

**FACTORS THAT AFFECT ENROLMENT IN ADULT LITERACY IN
MATHIRA EAST DISTRICT OF NYERI COUNTY**

BY

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DECLARATION

This research project is my original work and has not been presented to any other university for any degree. All information from other sources and from those I worked with has been fully acknowledged.

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

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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Adult and Continuing Education (ACE) is defined as a process whereby persons who no longer (or did not) attend school on a regular or full time basis undertake sequential and organized activities with a conscious intention of bringing about changes in information, knowledge, understanding, skills, appreciation and attitude or for the purpose of identifying and solving personal or community problems. (Townsend coles, 1977). ACE equips the adult with knowledge and skills that they need in order to live useful and decent lives. Products of adult education programmes are supposed to appreciate and use modern technology and be able to interpret national development programmes intelligently Ayot, (1999). ACE has been on Kenya's development agenda since 1963 as the government committed itself to declare a carefully planned attack on poverty, diseases and ignorance in order to attain social justice, human dignity and economic welfare for all. (Sessional Paper No. 10, 1965).

Literacy programmes gained its global power with the establishment of United Nations Education, Scientific and Cultural Organization (UNESCO) in 1945 following the second world war. It was established that the war was caused due to misunderstanding and intolerance of other peoples' culture. Education was seen as one of the solutions which would break cultural barriers, prejudices and open ways of global understanding that would save human beings (UNESCO, 2005). As such, education became a major concern of UNESCO to be promoted vigorously at national and international levels. The 1966

UNESCO world conference on adult education focused attention on the question of basic education for those who had not been able to attend traditional education institutions. The conference resolved that adults should understand the problem of their environment, their human and civil rights and take on the responsibilities associated there with. Adult literacy should help adults to acquire knowledge and develop ability so that they are in a position to gradually improve day to day lives and take an active part in the economic and social development of their community (UNESCO, 1966). The conference had the feeling that literacy was a basic tool for socio-economic liberation of a country. For accelerated development, the people should be able to read and interpret government plans and understand a wide range of public issues most of which are found in documents.

The developed countries of Western Europe and the United States of America had achieved over 90% literacy of their adult population by the beginning of the twentieth century Titmus (1986). In the sixteenth and seventeenth centuries, Sweden had a successful campaign, championed by the protestant churches in order to root catechism deeply in the moral attitudes and behavior. England through vigorous campaigns, was able to reduce its illiteracy from 36% to 10% between 1835 – 1886. France, similarly reduced its illiteracy levels to about 10% between 1860 – 1888. (Lind and Johnson, 1990).

Adult literacy levels have improved drastically in the developing countries where a model ‘accelerated model’ which combines the introduction of UPE with many literacy activities directed at adults. This model however requires state power and a lot of

sacrifice in order to succeed (Bhola, 1982). In Cuba, in 1961, through Mass literacy campaigns, illiteracy was reduced from 24% to 4%, a level which made the Cuban Government led by Fidel Castrol, to declare the country free from illiteracy (ferreiro, 1992). In 2003, Venezuela launched an intensive mission 'Robinson Campaign' and extended literacy to all youths and adults and education for all children at least through grade six (Prosser, 1967). In 2004 Indonesia launched a national literacy campaign spearheaded by the president and illiteracy was reduced at a high rate. Brazil also launched an accelerated programme in 2003 with significant involvement of local government and NGOs Tripath (1970). Other countries that have conducted literacy campaign are Nicaragua, Vietnam, Uruguay and Argentina (UNESCO, 2006), (Lind and Johnson, 1990)

Africa is leading with the highest number of illiterates. By 1990, half of the Africa's population was illiterate (Hulton, 1992). In 2004, the adult literacy rate for Africa was 60% while that of the developed world was 99%. The world adult literacy rate then was 82% (UNESCO, 2006). The literacy rate for Africa today is below 50% (UNESCO, 2007). This can be attributed to the many socio-economic and political problems. Burundi, Mali, Chad and Mauritania have included literacy in their overall development goals Bhola (1990). Mali's poverty reduction strategy acknowledges poverty to be characterized by illiteracy. Therefore, a vast literacy campaign is recommended. Mass campaign in Tanzania between 1971 and 1983 have reduced illiteracy level from 67% to 20% Budd (1975). In Ethiopia 1979 illiteracy was reduced from 93% to 42% though the current rate is 35.9%; These statistics show that there is need for more intensive literacy programmes to improve the literacy rate (Bhola, 1990).

In Kenya the colonial government provided adult literacy in the 1950s. It offered literacy skills to a few people in order to fulfill their interests. Women were taught basic literacy skills in addition to lessons on basic hygiene, cookery and nutrition (Mulira, 1985). The Kenya armed forces provided adult literacy in 1960s because most of the soldiers recruited at that time were illiterate (Ngau, 1997). Other providers were a few voluntary organization which had some adult literary projects in different parts of the country. One of them was the Laubach foundation which established a literacy centre in Nairobi (Laubach, 1960). Other providers were religions or Faith Based Organizations like National Christian Churches of Kenya (NCCCK) which used to organize courses for literacy classes for their church members to enable them read the Bible (Laubach, 1960).

After independence in 1963, the New Kenyan government inherited a population with a high percentage of illiterate adults thus hindering fast development (Mulira, 1985). So the government in 1966 through the Ministry of cooperatives and social services and through an act of parliament, the Board of Adult Education (BAE) was established to coordinate all the activities of adult education agencies in the country; to intensify the effort to eradicate illiteracy as a step towards accelerated national development (Republic of Kenya, 1965).

In 1967, the first national literacy campaign was launched in Kenya by the late president Jomo Kenyatta. It was to run in four phases. Phase one included Taita Taveta, Kitui, Embu, Kajiando, Kericho, Nyandarua, Nairobi, Kisumu, Kakamega and Bungoma. Phase two started in 1968 and covered twelve more districts. Phase three started in 1969 and

included eight more districts. Phase four covered all the remaining districts (Republic of Kenya, 1967). After the launch, many centres were opened and over 1500 adult learners enrolled. After three years, the momentum of the campaign slowed down because most of the teachers were volunteers and part time. Other factors that made the number of illiterates to increase were lack of common language throughout the country and lack of accurate monitoring procedures and hence the tendency to get insufficient and incorrect statistics (Republic of Kenya, 1967).

In 1979, there was a second re-launch of the literacy campaign by President Moi. He wanted to eradicate illiteracy in five years from the year of re-launch. He said that the illiterate Kenyans had difficulties using the currency, in the following of instruction for better farming or business practices, in participating fully in discussions about the country, in dealing with ballot paper during elections and benefiting generally from the rapidly growing means of communication (Republic of Kenya, 1979)

The Department of Adult Education (DAE) was established to act as the implementing agency of BAE. It was estimated that at the time of establishment of the DAE in 1979, Kenya had five million illiterate adults and this number was increasing at a rate of 150,00 annually. Within three years, the department had recruited 3,000 full time teachers, 5,000 part time teachers and volunteer teachers. They were given a two week induction course on the basic skills of teaching adults (Republic of Kenya, 1979). In 1996 a literacy survey revealed that the number of illiterates was 4.8 million. Those enrolled in literacy programmes were over 425,074 though the number decreased every year; in 1985, it was 184,429, in 1991, it was 129,107 and in 1995, it was 11,264 as per the statistical data in

the director's office (Republic of Kenya, 1999). The declining enrolment every year calls for a need to do a research to find out the reasons for this downward trend.

1.1 Statement of the Problem

Adult illiteracy is a growing problem in Kenya despite the efforts by the Kenya government to curb it. It is still high in rural Kenya especially in arid and semi-arid areas (ASAL) (KNBS, 2006). According to the 2009 population census, an estimated 7.8 million adults and youth are illiterate in Kenya. 3.4 are women who have never stepped in school, 2.6 are men who have never been to school while 1.8 million are illiterate people and are in school (Kenya National Bureau of statistics (KNBS, 2009) So, this study is set to find out the factors that affect enrolment in adult literacy programmes in Mathira East District of Nyeri County.

1.2 Purpose of the Study

The purpose of the study is to investigate the factors that influence enrolment in adult literacy programmes in Mathira East District and attempt to suggest possible solutions.

1.3 Objectives of the Study

The study aimed at achieving the following objectives:

1. To investigate on how physical facilities affect enrolment in adult literacy programmes in Mathira East District.
2. To determine the extent to which teaching – learning resources affect enrolment of adult literacy programmes.

3. To establish the extent to which professional and academic qualification of adult education facilitators affect enrolment of adult literacy programmes.
4. To investigate the extent on which the teaching methodology influence the level of enrolment of adults in Adult and Continuing Education (ACE) programmes.
5. To establish the extent to which motivation affect enrolment.

1.4 Research Questions

The study will answer the following questions

1. How does physical facilities affect enrolment in adult literacy programme ?
2. To what extent do teaching – learning resources affect enrolment of adult literacy programmes in Mathira East District?
3. How does the professional and academic qualification of adult education facilitators affect enrolmnet?
4. To what extent do teaching methodology affect enrolment of adult and continuing programmes?
5. To what extent does motivation affect enrolment of ACE programmes.

1.5 Significance of the Study

Illiteracy has been increasing at a terrific rate among adults (KNBS, 2007). The study will therefore come up with ways of enticing both adults and youth to enrol for literacy programmes in large numbers. The findings from the study will help Adult and Continuing Education (ACE) providers to improve on the implementation of key government policies. The study will also provide knowledge that may be used by the country's policy makers and

development planners in designing policies that may contribute to increased level of participation of adults in ACE programmes.

1.6 Limitations of the Study

The researcher may face some limitations while carrying out the study. Some of the learners may not be able to read and interpret the questionnaire as well as to write down the responses. However the researcher will translate the questionnaire in the local language and also write down the responses for the learners who may experience difficulties.

1.7 Delimitations

Delimitations involve the scope of the study. The study will be confined in Mathira East District because statistical evidence indicated that learner enrolment stood at 34% (KNBS, 2010). The study targeted all adult education centres in the district. The sample will comprise of ACE centre facilitators, learners, adult drop outs, supervisors and chiefs in the district.

1.8 Assumptions of the Study

The researcher assumes that the respondents would give relevant information which can be used by adult literacy providers to rectify the problem of low enrolment in adult literacy classes.

1.9 Definition of operational terms

The following are the definitions of significant terms which are used in the study.

Adult – A mature man and woman who is responsible of his/her entire life.

Adult and continuing education – This is an organized process of learning of which adults continue learning for the rest of their lives.

Literacy - ability to read, write and do number work.

Adult and continuing education providers- These are different bodies that offer adult education programmes and they include: government departments in various ministries, faith based organizations, community based organizations, institutions of higher learning, private sector and individuals.

Enrolment – Registering as a member and continuing to attend classes regularly

Illiteracy – inability to read, write and enumerate.

Participation – A situation of being present so as to give assistance physically, mentally or emotionally as it is required.

