give descriptive statistics and the programme was therefore appropriate for the analysis of the data. The findings were presented using frequency tables.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presented results and discussions of the research findings. The study was guided by the following research questions: To what extent does the availability of learning facilities influence recruitment of learners? To what extent does the teacher preparation influence enrolment of adult education learners? To what extent do social-economic factors influence enrolment of adult learners? To what extent do the personal characteristics of teachers and learners influence enrolment of adult learners? For each of the research questions, the data collection instruments had several items aiming at answering each specific research question.

4.2 Response rate

Out of the 76 adult learners and 17 teachers and educational officer, all of them returned completely filled questionnaires. Therefore, the response rate was 100%. This implies that the results of data collection can be relied on.

4.3 Demographic Information

The following paragraphs show the demographic information of the respondents

4.3.1 Learner's level of learning

It was imperative to establish the learner's level of learning. The results are as shown in

Table 4.1

Table 4.1 Learner's level of learning

Level	Frequency	Percent	Cumulative Percent
Entry level	41	53.9	53.9
Examination level	35	46.1	100.0
Total	76	100.0	

As shown in Table 4.1, 41(53.9%) of the learners were at the entry level while 35(45.1%) were at the examination level. This implies that both categories were well represented in the study.

4.3.2 Respondent's gender

Table 4.2 Learner's gender

Gender	Frequency	Percent	Cumulative Percent
Male	35	46.1	46.1
Female	41	53.9	100.0
Total	76	100.0	

As shown in Table 4.2, the male adult learners were 35(46.1%) while the female adult learners were 41(55.9%). This implies that both gender were well represented increasing the reliability of the study. In relation to gender of teachers and education officer, 8(47.1%) were male while the other 9(52.9%) were female. This means that both genders were well represented.

4.3.3 Courses and types of learning in adult centres

Table 4.3 Courses and types of learning in adult centres

Course	Frequency	Percent	Cumulative Percent
Mastery of three 'R's	3	17.6	17.6
Exam Oriented	2	11.8	29.4
Career based	2	11.8	41.2
Female dominated	2	11.8	52.9
Male dominated	2	11.8	64.7
Balanced	6	35.3	100.0
Total	17	100.0	

As shown in Table 4.3, 3(17.6%) of the respondents reported that the kind of courses learnt at the education centres are mastery of three 'R's, 2(11.8%) said they are exam oriented, 2(11.8%) said they are career based, 2(11.8%) said they are female dominated, 2(11.8%) said they are male dominated while 6(35.2%) said they are balanced. This implies that the teachers and the education officer have varied views regarding the courses offered at the education centres.

4.3.4 Length of time at the adult education centre

Table 4.4 Length of time at the adult education centre

Time	Frequency	Percent	Cumulative Percent
0-2 years	2	11.8	11.8
3-4 years	5	29.4	41.2
4-6 years	6	35.3	76.5
Above 6years	4	23.5	100.0
Total	17	100.0	

As shown in Table 4.4, 2(11.8%) of the teachers and education officer have been in the education centres for two years and below, 5(29.5%) have worked there for 3 to 4 years, 6(35.3%) have worked for 4 to 6 years while the other 4(23.5%) have worked for more than 6 years. Most of the respondents have worked in the education centres for more than 2 years and hence they can fully understand the factors under study. This increases the reliability of the study.

4.3.5 The current enrolment in the education centre

Table 4.5 The current enrolment in your centre

Enrolment	Frequency	Percent	Cumulative Percent
3-4	5	29.4	29.4
5-6	12	70.6	100.0
Total	17	100.0	

As indicated in Table 4.5, the current enrolment in the education centres is 3 to 4 students 5(29.4%) and 5 to 6 students 12(70.6%). Given that all the education centres have less than 6 students; this implies that the enrolment rate in adult education centres is low.

4.4 Learning facilities and enrolment of adult learners

In order to achieve this objective, several items were used.

4.4.1 Availability of benches/ desks

When asked whether the adult learners were provided with benches/ desks to write on, all of them 76(100%) said yes. However, when asked whether they were suitable and relevant to the type of work they do, 17(22.4%) said yes while 59(77.6%) said no. This implies that although the adult education centres offer learning facilities, they are not very suitable and relevant to the type of work of adult learners. This could be contributing to their low enrolment rates.

4.4.2 Availability of learning materials

When asked whether they are provided with learning materials, all the adult learners 76(100%) said “yes”. When the teachers and education officer were asked the same questions, 4(23.4%) said “yes” and the other 13(76.5%) said “no”. When they were asked whether such learning materials were enough, they gave the responses as shown Table 4.6.