1.10 List of Abbreviations and Acronyms

U.N.E.S.C.O	– United Nations Education, Scientific and Cultural Organization
U.S.S.R	– United Soviet Social Republic
A.C.E	– Adult and Continuing Education
N.C.C.K	– National Christian Churches of Kenya
D.A.E	– Department of Adult Education
K.N.B.S	– Kenya National Bureau of Statistics
U.P.E	– Universal Primary Education
N.G.O	- Non- Governmental Organization
K.C.P.E	– Kenya Certificate of Primary Education
K.J.S.E	– Kenya Junior Secondary Education

1.11 Organization of the Study

The study will be organized into five chapters. Chapter one lays the basis of the study and is comprised of the background of the problem, statement of the problem, purpose of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, definition of operational terms, list of abbreviations and acronyms and organization of the study. Chapter two presents a review of the related literature under the following sub-headings: physical facilities, teaching/learning resources; professional and academic qualification of ACE teachers; teaching approaches; conceptual and theoretical frameworks. Chapter three will consist of the research methodology to be used in the study. The methodology include research design, target population, sample and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis techniques. Chapter four will include data analysis and interpretation of the findings. Chapter five will deal with conclusion, recommendations and suggestions for further research.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

Literature review involves a systematic identification, location and analysis of documents containing information related to research problem being investigated (Mugenda & Mugenda, 1999). In this chapter, the literature review focuses on, physical facilities, professional and academic qualification of ACE facilitators, motivation, teaching approaches, conceptual and theoretical frameworks.

2.1 Physical Facilities

Barriers to the participation of adult in continuing education has been classified into categories related to practices and procedure that include inconvenient schedule and poor choice of ACE centres which discourage adults from participating (Cross, 1981). A research study by Ngau (1997) on situation of adult literacy in Kenya established that 69% of the centres involved in the research study had no suitable buildings that were allocated for use by the literacy programmes. Most of the centres in Mathira East District use nursery classrooms which have small desks with low forms while others have small chairs and tables, a situation that make adults feel very uncomfortable. The social context in which adult education operates determines its success. Learning environment determines the attitude of the adult learner (Cross, 1981). Physical facilities like furniture used by kindergarten, when used by the adults is uncomfortable. Adults feel constrained and do not participate effectively (Murai, 1985 and Ayot, 1995), as well as that they experience more difficult times during the wet and hot seasons where learning takes place outside or in temporary buildings or shelters. Waruru (1987) observed that learning atmosphere was not conducive in literacy classes held in primary schools classrooms due

to the noise made by pupils during break time and games time. Due to that disturbance, the adults could not enrol in large numbers. A survey by Ngau (1997) found that where classes were held in public buildings, the learners had to wait for a long time before buildings were available for them to begin classes. If these facilities are in use by the owners at the time of adult literacy classes, the adults classes are closed or postponed (Njeranga, 2001). Some of these facilities are inappropriate for use by adult literacy learners since they are in bad state. The halls used as classes had poor lighting and ventilation was inadequate due to small windows (Murai, 1985). Ngau (1997) found centres where adult learners used to sit on improvised low-level and narrow benches with no backs and no flat form for writing on. So, learners experienced sitting problems especially at their old age and that becomes a contributing factor for low enrolment. Adult Learners in Mathira East District have been allocated classrooms that are used by the nursery school children which have small uncomfortable furniture. The study intends to investigate whether physical facilities affect enrolment.

2.2 Teaching/Learning Resources

Teaching and learning resources is one of the major contributing factor towards the success of enrolment in adult literacy classes. The Kenya National Adult Literacy Survey (KNALS) (Republic of Kenya, 2006) report indicated that the factors identified by managers of adult literacy centres as barriers to adults' participation in literacy programmes include; Inadequate teaching and learning materials, lack of multi-media resources and mixing of male and females in same classes. A research study by Ngau (1997) in Kenya established that lack of resources was a major contribution factor to drop

out in literacy classes. The research revealed that some of the adult learners use half filled exercise books borrowed from primary or secondary school children, pieces of paper torn from all sorts of books, foolscaps or a small exercise book for all subjects both classwork and homework. This reveals that most of the adult learners use one exercise book for all subjects. Others have small pieces of pencils and rubbers that caused too much movement and interruption as borrowing goes on infinitely (Ngau, 1997). That makes adult learners feel that there is wastage of time which leads to low enrolment and dropping out. Adult literacy teachers do not have teaching aids apart from the portable chalkboard (Njeranga, 2001). Primers and text books are also not enough to be shared by the learners. Murai, M. G. (1985) stated that teacher's complaints regarding materials centered on four topics: Lack of writing materials, insufficient copies of the available books, lack of appropriate books in Kiswahili, English, maths and local languages. They also lacked primers with relevant content for learners at different levels of achievement. They still lacked learning facilities and text books for learners who wanted to prepare for certificate of primary Education (KCPE) and Kenya Junior Secondary Education (KJSE) (Murai, 1985). At the time of Murai's study, books of these levels were needed as the teachers were using primary school books whose content were relevant to child learning. Adult Learners in Mathira East District are not provided with exercise and text books. The study is set to find out whether teaching/learning resources affect enrolment.

2.3 Professional and Academic Qualification of ACE facilitators

For adult literacy programmes to be effective there is need for qualified teachers at all levels both full time and part time who have undergone well trained programmes. (Lind, 1990). Roots (1979) suggests that employing full time teachers is an important factor in

eradicating illiteracy because they feel committed to make adults literate. Mathira East District has 8 full time teachers and 4 part time ones who handle 2 or 3 centres each. For improvement in quality of literacy programmes, there is need to improve teacher training, working conditions and professional status of literacy educators (UNESCO, 1997). Tripath (1970) emphasizes that training ensures proper maintenance of records as well as changing the attitude of teacher towards the learner and helps establish trust and positive atmosphere for teacher learner relationship. Adult literacy teachers need to be well trained so as to be well equipped with skills and handling adult well in order to improve enrolment. Coles, E.T (1969) states that for teachers of adults, the first requirement is that they should be sufficiently qualified in subjects taught. When a teacher is well trained in the subjects, they are able to motivate the learners to stay in class. Teachers will also understand the learners and know when a problem arises; through keeping good record of adult learners' attendance (Reche, 1982).

When teachers are not fully effective in teaching adult learners, the learners become bored and drop out of class. Due to lack of training, teachers see as if they are superior to their learners. Moitre (1982) asks why teachers feel superior and behave as if adult learners are either fools or small children. When learners get annoyed, they disappear from class without notice and never come back. Untrained teachers contribute a lot to low enrolment of adult learners; Bhola, (1983) said that from description and own experience teaching practice in the literacy classes is traditional and directive a situation that makes adults feel dissatisfied and so they drop from classes. Some teachers have low educational qualification, very short specific training and a much longer previous primary experience of their own, which draws them back to their own ways their teachers taught

them (Gut et al, 1973). That leads to mishandling of the adult learners by being treated like children and in return they opt to drop.

Nzioki (1983) says that the backbone of literacy teaching was part time teachers until 1982 when the first full time teachers were hired in Kenya. majority of those teachers recruited were school leavers aged between 18-22 years and had received little or no training. Most of those teachers lacked confidence in themselves and adult learners looked down upon them (Njeranga, 2001). Teachers were not well remunerated and had no bright future to work for. Some took the job because they lacked other chances elsewhere (Murai, 1985).

There has been complaints about teachers inability to handle adults which implies lack of training and experience Ngau (1997). Njiru (1980) states that a young and inexperienced adult teacher cannot play an effective role as a facilitator, organizer and counselor of adults. That responsibility becomes too much to bring about fruitful results in the programme. Some adult literacy teachers are ill motivated and often unqualified to handle adult learners and retain them in class which results to adults dropping out. Roots, (1979) and Ayot (1995) observes that many of the teachers are semi-illiterate in the Kiswahili language which is a barrier to proper communication. Inadequate and untrained adult educators are hindrance to both the individual learning and adult literacy programme in Kenya Gakuru et al (1976), Reche (1990) Ngau (1997) and Njeranga (2001). There has been poor integration of the teaching aids to the lessons taught and that has been a cause of low enrolment in adult literacy classes. ACE facilitators in Mathira East District are inadequate because there are 23 centres which are manned by 8 full time teachers and 4

part time ones and have not undergone training. Each of the teachers is incharge of 2-3 centres. The study aims at investigating whether professional and academic qualification of ACE facilitators affect enrolment.

2.4 Teaching Approaches

Prosser, R.C. (1967) states that if adult learners' motives are not well taken care of by adult teachers, they will drop out because adult learning is more closely linked to needs. Teachers should know how to create conditions that enable learners to learn properly. A friendly atmosphere of mutual understanding and respect between teacher and learner is essential. Adult literacy learners have developed personalities, more intelligence and experience of life than the teachers. Teachers should have principles and techniques of motivation in order to sustain adults in class. They should also relate learning to students' experiences; allow learners to participate in making decisions that affect them and finally relate learning to present and future life. (Prosser R.C, 1967).

Teaching methodologies and the teaching approaches applied by the adult teachers was a major cause for adult learners especially men becoming disinterested in adult literacy Mokah (2005). There was failure to apply a participatory approach and exchange of ideas. The study showed that adult learning is enhanced by participatory learning methods, use of resource persons and teaching based on learners' needs (Kidd, 1983) for that matter, learning becomes interesting and meaningful. Freire (1972) suggests that the adults have immense knowledge, skills and experiences to share in a literacy programme. Hence it is the ability of the teachers to apply the right teaching ACE methods that will encourage the sharing of such knowledge, skills and experiences among the adults that

can find immediate use among the learners. Reche (1992) in a study on the cause of premature withdrawal of learners from the university of Nairobi's extra-mural programme, found that most tutors in the programme were trained to teach students in the formal system and hence lacked skills to teach adult learners. That leads to adult learners feeling dissatisfied and some even dropping from the course. Facilitation of the lessons in Mathira Esat District is mostly teacher-centred. Teachers explain the content of the lesson, demonstrate and guide learners on the chalk board. The study intends to find out whether teaching approaches affect enrolment.

2.5 Motivation

Low enrolment in adult literacy has aroused concern in many countries. It was observed that many learners have not enrolled because their learning needs were not met. No human need could fully be satisfied, but the strive towards achievement depends on the individual. Nyerere's ideology about adult learners in his book 'Elimu Haina mwisho' that is, (learning has no end) is that they learn when they wish. An adult is a volunteer and learns when they want to learn. Adults also learn those things that are interesting or that will improve their lives, that is, adult education begins from needs of adults (Nyerere, 1971). If real learning needs are not properly met, the learner may not enrol or will drop out because learners go to class with a motive. They need knowledge that will bear immediate results.

One of the reasons why adult learners drop from the programme is because their needs have not been met (Lind, 1990). The facilitator is therefore obliged to know the needs of the learners in order to cater for them. The chairperson of Board of Adult Education

(BAE) at the time, professor Florida Karani said that the problem facing the department was how to sustain adult literacy. She said that the learners require education that is relevant to their specific needs and adds value to life. Adults want to learn what they can immediately apply to their situation and solve immediate problems affecting them (Knowles, 1980). If their needs are well met, they would find it necessary to enrol more. Adult learners in Mathira East District are only taught how to read, write and enumerate. This study aims at investigating whether motivation affects enrolment.

2.6 Theoretical Framework

Theoretical framework is important because it assists the researcher to focus on the study. In this study, the researchers' intention is to analyze the causes of low enrolment in adult literacy classes and establish motivation factors that will sustain learners in literacy classes. The researcher will use the theory of Andragogy by Malcom Knowles on adult learning. Malcom Knowles states that adult educators should know their learners' background well in order to take care of their entry behavior in class (Knowles, 1980). Adult learners tend to have different motivations and learning preferences from those in compulsory education. This assumption is based on the theory of andragogy which asserts that education in schools is based on pedagogy and tends to be teacher dominated with learners assigned a passive role and having minimal control over their learning. The obvious difference is that, school education is compulsory where as adult learning is voluntary.

Andragogy suggests a different model of learning in which adults are more self-directed and active. They see education as empowering and have high expectations of it and those

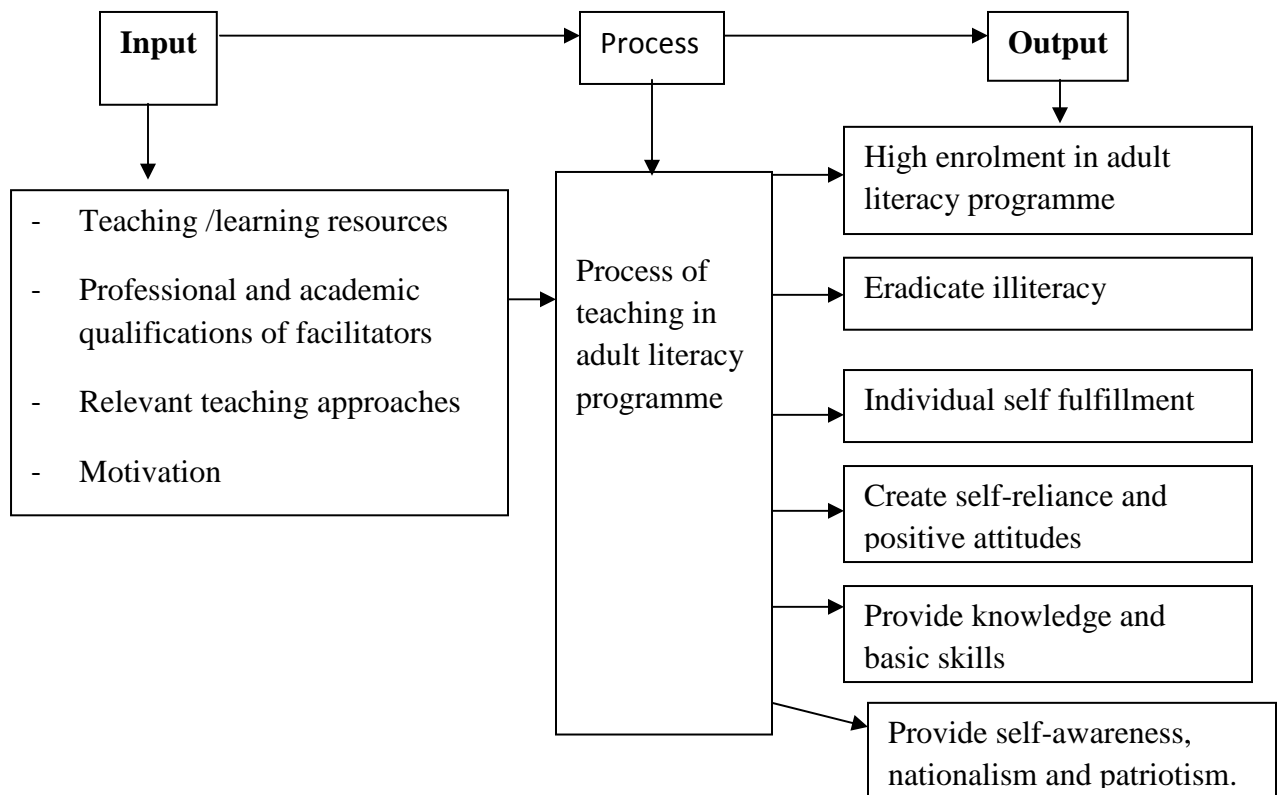
who provide it. Knowle's basic assumptions about the adult learner include the following: Adult learners need to know why they are learning particular things, have a self concept – they need to perceive themselves as self directed and responsible for their own decisions, have a wide variety of experience which represents rich resource for learners and teachers. They recognize bias and subjectivity in their opinions and experiences, have readiness to learn those things which will help them to deal with real life situations, adults are motivated to learn things which are of interest or are important to them. This implies that they have intrinsic motivation for learning.

Knowles continues to give more ideas about how adult learners should be treated well and facilitate learning using relevant methodology. Adults wish to be respected as individuals and not treated as children. Facilitators of adult learners should know that adults are ready to learn something when they experience a need in order to cope with life tasks and problems. That will make adults enroll in great numbers. Adults are self-directed and they will only participate in activities that will promote positive self-concept and self worth. Qualified teachers are needed in order to integrate variety of teaching methods giving room to the adult learner to practice his freedom of thought through discussions and group work.

Teachers of adults should lay an atmosphere of learning where adults are made to use their accumulated and increased reservoir of experiences in order to benefit more from one another. When they are made to share, they will be happy and desire to continue with learning and avoid dropping out. To make use of knowledge and skills the adults acquire so as to put it into use immediately, the department of Adult Education need to provide

relevant reading materials which can be used for practice in order to retain literacy skills. Burnet M. (1965) concurs with Knowle’s theory of Andragogy which emphasises on functional literacy. It is through functional literacy that learners can be sustained in classes and enrol in large numbers. So, the Department of Adult Education should create conditions that are conducive to adult learning for the programme to be successful to make adults enrol more. Part time ACE facilitators in Mathira East District are young, untrained and are irregularly paid. This study intends to find out whether training and motivating the facilitators affect enrolment.

2.7 Conceptual Framework



Adopted from Malcom Knowles, (1980) theory of Andragogy.

Conceptual framework is a model of how one makes logical sense of the relationships among several factors that have been identified as important to the problem (Ogula,

1998). The dependent variable (the enrolment of adult literacy programmes) will be the process in this study whereas the input will comprise of the independent variables which will be teaching learning resources, professional and academic qualification of teachers, relevant teaching methodology and motivation. If the independent variables are implemented accordingly in the adult literacy programmes there will be high enrolment.

CHAPTER 3

RESEARCH METHODOLOGY

3.0 Introduction

This chapter deal with the research methodology which was applied in the achievement of the research study specifically the chapter discussed the research design, target population, sample and sampling techniques, research instruments, validity/reliability of the instruments, data collection procedure and data analysis techniques.

3.1 Research Design

Orodho (2009), defines a research design as a scheme of outlines or plans that are used to generate awareness to research problems. The study was based on simple descriptive survey and was conducted in Mathira east District of Nyeri County. Descriptive survey sought to answer questions related to the current status of education programme, project or activity (Mugenda and Mugenda, 1999). The research design attempted to describe such things as possible behaviour, attitudes, values and characteristics. Hence, the descriptive survey design was suitable to the study in that it enabled the researcher to describe the current status of enrolment in the ACE programme in Mathira East District.

3.2 Target Population

According to Borg and Gall (1989) target population is all the members of a real and hypothetical set of people, events and objects of our research. The target population of the study comprised of 240 adult learners in the adult literacy classes, 55 adult literacy dropouts, 12 adult literacy teachers, 3 district supervisors and 16 chiefs in Mathira East District. Adult

teachers and the district supervisors were useful in this study because they are responsible of day-to-day running of their schools while adult learners and adult drop outs were useful for this study because they are the beneficiaries of adult schooling. The chiefs are useful in the study because they are the administrators in the respectful areas.

3.3 Sample and Sampling Technique

A sample refers to a part of the target population that has been procedurally selected to represent it (Oso and Onen, 2005). Purposive sampling was used to select the district of interest which is Mathira East among others. Simple random sampling was used to select ACE centres, adult literacy learners and adult drop outs in the district. Mulusa (1988) provides a table which is adopted by Krejcie and Morgan (1970) to determine the sample size for ACE centres, adult learners and adult drop outs. The table recommends suitable sizes for different population sizes where by from 21 ACE centres, the table recommends a sample size of 19. From 240 adult learners, the table recommends a sample size of 148 respondents. From 55 adult drop outs the table recommends a sample size of 48.

Simple random sampling involved listing the names of all adult learners and drop outs from the 19 randomly selected centres. In each centre, the adult learners' names were listed down and given a number. The numbers were then written on pieces of paper and put in a container for each of the centres. In each container 7-8 papers were randomly picked, one at a time. This then gave a sample size of 148 adult learners who were given the questionnaires to provide data for the research study. For adult drop outs 2 – 3 papers were randomly picked for each centre which gave a sample size of 48 respondents

A census survey was used to select a sample size for ACE teachers, chiefs and supervisors in the district. Census survey attempts to collect data from each and every member of a population (Gall, Mill and Airasian, 2006). The method was appropriate because the district has 12 ACE teachers, 16 chiefs and 3 supervisors who served as the respondents in the study.

3.4 Research Instruments

According to Ogula (1995), the instrument recommended for data collection in descriptive research studies included the use of questionnaire and interview schedules.

3.4.1 Questionnaires

These were chosen because they are suitable for collecting data from large sample size of adult learners. This instrument enabled the learners, teachers and chiefs to give more honest answers as opposed to if they were being interviewed. Three sets of questionnaires were used to collect data from the adult learners, drop outs and chiefs.

3.4.2 Interview Schedules

Interviews were conducted to collect data from the 3 education supervisors and adult learners who have dropped out of class. Interview with ACE supervisors and dropouts allowed for freedom of expression for the researcher to get more details. Data collected from the interview schedules was manually recorded on the spot.

3.5 Instrument Reliability

According to Mugenda and Mugenda (1999), reliability is a measure of degree to which research instrument yield consistent results after repeated trials. The study used a pilot study in order to determine the level of reliability of the research instruments. Kombo and Tromp(2006), define piloting as the process of trying out in the field the questionnaire to be used. Piloting was conducted in the neighbouring Gitunduti division where 6 adult literacy learners in three centres were involved. Also 3 literacy teachers and 4 chiefs filled the questionnaires. Data obtained was analyzed using spearman order correlation coefficient to determine the reliability of the instrument. The correlation between the responses given for the closed ended questions was determined with aid of SPSS. The correlation between the responses for the instruments was found to be $r = 0.745$, $p=.000$. The results indicated that the responses obtained demonstrated a statistically significant positive correlation implying that the instruments were reliable.