Table 4.6 Whether the learning materials are enough

Response	Frequency	Percent	Cumulative Percent
They are in plenty	9	11.8	11.8
They are barely enough	35	46.1	57.9
They are scarce	32	42.1	100.0
Total	76	100.0	

As shown in Table 4.6 9(11.8%) said that the learning materials provided in the education centres were in plenty while 35(46.1%) said they were barely enough and 32(42.1%) said that they were scarce. This shows that majority of the adult learners 67(88.2%) were of the opinion that the materials provided in the education centres are not enough for the learners. This implies that inadequacy of learning materials could be contributing to low enrolment of adult learners.

4.4.3 How beneficial the learning materials provided were

When asked how they would rate the benefits from the learning materials provided, the adult learners gave responses as shown in Table 4.7

Table 4.7 How beneficial the learning materials provided were

Level of benefits	Frequency	Percent	Cumulative Percent
Very beneficial	28	36.8	36.8
Beneficial	17	22.4	59.2
Moderately beneficial	14	18.4	77.6
Unbeneficial	9	11.8	89.5
Very unbeneficial	8	10.5	100.0
Total	76	100.0	

As shown in table 4.7 28(36.8%) rated the materials provided in the education centres as very beneficial, 17(22.4%) rated them beneficial, while 14(18.4%) rated them moderately beneficial and 9(11.18%) rated them unbeneficial and the others 8(10.5%) rated them very unbeneficial. Although there are people who find the materials offered in the education centres beneficial, there are a substantial number of learners who reported that the materials were not beneficial. When the learners fail to see the benefit of learning materials, they might fail to appreciate adult learning and as a result drop out of the education centres. This would influence other potential adult learners negatively and they might not join these education centres if they find others dropping out of them. This in turn would influence enrolment negatively. When the teachers were asked about the relevance of the materials 3(17.6%) said they were relevant while the other 14(82.4%) said they were not. Irrelevance of materials offered can as well discourage potential learners from joining the adult education centres.

4.4.4 Learner's rating age appropriateness of the materials provided

The researcher sought for the learner's rating of the age appropriateness of the materials provided and they rated them as show below.

Table 4.8 Learner's rating age appropriateness of the materials provided

Appropriateness	Frequency	Percent	Cumulative Percent
Very appropriate	2	2.6	2.6
Appropriate	6	7.9	10.5
Moderately appropriate	20	26.3	36.8
Inappropriate	23	30.3	67.1
Very inappropriate	25	32.9	100.0
Total	76	100.0	

According to Table 4.8, 2(2.6%) of the adult learners rated the age appropriateness of the materials provided as very appropriate, 6(7.9%) rated them appropriate, 20(26.3%) rated them moderately appropriate while 23(30.3%) rated them inappropriate and 25(32.9%) rated them very inappropriate. These findings show major dissatisfaction with the age appropriateness of the materials provided. Most of the respondents who reported that the learning materials were not appropriate could be the ones who had earlier said they are not beneficial to them. Age appropriateness of the learning materials could be affecting the enrolment of adult learners negatively because when they are taught what they feel is below their age, some might dropout while others fail to enrol as a result.

4.4.5 The extent to which availability of learning facilities influences the enrolment of adult learners

It was imperative to establish the extent to which availability of learning facilities influences the enrolment of adult learners and the respondents gave their responses as shown in Table 4.9

Table 4.9 The extent to which availability of learning facilities influences the enrolment of adult learners

Frequency	Frequency	Percent	Cumulative Percent
Very great extent	29	38.2	38.2
Great extent	29	38.2	76.3
Moderate extent	9	11.8	88.2
Small extent	5	6.6	94.7
No extent at all	4	5.3	100.0
Total	76	100.0	

As shown in Table 4.9, 29(38.2%) of the adult learners reported that availability of learning facilities affects enrolment of adult learners to a very great extent, another 29(38.2%) said it affects to a great extent while 9(11.8%) reported that it affects to a moderate extent and 5(6.6%) said it affects to a small extent and 4(5.3%) respondents reported that it does not affect. Majority of the respondents 67(88.2%) reported that availability of learning materials at least moderately affects enrolment of adult learners to education centres. This implies that availability of learning facilities can be taken to be a factor influencing the enrolment of adult learners to education centres.

4.5 Teacher preparedness and adult learners' enrolment

This objective sought to establish the link between teacher preparedness and the enrolment of adult learners. Several items were used as shown in the below paragraphs.