3.6 Instrument Validity

The research used content validity, which means the extent to which a measuring instrument provides adequate validity of the instrument has been tested by discussing their contents with other colleagues with consultation with the supervisor as recommended by Orodho (2005). Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under investigation (Orodho, 2009)

3.7 Data Collection Procedures

The researcher obtained a research permit from the Ministry of Higher Education, science and Technology. The researcher also sought permission from the District Commissioner and

the local District Eductaion officer to proceed with the research study. The researcher involved three district supervisors and the ACE teachers who assisted in administering the questionnaires to the respondents drawn from the sampled population. The researcher made arrangements with the chiefs to fill in the questionnaires on one of the days when they all meet in the district officers office. For interview schedule with the supervisors, the researcher booked an appointment in the office. For interview schedule with the adult drop outs, the researcher together with the ACE teachers visited them on their premises as per the prior arrangements made.

3.8 Data Analysis Techniques

According to Ogula (1995), data analysis is the process of reducing research data to manageable summaries. The analysis started with the process of organizing, categorizing and labeling the data to assign them numerical values. This was then followed by recording of the data by coding the answers from the questions to prepare the data for analysis. The results were presented by means of percentages, frequency tables and graphs. To facilitate the analysis and presentation of corresponding graphs basically for clarity, the researcher used the statistical package for social science (SPSS) software, a computer based programme used in generating large – scale and appropriate numerical data analysis. Frequency distribution tables were used to present the quantitative data while qualitative data with open ended items were analyzed thematically.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction.

This chapter presents the findings guided by the following research. The objectives are: to investigate on how physical facilities affect enrollment I in adult literacy programmes in Mathira East District, to determined the extent to which teaching – learning resources affect enrollment of adult literacy programmes, to establish the extent to which professional and academic qualification of adult education facilitators affect enrollment of adult literacy programmes, to investigate the extent on which the teaching methodology influence the level of enrollment of adults in adult and Continuing Education (ACE) programmes, to establish the extent to which motivation affect enrollment. The research questions are: how does physical facilities affect enrollment in adult literacy programme? To what extent do teaching/learning resources affect enrollment of adult literacy programme in Mathira East District? How does the professional and academic qualification of adult education facilitators affect enrollment? To what extents do teaching methodology affect enrollment of adult and continuing programmes? To what extent does motivation affect enrollment of ACE programmes? The study was of descriptive nature and thus the data was largely analyzed using percentages and presented using descriptive methods; that is, pie charts, bar graphs and tables.

4.0.1 Response Rate

A sizeable number of the respondents targeted gave their responses to the research instruments. Table 4.1 shows the statistics of the respondents who gave their responses.

Table 4.1 Respondents Who Gave Their Responses

	Sample Size	Actual Responses	Percent
ACE Learners	148	122	82.4
Adult Drop Outs	48	37	77.0
ACE Teachers	12	12	100
Chiefs	16	16	100
ACE District Supervisors	3	3	100
TOTAL	227	190	83.7

Source: Researcher

According to Table 4.1, the average response rate was 83.7%. This response rate is considered sufficient to provide reliable responses.

4.0.2 Factors Contributing to Low Enrolment in Adult Literacy Programmes

Given the importance that the government has accorded adult literacy together with the investments it has devoted to the programmes (Republic of Kenya, 1965), the study sought to determine the factors that affect the enrolment in the literacy programmes.

Table 4.2 summarizes the responses obtained when the respondents were asked to cite the factors affecting the enrolment in the programme.

Table 4.2 Factors Affecting Enrolment in the Adult Literacy Programmes

	Frequency	Percent
Availability of learning Resources	24	20
Professional Preparedness of tutors	32	26
Teaching Methodology	29	24
Physical Facilities	19	16
Level of Motivation	18	14
TOTAL	122	100

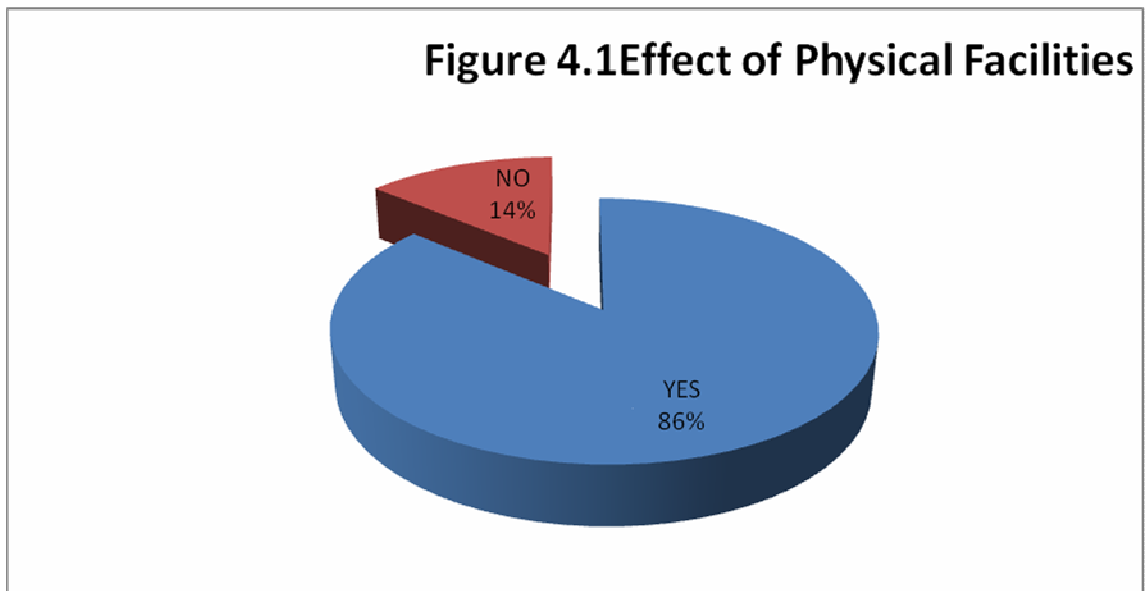
Source: Researcher

According to Table 4.2, the respondents identified the factors affecting enrolment in adult literacy programmes as professional preparedness of the tutors (26%), availability of learning resources (20%) teaching methodology (24%), availability of physical facilities (16%) and level of motivation (14%). The findings therefore indicate the factors affecting enrolment of the adult learners are of logistic as well as social nature. The study further sought to analyze in greater detail the nature of the influence the factors identified have on the enrolment of adult learners.

4.1 Physical Facilities and Enrolment in Adult Literacy Programmes

According to Cross (1981), the physical context in which adult education operates determines its success since it determines the attitude of the adult learner (Cross 1981). The current study sought to analyze the nature of influence physical facilities have on the

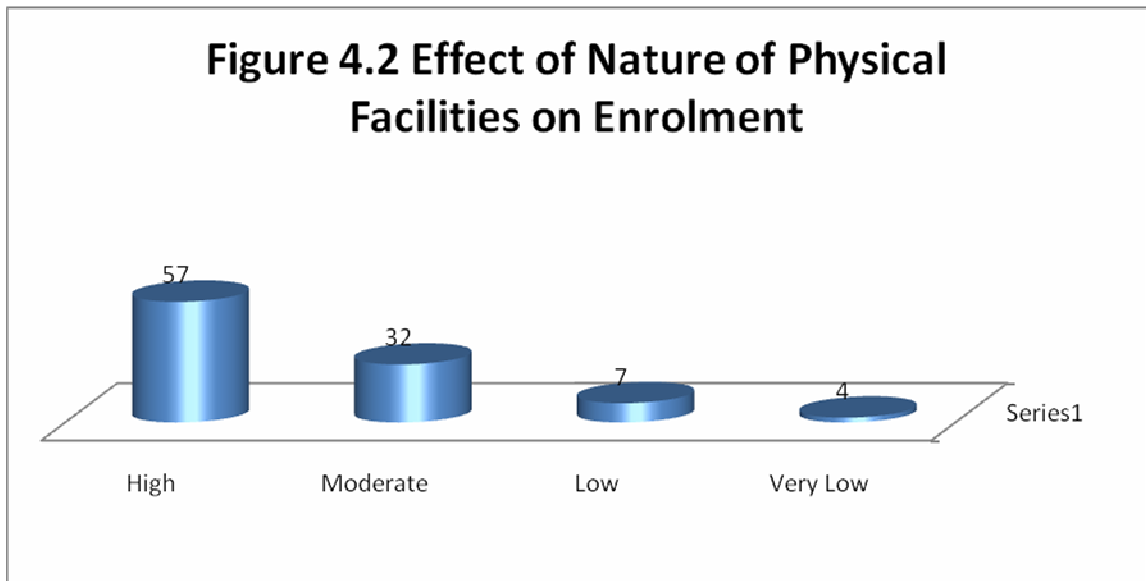
enrolment of adult learners. When asked whether in their opinion, physical facilities have any effect on the enrolment of adult learners, Figure 4.1 displays the responses obtained.



Source: Researcher

Figure 4.1 shows that majority of the respondents (86%) were of the opinion that availability of the physical facilities affect the enrolment in the adult literacy programmes. This fact was also recorded in the observation check list. These findings concur with those of a survey by Ngau (1997) which found out that where classes were held in public buildings, the learners had to wait for a long time before buildings were available for them to begin classes. If these facilities are in use by the owners at the time of adult literacy classes, the adults' classes are closed or postponed. (Njeranga, 2001). The postponement of classes discourage learners and they eventually drop out and this creates a ripple effect in that those who drop out may influence potential learners from enrolling further reducing enrolment levels.

Further, the study sought to establish whether the nature of the physical facilities available is a factor that influences enrolment of adult learners in the adult programmes. When asked to rate the effect of the nature of the physical facilities on the enrolment in the adult learning programmes, Figure 4.2 summarizes the findings obtained.



Source: Researcher

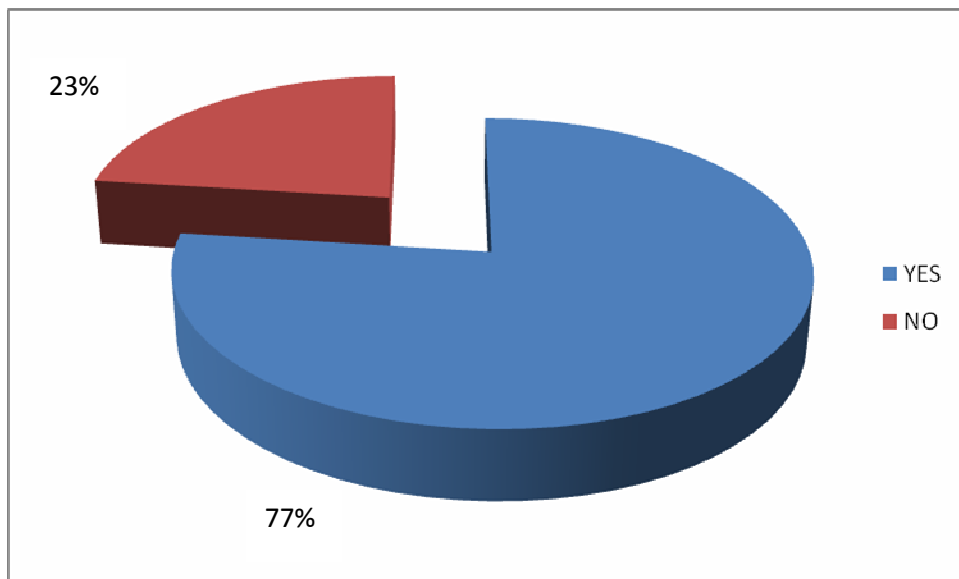
Figure 4.2 indicates that majority of the respondents (57%) felt that the nature of physical facilities affect enrolment in adult literacy programmes to a very high extent, 32% to a moderate extent, 7% to a low extent and only 4% of the respondents said that the nature of physical facilities affect enrolment in adult literacy programmes to a very low extent. The opinion that the nature of physical facilities affect enrolment in adult literacy programmes to a large extent is consistent with the findings of a study conducted by Murai(1985) and Ngau(1997) which noted that some facilities were inappropriate for use by adult literacy learners and that the halls used as classes had poor lighting and ventilation and narrow benches leading to sitting problems especially due to the old age of the learners. The unsuitability of the physical facilities act as a hindrance to the

enrolment of adult learners in the adult programmes. This is according to research question one which states “how does physical facilities affect enrollment in adult literacy programmes?”

4.2 Effect of Teaching-Learning Resources on Enrolment in Adult Literacy Programmes

Teaching and learning materials not only enhance the learning process but also make learning interesting and enjoyable. The current study sought to find out whether adequacy of appropriate teaching and learning materials is a factor influencing the enrolment in the adult literacy programmes in Kenya.

On the opinion of the adult learners on whether the availability of teaching/learning materials affects enrolment at the institutions, Figure 4.3 summarizes the responses obtained.



Source: Researcher

Figure 4.3 Effects of Teaching/Learning Resources on Enrolment

Majority of the respondents (77%) were of the opinion that availability of teaching/ learning materials affects the enrolment in the adult literacy programmes. Only 23% of the respondents were of the opinion that availability of appropriate teaching/ learning resources has no effect on enrolment in the adult literacy institutions. The findings of the study are consistent with the findings of The Kenya National Adult Literacy Survey (KNALS) (Republic of Kenya, 2007) that indicated that the factors identified as barriers to adults' participation in literacy programmes include inadequate teaching and learning materials. This was also noted during observation and recorded in the check list.

The study further sought to the extent to which availability of teaching and learning resources affect enrolment in the adult literacy programmes, the responses were as tabulated in table 4.14.

Table 4.3 Effect of Teaching/Learning materials on Enrolment

	Frequency	Percent
High	80	66
Moderate	28	23
Low	9	7
Very Low	4	3
Never	1	1
TOTAL	122	100

Source: Researcher

According to Table 4.4, majority of the respondents (80%) said that availability of teaching/learning resources have a high impact on enrolment, 23% said that it has

moderate influence and only 11% of the respondents said that teaching/learning resources have low influence on enrolment in adult literacy programmes. The findings agree with the findings of a research study by Ngau (1997) on situation of adult literacy in Kenya which established that lack of resources was a major contributing factor to the drop out in literacy classes. Similar sentiments were expressed by Murai, M. G. (1985) who stated that teacher's complaints regarding materials centered on lack of writing materials, insufficient copies of the available books, lack of appropriate books in Kiswahili, English, maths and local languages. It was further noted by Murai's study that books of these levels were needed as the teachers were using primary school books whose content were relevant to child learning. This demotivated learners to drop out since their needs were not met. This is in line with research question number two which quotes, "to what extent do teaching/learning resources affect enrollment of adult literacy programme in Mathira East District?"

4.3 Effect of Teacher's Professional Preparedness on Enrolment in Adult Literacy Programmes

For adult literacy programmes to be effective there is need for qualified teachers at all levels both full time and part time. The current study sought to establish how professionally prepared the facilitators of the adult literacy programmes are. The facilitators in the institutions completed questionnaires requiring them to state a number of aspects to do with their academic and professional backgrounds.

On the academic background of the ACE teachers, Table 4.5 shows the responses obtained.

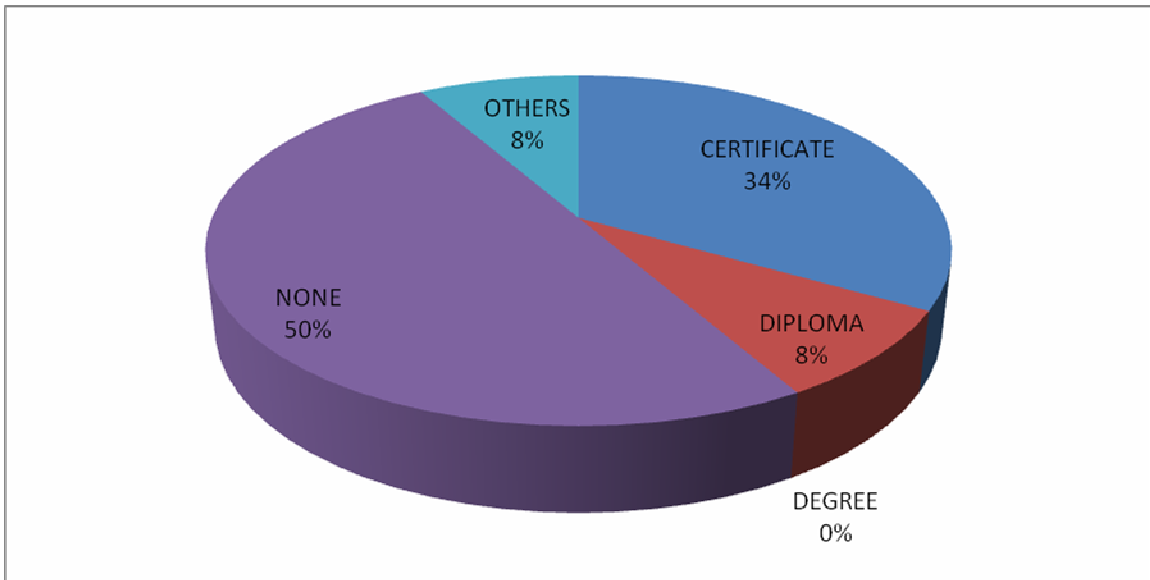
Table 4.4 Academic Background of ACE Teachers

	Frequency	Percent
Post Graduate	0	0
Bachelors	0	0
Diploma	1	8
Certificate	7	58
O-Level and below	4	34
TOTAL	12	100

Source: Researcher

Majority of the ACE teachers (58%) are certificate holders followed by O- level drop outs (34%). The best educated teacher is diploma graduate accounting for 8% of the sample. The findings indicate that the teachers have relatively low academic qualifications.

Further, the study sought to find out how professionally qualified the ACE teachers are. They were required to state their highest level of training as teachers. Figure 4.4 displays the responses obtained.

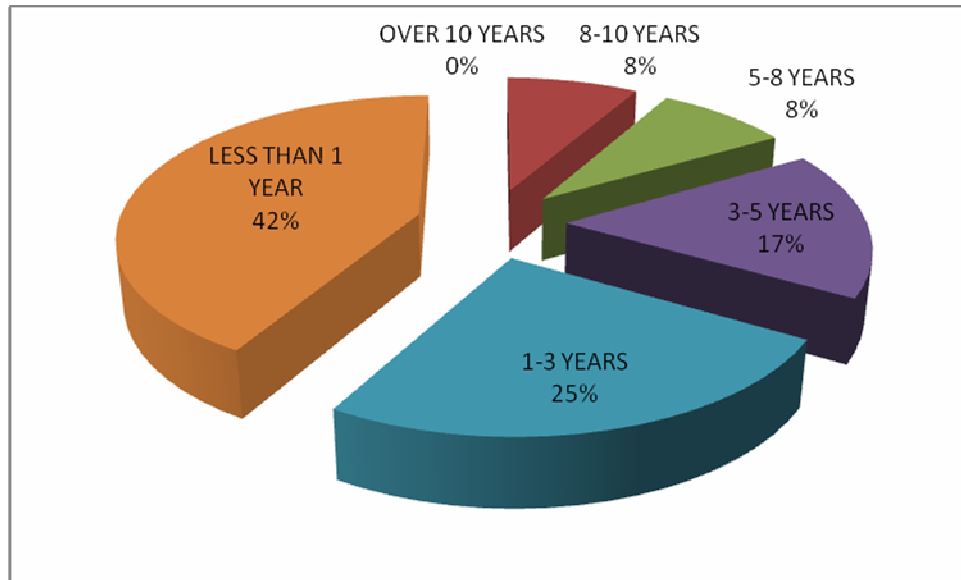


Source: Researcher

Figure 4.4 Professional Background of ACE teachers

According to Figure 4.5, 50% of the ACE teachers have no professional training as teachers, 34% are trained as teachers up to certificate level while 8% are trained up to diploma level. 8% of the respondents possess other types of training. The findings therefore indicate that a big proportion of the ACE teachers have weak or no professional training.

Further, the study sought to find out the experience of the ACE teachers in teaching. To achieve this, the ACE teachers were asked to state the number of years they have served as teachers. Figure 4.6 summarizes the findings obtained.



Source: Researcher

Figure 4.5 Length of Teaching Experience of ACE teachers

According to figure 4.6, majority of the respondents(42%) have a teaching experience of less than 1 year, 25% have experience of between 1 to 3 years, 17% have teaching experience of 3-5 years and only 8% of the respondents have teaching experience of more than 8 years but less than 10 years. The data shows that majority of the ACE teachers have very little teaching experience in teaching.

The researcher further sought to establish whether and to what level the ACE teachers are trained specifically to teach adults. The responses obtained were as tabulated in Table 4.5

Table 4.5 Level of training of ACE Teachers in Adult Learning

	Frequency	Percent
Post Graduate	0	0
Bachelors	0	0
Diploma	0	0
Certificate	2	17
None	10	83
TOTAL	12	100

Source: Researcher

The results as indicated in Table 4.5 show that only 17% of the teachers possess any training in adult learning and all of them up to certificate level.

Further, the researcher sought to determine the opinion of the ACE teachers on the effect of professional preparedness of the teachers on the enrolment in adult literacy programmes. The responses of the extent of influence the professional preparedness of the teachers on enrolment in adult literacy programmes were as tabulated in Table 4.6.

Table 4.6 Effect of Teacher's Professional Preparedness on Enrolment in Adult Literacy Programmes.

	Frequency	Percent
Very Large Extent	7	58
Large Extent	4	33
Small Extent	1	9
Very Small Extent	0	0
No Effect	0	0
TOTAL	12	100

Source: Researcher

Table 4.5 indicates that majority of the teachers (58%) were of the opinion that professional preparedness of the teacher affects enrolment to a very large extent, 33% to a large extent and only 9% said that teacher's professional preparedness affects enrolment in the adult literacy programmes to a small extent.