4.5.1 Whether the teacher punctual in reporting for his/her class

When asked whether the teachers are usually punctual, 48(63.2%) of the adult learners said "yes" while the other 28(36.8%) said "no." This implies that most teachers are usually punctual when attending lessons. However, the ones who said that the teachers are not usually punctual could imply that such teachers are not usually well prepared before the lessons and as a result go to class late as they prepare last minute. This would affect the way they deliver content as well as its quality.

4.5.2 Whether the teacher provides enough/relevant work for the learner's level

When asked whether the teacher provides enough/relevant work for the learner's level, 42(55.3%) said "yes" while the other 34(44.7%) said "no." This implies that there is a substantial number of learners who are of the opinion that the teachers do not provide enough

and relevant work for their level. This can encourage dropout and well as discourage enrolment of new students.

4.5.3 Whether teachers provide the learners with learning resources

When the teachers and education officer were asked whether the learners provided with learning resources, 12(70.6%) said “yes” while the other 5(29.4%) said “no.” This is an indication that the teachers do their work by providing the learners with the available learning resources.

4.5.4 Whether the learners are attended to individually and personal difficulties addressed

When asked whether the learners are attended to individually and personal difficulties addressed, majority of the adult learners 50(65.8%) said “no” while only 26(34.2%) said “yes.” The implication is that most teachers in adult learning institutions do not attend to the individual differences among learners. This can affect the enrolment of new learners because they might feel that teachers in these institutions do not care whether learners understand what is being taught or not.

4.5.5 Whether teachers have a syllabus and records of work to help in preparation

When the teachers and education officer were asked whether teachers have a syllabus and records of work to help in preparation, 7(41.2%) said “yes” and the other 10(58.8%) said “no.” Most teachers lack a syllabus and a record of work and this shows low rate of teacher preparedness. This may lead to poor delivery of content hence poor performance. As a result, it may fail to attract potential adult learners thus influencing enrolments negatively.

4.5.6 Adult learners' rating teachers' preparedness when teaching

When asked to rate their teachers' level of preparedness when teaching, the adult learners gave their responses as shown in Table 4.10

Table 10 Adult learners' rating teachers' preparedness when teaching

Rating	Frequency	Percent	Cumulative Percent
Very good	10	13.2	13.2
Good	12	15.8	28.9
Fair	27	35.5	64.5
Poor	17	22.4	86.8
Very poor	10	13.2	100.0
Total	76	100.0	

As shown in Table 4.10 10(13.2%) of the adult learners rated their teachers' preparedness as very good, 12(15.8%) rated it good, 27(35.5%) rated it fair, while 17(22.4%) rated it poor and 10(13.2%) rated it very poor. This shows that there both extremes with some teachers being very well prepared while others have very low levels of preparedness.

4.5.7 The extent to which teacher preparedness affects adult learners' enrolment

When asked about the extent to which teachers' preparedness affects adult learners' enrolment, the adult learners gave their responses as shown in the Table 4.11

Table 4.11 The extent to which teacher preparedness affects adult learners' enrolment

Extent	Frequency	Percent	Cumulative Percent
Very great extent	26	34.2	34.2
Great extent	13	17.1	51.3
Moderate extent	10	13.2	64.5
Small extent	27	35.5	100.0
Total	76	100.0	

As shown in Table 4.11, 26(34.2%) of the adult teachers reported that teacher preparedness affects adult learners' enrolment to a very great extent, 13(17.1%) said it affects to a great extent while 10(13.2%) said it affects to a moderate extent and 27(35.5%) said it affects to a small extent. Majority of the learners 49(64.5%) said that it affects at a least to a moderate extent. This means that teacher preparedness plays a significant role in the enrolment of adult learners. This could be because before adult learners enrol for adult education, they enquire from the people who have enrolled about adult education institutions. Lack of proper preparedness among teachers may have a negative influence on people who would have wanted to enrol for adult education.

4.6 Social-economic factors influence on enrolment of adult learners

The researcher sought to establish the how social-economic factors influence the enrolment of adult learners. Several items were used and their responses were as follows:

4.6.1 Whether learning activities relate to learners' day to day issues

Table 4.12 Whether learning activities relate to learners' day to day issues

Responses	Frequency	Percent	Cumulative Percent
Yes	38	50.0	50.0
Somehow	28	36.8	86.8
No	10	13.2	100.0
Total	76	100.0	

As shown in Table 4.12, 38(50%) of the respondents reported that their learning activities are applicable to their day to day lives, 28(36.8%) said that they are somehow related and 10(13.2%) said they are not. Most of the respondents saw a connection between the learning activities and their day to day lives. This is likely to attract them to stay in the learning centres.