These findings of the study on teacher preparedness and its impact on the enrolment in the adult literacy programmes are echoed in sentiments of Njeranga (2001) who said that majority of the teachers recruited to teach at the adult literacy programmes were school leavers aged between 18-22 years and had received little or no training most of who of those teachers lacked confidence in themselves and adult learners looked down upon them (Njeranga 2001) In addition, according to Gakuru et al (1976), Reche (1990) Ngau (1997) and Njeranga (2001) inadequate and untrained adult educators are hindrance to both the individual learning and adult literacy programme in Kenya. As a result of the inefficiency in teaching adult learners bring about boredom among the adult learners who consequently drop out of class. This leads to low enrolment in the adult literacy programmes. This is in relation to research question three which states, "how does the professional and academic qualification of adult education facilitators affect enrollment?"

4.4 Effect of Teaching Methodology on Enrolment in Adult Literacy Programmes

Reche (1992) in a study on the cause of premature withdrawal of learners from the University of Nairobi's extra-mural programme, found that most tutors in the programme were trained to teach students in the formal system and hence lacked skills to teach adult learners. The current study sought to establish whether the teaching methodology applied by the ACE teachers is a factor affecting the enrolment in the adult literacy programmes.

On the methodology mostly used by the ACE teachers, the responses were as displayed in Figure 4.6.

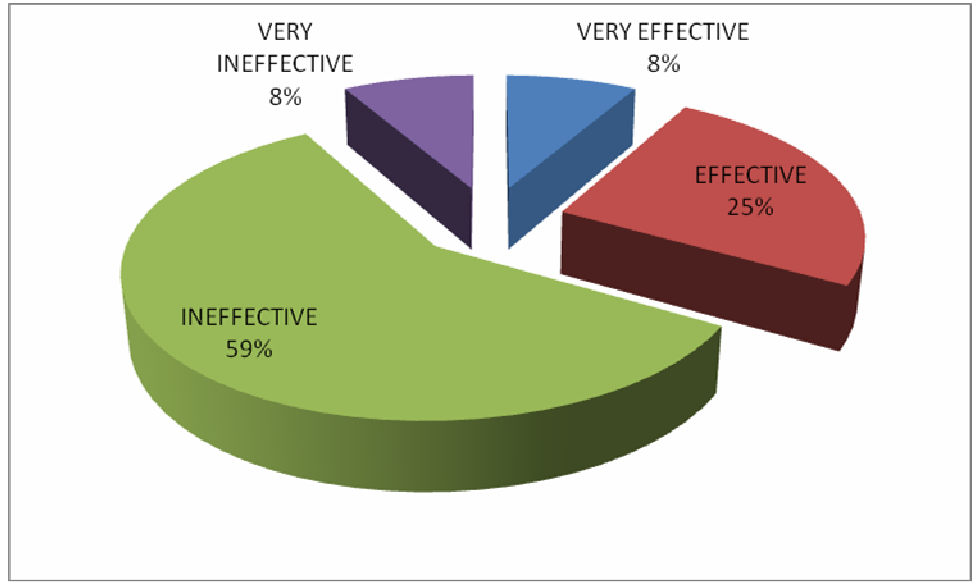
Table 4.7 Teaching Methodology Mostly Used by ACE teachers

	Frequency	Percent
Lecture Method	5	42
Group Work Discussion	2	17
Use of Assignments	4	33
Learner Participation	1	8
TOTAL	12	100

Source: Researcher

Majority of the teachers (42%) use lecture method in their lessons, 33% use assignments, 17% use group work discussions and only 8% of the teachers use learner participation. The findings therefore indicate that the methods of teaching used are largely teacher centered and less participatory. This contradicts the methods advocated by Prosser (1967) who said that the teaching method used for adult learners should relate to students' experiences; allow learners to participate in making decisions that affect them and finally relate learning to present and past learning.

The researcher further sought to establish the effectiveness of the methods of teaching in the opinion of the adult learners. Figure 4.7 summarizes the responses of the learners on how effective the teaching methodology applied by the ACE teachers is.

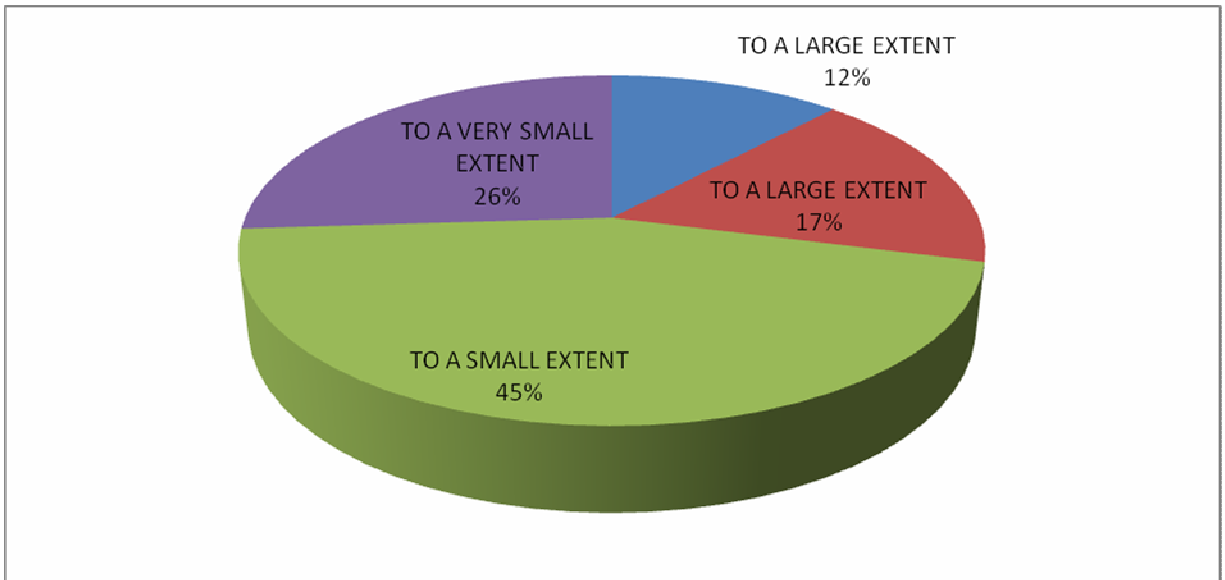


Source: Researcher

Figure 4.6 Effectiveness of the Teaching Methodology used by ACE Teachers.

Cumulatively, majority of the adult learners (67%) were of the opinion that the teaching methodology used was ineffective while 33% of the learners said that the methodology used is effective. The findings indicate that the learners were not satisfied with the methodology used in teaching.

The researcher sought to establish the extent to which the teaching method adopted at the adult literacy centers are interactive and participatory. The adult learners were asked to rate the level of participatory and interactive of the teaching method adopted. Figure 4.7 summarizes the responses obtained.



Source: Researcher

Figure 4.7 Extent of Participatory and Interactive of Teaching Methodology

On the level of inter-activeness and participatory of the teaching methodology, the responses as displayed in Table 4.7 shows that cumulatively, majority of the adult learners(71%) find the method used to a small extent interactive while the rest(29%) were of the opinion that the method was interactive and participatory. The findings therefore imply that to a large extent, the teaching method adopted is not participatory and interactive. This is relevant to research question number four which quotes, “to what extent do teaching methodology affect enrollment of adult and continue programmes?”

Further, the researcher sought to establish the level of satisfaction the adult learners were with the teaching method applied at their centers. Table 4.7 shows the findings obtained.

Table 4.8 Level of Adult Learner’s Satisfaction with the Teaching Methodology

	Frequency	Percent
To a Very Large Extent	14	13
To a Large Extent	22	18
To a Small Extent	74	62
To a Very Small Extent	12	7
TOTAL	122	100

Source: Researcher

According to Table 4.7, cumulatively, majority of the adult learners (69%) expressed dissatisfaction with the teaching methodology used while the rest (31%) expressed some form of satisfaction with the teaching methodology applied. The dissatisfaction experience is likely to result in dropping out thereby adversely affecting the levels of enrolment in the adult literacy centers.

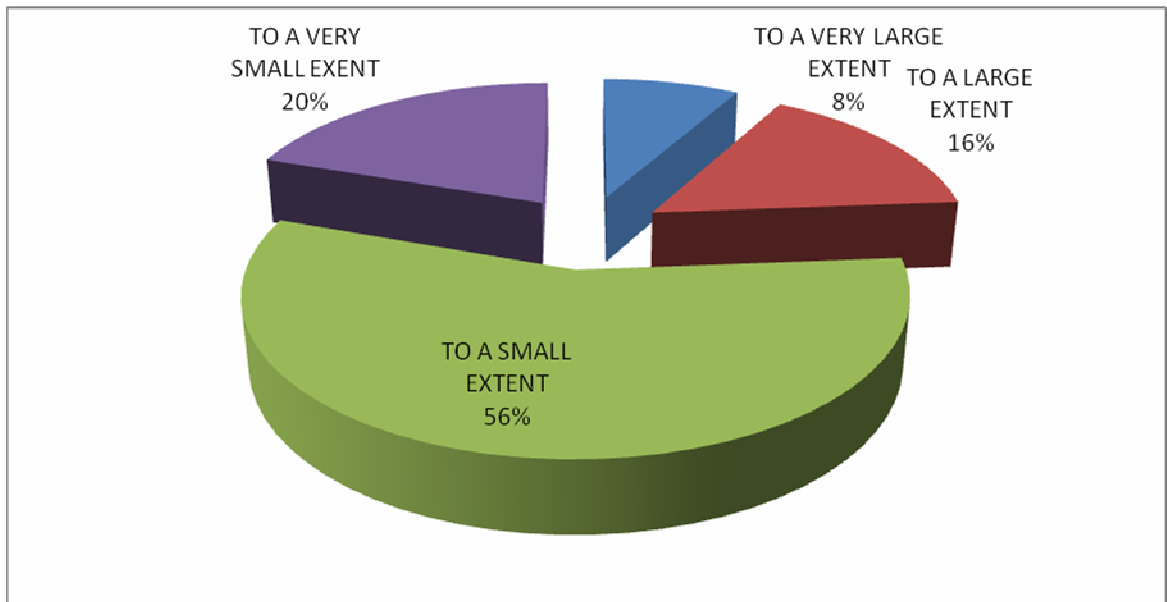
The findings of the study on the nature and impact of the teaching methodology on the level of enrolment in adult literacy programmes concur with those of Mokah (2005) and Kidd(1983) who postulated that participatory teaching and learning methods, use of resource persons and teaching based on learners’ needs enhance learning among adult learners. The authors further note that failure to apply a participatory approach and

exchange of ideas teaching approaches applied by the adult teachers was a major cause for adult learners especially men becoming disinterested in adult literacy.