4.6.2 Major reasons why respondents attend adult learners' class

Table 4.13 Major reasons why respondents attend adult learners' class

Reason	Frequency	Percent	Cumulative Percent
To gain knowledge	44	57.9	57.9
To earn a living	25	32.9	90.8
To socialize	7	9.2	100.0
Total	76	100.0	

As shown in Table 4.13, 44(57.9%) of the adult learners joined adult education centres to gain knowledge, 25(32.9%) joined to earn a living while 7(9.2%) joined to socialize. This implies that there are social-economic activities in the education centres and these could be attracting the adult learners to the education centres.

4.6.3 Whether the learners are engaged in any social-economic activity

Table 4.14 Whether the learners are engaged in any social-economic activity

Frequency	Percent	Cumulative Percent
Yes	75	98.7
No	1	100.0
Total	76	100.0

When asked whether they are engaged in any social-economic activities 75(98.7%) of the adult learners said “yes” while the other 1(1.3%) said “no”. This implies that most of the adult learners are engaged in social-economic activities. According to the teachers and education officer, the social-economic contributions that hinder enrolment include the learners’ occupations 4(23.5%), businesses 6(35.3%) and family and societal responsibilities 7(41.2%). When asked how their involvement in social-economic activities influences the enrolment of adult learners, 51(67.1%) of the learners said that it takes up most of their time while 25(32.9%) said that it takes up their finances. This implies that social-economic activities have a major influence on the enrolment of the adult learners.

4.6.4 The extent to which social-economic activities influence the enrolment of adult learners

Table 4.15 The extent to which social-economic activities influence the enrolment of adult learners

Extent	Frequency	Percent	Cumulative Percent
Very great extent	24	31.6	31.6
Great extent	34	44.7	76.3
Moderate extent	9	11.8	88.2
Small extent	4	5.3	93.4
No extent at all	5	6.6	100.0
Total	76	100.0	

As shown in Table 4.15, 24(31.6%) of the respondent reported that social-economic activities influence enrolment of adult learners to a very great extent, 34(44.7%) said it influences to a great extent, 9(11.8%) said it influence to a moderate extent while 4(5.3%) said it influences to a small extent and 5(6.6%) said it influences to no extent at all. This implies that social-economic activities have significant influence on the enrolment of adult learners.

4.7 Influence of personal characteristics of teachers and learners on enrolment of adult learners

In an attempt to achieve this objective, several items were used as shown in the following paragraphs.

4.7.1 Whether learners are you bothered by your teachers' age

Teachers' age might have an effect on the way learners learn. In this case, it was imperative to establish whether adult learners are bothered by the teachers' age and their responses are as shown in

Table 4.16 Whether learners are you bothered by your teachers' age

Response	Frequency	Percent	Cumulative Percent
Yes	35	46.1	46.1
No	41	53.9	100.0
Total	76	100.0	

As shown in Table 4.16, 35(46.1%) of the learners said that they are bothered by the teachers' age while the other 41(53.9%) said they are not. When the ones who said that they are bothered by the teachers age were asked for their reasons to the same, 26(34.2%) said that the teachers are too young hence do not respect the learners while 9(11.8%) said that they are too old hence boring. However, when the teachers were asked whether they group learners according to age, 10(58.8%) said "yes" while the other 7(41.2%) said "no." For the teachers

who fail to group the learners according to their ages, this could be causing discomfort among learners and it can influence enrolment negatively.

4.7.2 Whether there are discrimination among learners and teachers and teacher to learners?

Table 4.17 Whether there are discrimination among learners and teachers and teacher to learners?

Response	Frequency	Percent	Cumulative Percent
Yes	45	59.2	59.2
No	31	40.8	100.0
Total	76	100.0	

When asked whether there is discrimination among teachers and learners, 45(59.2%) said “yes” while 31(40.8%) said “no”. There were a significant number of learners who felt that there was discrimination among teachers and learners and this can affect the enrolment of adult learners negatively.

4.7.3 Adult learners’ attitude towards their teachers

Table 4.18 Adult learners’ attitude towards their teachers

Attitude	Frequency	Percent	Cumulative Percent
Very positive	9	11.8	11.8
Positive	33	43.4	55.3
Neutral	18	23.7	78.9
Negative	9	11.8	90.8
Very negative	7	9.2	100.0
Total	76	100.0	

As shown in Table 4.18, 9(11.8%) of the learners had a very positive attitude towards their teachers, 33(43.4%) had a positive attitude while 18(23.7%) were neutral and 9(11.8%) had a negative attitude while 7(9.2%) had a very negative attitude towards their teachers. This positive attitude towards teachers can make adult learners to influence others who would like to join adult education centres positively thus influencing enrolment positively and vice versa.

4.7.4 Whether teacher and learner personal characteristics influence enrolment of adult learners?

When asked whether teacher and learner personal characteristics influence enrolment of adult learners, 9(52.9%) said “yes” and the other 8(47.1%) said “no.” This shows that majority of the teachers were of the opinion that teacher and learner personal characteristics influence the enrolment of adult learners.

4.7.5 Extent to which teacher and learner characteristics influence adult learners’ enrolment

Table 4.19 Extent to which teacher and learner characteristics influence adult learners’ enrolment

Extent	Frequency	Percent	Cumulative Percent
Very great extent	8	10.5	10.5
Great extent	7	9.2	19.7
Moderate extent	16	21.1	40.8
Small extent	31	40.8	81.6
No extent at all	14	18.4	100.0
Total	76	100.0	

According to the adult learners, teachers and learner characteristics influence the enrolment of adult learners to a very great extent 8(10.5%), 7(9.2%) said it influences to a great extent while 16(21.1%) said it influences to a moderate extent and 31(40.8%) said it influences to a small extent and another 14(18.4) said it influences to no extent at all. However, the extent to which teacher and learner characteristics influence enrolment of adult learners seems low.

Table 4.20 Extent of agreement

Statement	SA	A	NC	D	SD	Total
Learning facilities influence enrolment of adult learners	12(70.6%)	4(23.5%)	1(5.9%)	0	0	17 (100%)
Teacher preparation influences enrolment of adult learners	7(41.2%)	4(23.5%)	2(11.8%)	3(17.6%)	1(5.9%)	17 (100%)
Social-economic activities influence enrolment of adult learners	11(64.7%)	3(17.6%)	0	2(11.8%)	1(5.9%)	17 (100%)
Teacher and learner personal characteristics influence the enrolment of adult learners	2(11.8%)	3(17.6%)	2(11.8%)	3(17.6%)	7(41.2%)	17 (100%)

As shown in Table 4.20 12(70.6%) of the teachers and education officer strongly agreed that learning facilities influence enrolment of adult learners, 4(23.5%) agreed, and 1(5.9%) were not certain. In relation to teacher preparation influence on enrolment of adult learners, 7(41.2%) strongly agreed, 4(23.5%) agreed, 2(11.8%) were not certain, 3(17.6%) disagreed and 1(5.9%) strongly disagreed. In relation to social-economic factors and their influence on enrolment of adult learners, 11(64.7%) strongly agreed, 3(17.6%) agreed, 2(11.8%) disagreed and 1(5.9%) strongly disagreed. In relation to teacher and learner personal characteristics

influence on the enrolment of adult learners, 2(11.8%) strongly agreed, 3(17.6%) agreed, 2(11.8%) were not certain while 3(17.6%) disagreed and 7(41.2%) strongly disagreed.

What does the current record show on enrolment of adult learners?

4.7.6 What the current record show on enrolment of adult learners

Table 4.21 What the current record show on enrolment of adult learners

Enrolment	Frequency	Percent	Cumulative Percent
Improving	7	41.2	41.2
Declining	10	58.8	100.0
Total	17	100.0	

As shown in Table 4.21, 7(41.2%) of the teachers and education officer reported that the enrolment in the adult education centres is improving while 10(58.8%) said that it is declining. With majority of the respondents reporting a decline in enrolment in adult education centres, this shows that there are factors which are contributing to the same.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary, conclusions and recommendations of the study.

5.2 Summary

The study was carried out to investigate the factors influencing enrolment to adult education. The purpose of this study was to determine the factors hindering adults from enrolling in Adult Education Programmes in Nyandarua North district. The study was guided by the following objectives; to determine the extent to which the availability of the facilities influence the recruitment of learners; to establish the extent to which preparation of Adult Education Teachers influences the enrolment of adult education learners; to establish how social-economic factors influence enrolment of adult learners and to evaluate the influence of personal characteristics of teachers and learners on enrolment of adult learners. The study adopted the descriptive survey design and was carried out in 16 centres. The target population constituted a total population of 306. Stratified Random Sampling method was used to draw a representative sample. Data collection instruments comprised of open-ended and closed-ended questionnaires and interview schedule. The data collected was analyzed using the SPSS software and results presented in form of frequency tables.