4.5 Effect of Motivation on Enrolment in Adult Literacy Programmes

Low enrolment in adult literacy has aroused concern in many countries. It was observed that many learners have not enrolled because their learning needs were not met. The current study sought to find out whether motivation of the learners is a factor influencing enrolment at adult literacy centers.

On the relevance of the content taught to the needs of the adult learners, the researcher asked the learners to rate the level of relevance of the content taught. Figure 4.7 displays the responses obtained.

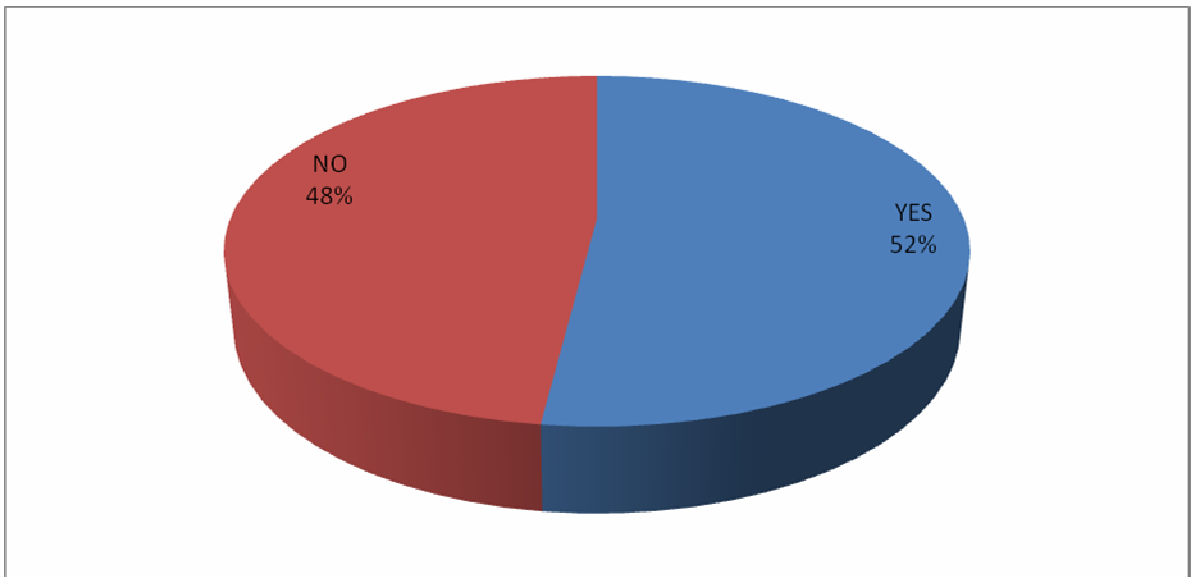


Source: Researcher

Figure 4.8 Extent of Relevance of Content Taught in Adult Literacy Centres

According to Figure 4.7, cumulatively, majority of the learners (76%) felt that the content taught was irrelevant and the rest (24%) were of the opinion that the content taught was relevant to their needs. The findings of the study therefore imply that the adult learners perceived the content being taught to be irreverent to their needs. Such a perception implies that the learner's motivation was minimal.

Further, the study sought to establish the opinion of the learners on whether they feel their studies will improve their lives. The researcher asked a categorical question on whether the learners felt their studies would improve their lives. The responses obtained were as displayed in figure 4.8.



Source: Researcher

Figure 4.9 Ability to Improve the Lives of Adult Learners

According to Figure 4.8, a slight majority of the adult learners (52%) felt that the studies would improve their lives while the rest (48%) felt otherwise. The closeness of the

proportions indicated that the respondents were undecided on whether the studies have the capacity to improve their lives. It is also notable that a large proportion of the learners were indifferent about the potential of the studies to better their lives. The findings further indicate low motivation of the adult learners towards studies. This is likely to lower their commitment to the studies and in extension the enrolment at the centers.

The findings of the study echo those of past studies conducted by Lind (1990) and Knowles (1980) which indicated that the number of adult learners has dropped over the years since adult learners are only motivated to learn what they can immediately apply to their situation and solve immediate problem affecting them which is not the case with the curriculum that is being offered currently. This is in line with the research question number five which states, “to what extent does motivation affect enrollment of ACE programmes.?”

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter addresses the summary of the major findings of the study in relation to the objectives outlined in chapter one. It also presents the conclusion of the study together with the recommendations of the researcher based on the findings.

5.1 Summary of the Study

The purpose of this study was to investigate the factors that affect enrolment in adult literacy in Mathira East District of Nyeri County. The literature reviewed comprised of physical facilities, professional and academic qualification of ACE teachers, teaching approaches, motivation and a conceptual framework was developed to guide the study. Data was collected using questionnaires and interview schedules. The samples consisted 148 adult learners, 48 adult drop outs, 12 ACE teachers, 16 chiefs and 3 supervisors. Data collected was analyzed quantitatively using SPSS software programme. The findings indicated that there are a number of challenges facing ACE programme.

5.2 Summary of the Major Findings

The respondents identified the factors affecting enrolment in adult literacy programmes as professional preparedness of the tutors, availability of learning resources, teaching methodology, availability of physical facilities, and level of motivation. Majority of the respondents were of the opinion that availability of the physical facilities affects the enrolment in the adult literacy programmes. These findings concur with those of a survey

by Ngau (1997) and Njeranga(2001) which underlined the importance of proper and adequate physical facilities for improved enrolment in adult literacy centers. Majority of the respondents felt that the nature of physical facilities affect enrolment in adult literacy programmes to a very high extent. The opinion that the nature of physical facilities affect enrolment in adult literacy programmes to a large extent is consistent with the findings of a study conducted by Murai(1985) and Ngau(1997) which underscored the importance of appropriate provision of physical facilities in adult literacy centers.

Majority of the respondents were of the opinion that availability of teaching/ learning materials affects the enrolment in the adult literacy programmes. The findings of the study are consistent with the findings of The Kenya National Adult Literacy Survey (KNALS) (Republic of Kenya, 2007) that indicated that the factors identified as barriers to adults' participation in literacy programmes include inadequate teaching and learning materials. Most respondents said that availability of teaching/learning resources have a high impact on enrolment which concurs with the findings of a research study by Ngau (1997) and Murai,M.G.(1985) on situation of adult literacy in Kenya.

On the professional preparedness of ACE teachers, the study found out that majority of the ACE teachers are certificate holders followed by O- level drop outs. The best educated teacher is diploma graduate accounting for only 8% of the sample. The findings indicate that the teachers have relatively low academic qualifications.

Further, half of the ACE teachers have no formal professional training as teachers indicating that a big proportion of the ACE teachers have weak or no professional training background. In addition, the study demonstrated that majority of the ACE teachers have very little teaching experience in teaching. On training in adult teaching, the study found that only a small proportion of the teachers possess any training in adult learning and all of them up to certificate level. Further, majority of the teachers were of the opinion that professional preparedness of the teacher affects enrolment to a very large extent. These findings of the study on teacher preparedness and its impact on the enrolment in the adult literacy programmes are echoed in sentiments of Gakuru et al (1976), Reche (1990) Ngau (1997) and Njeranga (2001) who said that majority of the teachers recruited to teach at the adult literacy programmes were school leavers and had received little or no training. As a result of the inefficiency in teaching adult learners bring about boredom among the adult learners who consequently drop out of class. This leads to low enrolment in the adult literacy programmes.

On teaching methodology used, majority of the teachers use lecture method in their lessons indicate that the methods of teaching used are largely teacher centered and less participatory and majority of the adult learners were of the opinion that the teaching methodology used was ineffective indicating that the learners were not satisfied with the methodology used in teaching. Further, majority of the adult learners find the method used to a small extent interactive and participatory implying that to a large extent, the teaching method adopted is not participatory and interactive which is likely to result in dropping out thereby adversely affecting the levels of enrolment in the adult literacy

centers. Similar findings were documented by Mokah (2005) and Kidd(1983) who postulated that participatory teaching and learning methods, use of resource persons and teaching based on learners' needs enhance learning among adult learners.

On the motivation of adult learners, majority of the learners felt that the content taught was irrelevant implying that the adult learners perceive the content being taught to be irreverent to their needs which signals low motivation of the learners. Further, a slight majority of the adult learners felt that the studies would improve their lives. The indifference of the learners about the potential of the studies to better their lives indicates low motivation of the adult learners towards studies. This is likely to lower their commitment to the studies and in extension the enrolment at the centers. The findings of the study echo those of past studies conducted by Lind (1990) and Knowles (1980) which indicated that adult learners are only motivated to learn what they can immediately apply to their situation and solve immediate problem affecting them which is not the case with the curriculum that is being offered currently.

5.3 Conclusion

From the findings of the study, it can be concluded that professional preparedness of the tutors, availability of learning resources, teaching methodology, availability of physical facilities, and level of motivation are among the challenges that affect the adult learners. It was also found that majority of the ACE teachers are certificate holders followed by O-level drop out with the best educated teacher as diploma graduate accounting for only 8% of the sample. The findings indicate that the teachers have relatively low academic qualifications. Further, half of the ACE teachers have no formal professional training as

teachers indicating that a big proportion of the ACE teachers have weak or no professional training background. In addition, the study demonstrated that majority of the ACE teachers have very little teaching experience in teaching and only a small proportion of the teachers possess any training in adult learning and all of them up to certificate level.

On the teaching methodology applied, majority of the teachers use lecture method in their lessons indicating that the methods of teaching used are largely teacher centered and less participatory and majority of the adult learners were of the opinion that the teaching methodology used was ineffective indicating that the learners were not satisfied with the methodology used in teaching.

On motivation of adult learners, the study found that learners perceive the content being taught to be irrelevant to their needs which signals low motivation of the learners and there was indifference of the learners about the potential of the studies to better their lives indicating low motivation of the adult learners towards studies. This is likely to lower their commitment to the studies and in extension the enrolment at the centers.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made;

First, the government invests in providing appropriate physical facilities and teaching/learning materials for use by adult learners. This could be achieved through CDF Funds or through the Ministry of Education.

Secondly, the government implements effectively the relevant training curriculum for both adult teachers and learners. This will help prepare the teachers adequately to be able to teach adults as well as gain insight into the most effective teaching methodology to keep adult learners interested in the learning process. The adult learners on the other hand will be exposed to a content that is tailored to their needs which will ensure that their interest will be sustained and thus enrolment will be enhanced.

5.5 Recommendation for further study

The current study was based only on enrolment in the adult literacy programmes. More research need to be devoted to the status and the quality of education offered to the adult learners. In addition, more research should be conducted on the attitude towards adult literacy and methods of cultivation on the right attitude to enhance eradication of adult illiteracy.