Findings on learning facilities show that all adult learners were provided with learning facilities. However, most of them said that they are not suitable and relevant. This implies that although the adult education centres offer learning facilities, they are not very suitable and relevant to the type of work of adult learners. This could be contributing to their low enrolment rates. Majority of the learners were of opinion that the materials provided in the

education centres are not enough for the learners. This implies that inadequacy of learning materials could be contributing to low enrolment of adult learners. This implies that inadequacy of learning materials could be contributing to low enrolment of adult learners. Although there are people who find the materials offered in the education centres beneficial, there were a substantial number of learners who reported that the materials were not beneficial. When the learners fail to see the benefit of learning materials, they might fail to appreciate adult learning and as a result drop out of the education centres. This would influence other potential adult learners negatively and they might not join these education centres if they find others dropping out of them. This in turn would influence enrolment negatively. When the teachers were asked about the relevance of the materials most said they were not relevant. Irrelevance of materials offered can as well discourage potential learners from joining the adult education centres. Findings also show major dissatisfaction with the age appropriateness of the materials provided. Most of the respondents who reported that the learning materials were not appropriate could be the ones who had earlier said they are not beneficial to them. These findings support the views of Oketch (2004) who argues that school facilities are not psychologically or physically suitable for adult learners. Age appropriateness of the learning materials could be affecting the enrolment of adult learners negatively because when they are taught what they feel is below their age, some might dropout while others fail to enrol as a result. This is supported by Knowles (1996) and Terer (2004) who emphasized that adults learn better in physical environment with adult facilities. This means that when adults are put in a class with wrong sized furniture, they may be discouraged and may drop out hence affecting enrolment or even refuse to enrol at all. Majority of the respondents 67(88.2%) reported that availability of learning materials at least moderately affects enrolment of adult learners to education centres. This implies that availability of learning

facilities can be taken to be a factor influencing the enrolment of adult learners to education centres.

In connection to teacher preparedness and adult learners' enrolment findings showed that most teachers are usually punctual when attending lessons. However, the ones who said that the teachers are not usually punctual could imply that such teachers are not usually well prepared before the lessons and as a result go to class late as they prepare last minute. This would affect the way they deliver content as well as its quality. There is substantial number of learners who are of the opinion that the teachers do not provide enough and relevant work for their level. This can encourage dropout and well as discourage enrolment of new students. However, teachers do their work by providing the learners with the available learning resources. Nonetheless, most teachers in adult learning institutions do not attend to the individual differences among learners. This can affect the enrolment of new learners because they might feel that teachers in these institutions do not care whether learners understand what is being taught or not. Most teachers lack a syllabus and a record of work and this shows low rate of teacher preparedness. This may lead to poor delivery of content hence poor performance. As a result, it may fail to attract potential adult learners thus influencing enrolments negatively. Majority of the learners 49(64.5%) said that teacher preparedness affects at a least to a moderate extent. This means that teacher preparedness plays a significant role in the enrolment of adult learners. This could be because before adult learners enrol for adult education, they enquire from the people who have enrolled about adult education institutions. Lack of proper preparedness among teachers may have a negative influence on people who would have wanted to enrol for adult education. Walden (1975) discourages untrained teachers being used to manage adult education classes. He observes that members of a professional group should undergo training from recognized educational institution which is to provide both academic and professional training in order for them to

work effectively. This kind of training would help them to know the need to be well prepared before lessons and this may increase student retention as well as enrolments.

Findings on social-economic factors show that most of the respondents saw a connection between the learning activities and their day to day lives. This is likely to attract them to stay in the learning centres. Findings also indicated that there are social-economic activities in the education centres and these could be attracting the adult learners to the education centres. Most learners engaged in any social-economic activities. The social-economic contributions that hinder enrolment include the learners' occupations, businesses, and family and societal responsibilities. When asked how their involvement in social-economic factors influences the enrolment of adult learners, most learners said that it takes up most of their time and finances. Majority of the learners reported that social-economic activities influence enrolment of adult learners to a great extent. This is in line with findings by Thompson (1987) and the Kenya Rural Literacy Surveys (1988) who observed that adult learners failed to attend literacy classes because they were busy in their farms. This implies that social-economic activities have significant influence on the enrolment of adult learners. This is supported by Nafukho et al. (2005) findings that socio-economic factors limit access to education for many adults and therefore lower their enrolment to education centres.

Findings on learner and teacher personal characteristics and their influence on enrolment of adult learners showed that there are a significant number of learners who are bothered by the teachers' age. When the ones who said that they are bothered by the teachers age were asked for their reasons to the same, some said that the teachers are too young hence do not respect the learners while others said that they are too old hence boring. However, when the teachers were asked whether they group learners according to age, majority said "yes." For the teachers who fail to group the learners according to their ages, this could be causing

discomfort among learners and it can influence enrolment negatively. This is in line with Obura and Rodgers (1993) study, which found out that the adult learners, had dropped out because they felt that the teachers were younger than them. Most learners reported that there is discrimination among teachers and learners and this can affect the enrolment of adult learners negatively. Most learners had positive attitude towards their teachers. This positive attitude towards teachers can make adult learners to influence others who would like to join adult education centres positively thus influencing enrolment positively and vice versa. In general, majority of the respondents were of the opinion that teacher and learner personal characteristics influence the enrolment of adult learners. However, the extent to which teacher and learner characteristics influence enrolment of adult learners seems low.

5.3 Conclusion

Findings on learning facilities show that all adult learners were provided with learning facilities. However, they are not suitable and relevant. There were a substantial number of learners who reported that the materials were not beneficial. Most teachers reported that the materials were not relevant. There was dissatisfaction with the age appropriateness of the materials provided. The learning materials were also not adequate. It can therefore be concluded that availability learning facilities is a factor influencing the enrolment of adult learners to education centres.

Regarding teacher preparedness, most teachers are usually punctual when attending lessons. There were a substantial number of learners who are of the opinion that the teachers do not provide enough and relevant work for their level. However, teachers do their work by providing the learners with the available learning resources. Nonetheless, most teachers in adult learning institutions do not attend to the individual differences among learners. Most teachers lack a syllabus and a record of work. All these are issues which show lack of

preparedness among teachers. It can therefore be concluded that teachers in adult education centres are not usually well prepared to teach and this may influence enrolment of new learners negatively.

In relation to social-economic factors, most of the respondents saw a connection between the learning activities and their day to day lives. Findings also indicated that there are social-economic activities in the education centres and these could be attracting the adult learners to the education centres. Most learners engaged in any social-economic activities. The social-economic contributions that hinder enrolment include the learners' occupations, businesses, and family and societal responsibilities. This is because they take up most of their time and finances. This implies that social-economic activities have significant influence on the enrolment of adult learners.

Regarding learner and teacher personal characteristics and their influence on enrolment of adult learners, there were a significant number of learners who were bothered by the teachers' age. This is because the teachers are too young hence do not respect the learners or too old hence boring. However, most teachers they group learners according to age. Most learners had positive attitude towards their teachers. This positive attitude towards teachers can make adult learners to influence others who would like to join adult education centres positively thus influencing enrolment positively and vice versa. In general, majority of the respondents were of the opinion that teacher and learner personal characteristics influence the enrolment of adult learners. However, the extent to which teacher and learner characteristics influence enrolment of adult learners seems low.

5.4 Recommendations

Based on the findings, the researcher recommends the following:

- i. The government should look into the learning facilities in adult education centres especially their relevance, availability and age appropriateness. This may encourage more adult learners to enrol for adult education
- ii. There should be in-service training for adult education teachers to remind them of the things that they must do as teachers to ensure that adult learners benefit fully from education.
- iii. The adult learners should be taught on time and financial management so that they can manage to balance their social-economic activities and adult education. This would enable them to have both and hence benefit more.
- iv. When teaching or grouping learners, teacher should consider their ages in order to create a conducive environment for learning.

5.5 Suggestions for further studies

The researcher recommends that a similar kind of study should be done in other areas in Kenya.

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APPENDICES

APPENDIX I: ADULT LEARNERS QUESTIONNAIRES

Please respond to each item in the questionnaire as honestly as possible. Note that your anonymity will be absolutely ensured and your responses will be used for research purposes only.

Background information of the adult learners [Tick whichever applicable]

1. Level and type of learning you are taking

Entry level () Examination level ()

2. Gender: Male () Female ()

II: Information on Factors influencing the enrolment of adult learners

3. a) Are you provided with benches/ desks to write on? Yes () No ()

b) If yes, are they suitable and relevant to the type of work you do? Yes () No ()

4. a) Are there learning materials for your use? Yes () No ()

b) If yes, how enough are they?