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APPENDICES

APPENDIX 1

Work Schedule

	Sep	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	August
Proposal writing	■	■	■	■	■	■	■					
Preparation of proposal and defending								■	■			
Pilot study, actual fieldwork and data collection										■	■	
Analysis and report writing											■	
Submission of 1 st draft, corrections and final submission											■	
Graduation												■

APPENDIX II

Research Expenditure Budget

Serial No	Activity	Total
A	Stationary - Writing Materials	10,000
B	Secretarial services - Photocopying - Binding	16,000
C	Field work - Subsistence - Traveling - Piloting - Consultation - Data collection expenditure	16,000
D	Report writing - Data analysis 9,000 - Typing and printing of final report 8,000 - Binding services of final report 4,000 - Miscellaneous 7,000	28,000
	Total	70,000

APPENDIX III

**LETTER OF INTRODUCTION
UNIVERSITY OF NAIROBI,
SCHOOL OF CONTINUING AND DISTANCE EDUCATION,
P.O BOX 92,
KIKUYU**

Date: 13th April 2013

**THE DISTRICT ACE OFFICER
MATHIRA EAST DISTRICT
P.O BOX 288
KARATINA.**

Dear Madam,

RE: RESEARCH STUDY

I am a student at the University of Nairobi pursuing a master degree in Educational foundation.

I am carrying out a study on factors that affect enrolment in adult literacy in Mathira East District.

I am kindly requesting for your permission to seek responses from the Adult and continuation Education teachers, learners in the centres, supervisors, and adult learners who have dropped in Mathira East District.

Your assistance will be highly appreciated.

Thank you in advance.

Yours faithfully

Gitonga Anne Muthoni

APPENDIX 1V

Determining Sample Size from a Given Population

N	S	N	S	N	S
10	10	130	97	360	186
15	14	140	103	380	191
20	19	150	108	400	196
25	24	160	113	420	201
30	28	170	118	440	205
35	32	180	123	460	210
40	36	190	127	480	214
45	40	200	132	500	217
50	44	210	136	550	226
55	48	220	140	600	234
60	52	230	144	650	242
65	56	240	148	700	248
70	59	250	152	750	254
75	63	260	155	800	260
80	66	270	159	850	265
85	70	280	162	900	269
90	73	290	165	950	274
95	76	300	169	1000	278
100	80	320	175	1110	285
110	86	340	181		
120	92				

By Krejcie and Morgan, (1970)

APPENDICES

APPENDIX V

Questionnaire for Adult Learners

This questionnaire is designed purely for the purpose of academic research to determine factors which influence participation in adult and continuing Education (ACE) within Mathira East District of Nyeri County. Hence, the information from the respondents will remain confidential.

Instructions. Please tick answer in the box (√)

1. What is your gender? Indicate in the spaces provided

Male

Female

2. What is your age bracket?

18 - 25 years

36 - 45 years

26 - 35 years

over 45 years

3. What is your marital status?

Single

Widower

Married

Widow

PART II

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

Yes

No

2. Which of the following indicate the level you are currently enrolled for?

- Beginners or basic level
- Pursuing primary education
- Pursuing secondary education
- Undertaking course for entrepreneurship

3. To what extent are the courses offered by the centre meeting your learning needs?

- Very well
- Well
- Not very

4. What factors do you think influence the adult literacy programme?

.....
.....

5. Do you think physical facilities affect the enrolment in adult literacy programme?

- a) Yes ()
- b) No ()

Give reasons for your answer.....

6. How would you rate the effect of physical facilities on enrolment of adult literacy programme?

- (a) High ()
- (b) Moderate ()
- (c) Low ()
- d) Very Low ()

7. What do you think should be done to improve physical facilities to attract more adults to join the programme?.....

8. How is the attitude of the local community towards the adult education programme?

(a) High ()

(b) Moderate ()

(c) Low ()

(d) Very Low ()

9. To what extent do teaching – learning resources affect enrolment of adults in literacy?

(a) High ()

(b) Moderate ()

(c) Low ()

(d) Very Low ()

Give reasons for your answer

10. What teaching materials are provided at the centre to facilitate teaching?

.....

.....

11. How do you rate the academic qualification of adult education facilitators as a factor affecting enrolment?

Very good ()

Good ()

Fair ()

Poor ()

Very poor ()

12. Academic qualification of adult education affects adult literacy programme? Do you agree with this statement?

- Strongly agree ()
- Agree ()
- Neutral ()
- Disagree ()
- Strongly disagree ()

Give reasons for you answer

13. The teaching methodology affects enrolment of adult education programmes. To what extent do you agree with this statement?

- Very great ()
- Great ()
- Some ()
- Little ()
- Very little ()

14. To what extent do you think that good teaching methodology can improve enrolment of adult education programme?

- (a) High ()
- (b) Moderate ()
- (c) Low ()
- d) Very Low ()

Give reasons for you answer

16. Are there other factors which you think affect the programme of adult education

17. What recommendations would you make for improving levels of participation of adults education programme?

APPENDIX VI

Questionnaire for ACE teachers

This questionnaire is designed purely for the purpose of academic research to determine factors which influence participation in adult and continuing Education (ACE) within Mathira East District of Nyeri County.

Instructions. Put a tick where appropriate in a box (√)

1. How many adult learners are in the ACE centre
Male Female
2. How many adult learners are in the age bracket shown below in the centre?
18 – 25 years 36 – 45 years
26 – 35 years Over 45 years
3. How many learners are in each of the following levels in the centre?
Beginners (basic) level
Pursuing primary education
Pursuing secondary education
Undertaking courses for entrepreneurship
4. What language do you use in the centre when teaching?
Mother tongue
Kiswahili
English
5. What are some of the courses that you offer at the centre?
.....
.....

6. What teaching material are provided at the centre to facilitate teaching?

.....
.....
.....
.....

7. What is your status as an ACE teacher?

Full time teacher
Part time teacher
Volunteer

8. What facilities are found in the centre? e.g. classroom desks etc. Indicate in the spaces provided

.....
.....
.....
.....

PART II

1. To what extent do you think the following affect the level of participation of learners in ACE programmes?

Rank them accordingly

The gender of the adult
The age of the adult
The level of income of the adult
The level of education attained by adults

2. What methods do you use to teach adults?

Lecture

Demonstration

Discussion

Question and answer

3. Suggest ways of improving teaching in your centre

.....

.....

.....

.....

Thank you for your cooperation.

APPENDIX VII

Questionnaire for Chiefs

This questionnaire is designed purely for the purpose of academic research to determine factors which influence participation of adult population in Adult and continuing education (ACE) within Mathira East District of Nyeri County. Hence the information from respondents will remain confidential.

1. Division
2. Location
3. Name of the chief
4. Do you know any literacy centres in your location?
Yes No Please tick
5. What are the activities carried on in the centres?
6. What are your opinions on attendance of adult learners in these centres?.....
7. What are your suggestions to improve attendance in your (ACE) centres in your location?
8. What part do you play to promote attendance in (ACE) classes?
9. What are the opinions of the people on adult education?
10. Comment on attendance of adult learners in adult programmes
11. General comments on adult literacy programmes

Thank you for your co-operation

APPENDIX VIII

Interview schedule for adult learners who have dropped out of class

1. What is your name?
2. How old are you?
3. What is your gender?
4. What is your highest educational level?
5. Which year did you joined the class?
6. What reasons made you drop out of class?
7. Which year did you dropped out?
8. What are the major reasons that made you to drop?
9. After you left the class, did you meet other drop-out learners?
10. What did they tell you about their causes of dropping out?
11. (i) Would you go to class if your problems were solved?
(ii) If No, why?
12. What are your suggestions on how people can be motivated to attend adult literacy classes?
13. Before you left the class, did you do proficiency test and got a certificate?

Thank you for your co-operation

APPENDIX IX

Interview schedule for ACE supervisors

This questionnaire is designed purely for the purpose of academic research to determine factors which influence enrolment of adult population in adult and continuing education ACE within Mathira East District of Nyeri County. Hence, information from respondents will remain confidential.

1. What have been the trends for the following in your ACE programme?
 - (i) The enrolment for the male and female adult learners
 - (ii) The age of adult learners
 - (iii) Levels of education
 - (iv) Levels of income
2. How many learners in your programme are enrolled in the following levels?
 - (i) Basic adult literacy
 - (ii) Primary school level for adults
 - (iii) Secondary school level for adults
 - (iv) Courses offering entrepreneurship skills
3. What courses are you not able to offer adult learners? Give reasons.
4. In your programme, how many teachers have attained
 - (i) Certificate level of training
 - (ii) Diploma level of training
 - (iii) Degree level of training
 - (iv) No training at all
5. In your opinion, does your programme have sufficient and well trained teachers for all the ACE levels ran by your programme?

6. Explain how well your programme is able to supply suitable and adequate teaching and learning materials for:
 - (i) Basic level
 - (ii) Primary level
 - (iii) Secondary level
7. How does lack of sufficient and up to date edition of teaching materials affect the participation of adult in the various levels of your ACE programme?
8. Are there other challenges which are being faced in your programme that you would consider to be influencing the level of participation of adults in your ACE programme?
9. What recommendations do you have for improving levels of participation of adults in your ACE programme?

Thank you for your cooperation.

APPENDIX X

Observation Checklist

CENTER CODE _____

DATE _____

(a)Physical Facilities

FACILITY	REQUIRED	AVAILABLE	BALANCE
		CONDITION	
CLASSROOMS			
LIBRARY			
TOILETS			
CHALKBOARDS			
OFFICES			
PLAYFIELDS			
LABORATORIES			

(b)Teaching Resources

RESOURCE	REQUIRED	AVAILABLE	BALANCE
		CONDITION	
TEACHING AIDS			
TEXT BOOKS			
EXERCISE BOOKS			
CHALK			
TEACHING CHARTS			
COMPUTERS			
LAB EQUIPMENTS			

Source: Researcher

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/1143**

Date: **26th June 2013**

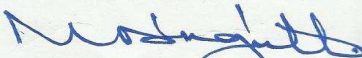
Anne Muthoni Gitonga
University of Nairobi
P.O Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated **20th June, 2013** for authority to carry out research on "*Factors that affect enrolment in adult literacy in Mathira East District of Nyeri County.*" I am pleased to inform you that you have been authorized to undertake research in **Mathira East District** for a period ending **30th June, 2014.**

You are advised to report to **the District Commissioner and District Education Officer, Mathira East District** before embarking on the research project.

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


DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Mathira East District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

PAGE 2

PAGE 3


Research Permit No. **NCS/RC/14013/1143**
 Date of Issue **25th June, 2013**
 Fee received **KSH. 1000**

THIS IS TO CERTIFY THAT
Prof. Dr. Mrs./Miss/Institution
Anna Mutroni Gitonga
 of (Address) **University of Nairobi**
P. O. Box 92-0902, Kikuyu
 has been permitted to conduct research in

Location Mathira East	District Kyeri
County Matira East	District Kyeri

on the topic: **Factors that affect**
adult literacy in Mathira East
District of Kyeri County

for a period ending: **30th June, 2014**


 Applicant's Signature *Anna Mutroni Gitonga*
 For Secretary
National Council for Science & Technology

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

CONDITIONS

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

GP6055t3m10/2011 (CONDITIONS—see back page)