They are plenty ()

They are barely enough ()

They are scarce ()

5. How would you rate the benefits from the learning materials provided?

Very beneficial ()

Beneficial ()

Moderately beneficial ()

Unbeneficial ()

Very unbeneficial ()

6. How would you rate age appropriateness of the materials provided?

Very appropriate ()

Appropriate ()

Moderately appropriate ()

Inappropriate ()

Very inappropriate ()

7. To what extent do you think the availability of learning facilities influence the enrolment of adult learners?

Very great extent ()

Great extent ()

Moderate extent ()

Small extent ()

No extent at all ()

8. Is your teacher punctual in reporting for his/her class?

Yes () No ()

9. Does he/she provide enough/relevant work for your level?

Yes () No ()

10. a) Are you attended to individually and personal difficulties addressed?

Yes () No ()

b) If yes in (a) above, how would you rate your satisfaction in relation the way personal difficulties are addressed?

Very satisfied ()

Satisfied ()

Moderately satisfied ()

Dissatisfied ()

Very dissatisfied ()

11. How would you rate teachers' preparedness when teaching?

Very good ()

Good ()

Fair ()

Poor ()

Very poor ()

12. To what extent do you think teacher preparedness affects adult learners' enrolment?

Very great extent ()

Great extent ()

Moderate extent ()

Small extent ()

No extent at all ()

13. Do learning activities relate to your day to day issues?

Yes ()

Somehow ()

No ()

14. Can you give one major reason why you attend adult learners' class?

To gain knowledge ()

To earn a living ()

To socialize ()

Others (specify).....

15. a) Are you engaged in any social economic activity?

Yes ()

No ()

b) If yes, in what way does it influence enrolment of adult learners?

It takes up most of their time ()

It takes up their finances ()

Others (specify).....

16. To what extent do social-economic activities influence the enrolment of adult learners?

Very great extent ()

Great extent ()

Moderate extent ()

Small extent ()

No extent at all ()

17. Are you bothered by your teachers' age?

Yes ()

No ()

b) If yes in (a) above, why?

They are too young hence don't respect me ()

They are too old hence boring ()

Others (specify).....

18. Have you noticed any discrimination among learners and teachers and teacher to learners?

Yes ()

No ()

19. What is your attitude towards your teachers?

Very positive ()

Positive ()

Neutral ()

Negative ()

Very negative ()

20. To what extent do you think that teacher and learner characteristics influence adult learners' enrolment?

Very great extent ()

Great extent ()

Moderate extent ()

Small extent ()

No extent at all ()

Thanks for Your Participation

**APPENDIX II: INTERVIEW SCHEDULE FOR THE TEACHER AND DISTRICT
ADULT EDUCATION OFFICER**

Please respond to each item in the interview as honestly as possible. Note that your anonymity will be absolutely ensured and your responses will be used for research purposes only.

I). Background information of the Teacher [Tick whichever applicable]

1. Courses and types of learning in adult centres
Mastery of three 'R's [] Exam Oriented [] Career based []
Female dominated [] Male dominated [] Balanced []
2. Gender: Male [] Female []
3. How long have you been at your adult education centre?
0-2 [] 3-4 []
5-6 [] 6 and above []
4. State the current enrolment in your centre:

II). Questions

5. Does the centre have enough facilities in your opinion
Yes [] No []
6. Are the available facilities relevant to learning?
Yes [] No []
7. Do you have a syllabus and records of work to help in preparation?
Yes [] No []
8. Are learners provided with learning resources?
Yes [] No []
9. Are there any social-economic contributions that hinder enrolment? If yes name four.
(i)
(ii)
(iii)
(iv)
10. Do you group learners according to age
Yes [] No []
11. Do teacher and learner personal characteristics influence enrolment of adult learners?
Yes [] No []

Information on factors influencing enrolment of adult learners in adult education centres

The following are statements concerning the factors influencing enrolment of adult learners.

Indicate to what extent you agree or disagree with the statement using the following key:

Key: SA – Strongly Agree -5

A – Agree-4

D – Disagree -2

SD – Strongly Disagree-1

NC – Not Certain-3

Statement	SA	A	NC	D	SD
Learning facilities influence enrolment of adult learners					
Teacher preparation influences enrolment of adult learners					
Social-economic activities influence enrolment of adult learners					
Teacher and learner personal characteristics influence the enrolment of adult learners					

12. What does the current record show on enrolment of adult learners?

It is improving ()

It is declining ()

Thanks for Your Participation