

**FACTORS INFLUENCING IMPLEMENTATION OF NON-FORMAL EDUCATION CURRICULUM IN ADULT BASIC EDUCATION CENTRES IN MBITA DISTRICT HOMA BAY COUNTY, KENYA.**

By

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## **DECLARATION**

This Research project is my original work and has not been presented for a ward of a degree in any other university.

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This research project is submitted for examination with our as University Supervisors

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## **DEDICATION**

This research project is dedicated to my wife Nancy Atieno and our lovely children; Ashleyjane, Rozyna, Bradley, Daniel, Paulette and Nadia for their moral support, encouragement and understanding during the study. To my Mother Jenipher Adhiambo for further love and inspiration that has enabled me to come this far.

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## **LIST OF ABBREVIATION AND ACRONYMS**

<b>ABE</b>	Adult Basic Education
<b>ACE</b>	Adult Continuing Education
<b>DAEO</b>	Divisional Adult Education Officer
<b>DACE</b>	Director of Adult and Continuing Education
<b>AIDS</b>	Acquired Immured Deficiency Syndrome
<b>EFA</b>	Education for All
<b>KNALS</b>	Kenya Adult Literacy Survey
<b>HIV</b>	Human Immunity Virus
<b>NGO</b>	Non Governmental Organization
<b>NFE</b>	Non-formal Education
<b>MDG</b>	Millennium Development Goals
<b>Mo E</b>	Ministry of Education
<b>UNESCO</b>	United Nation Education Scientific and Cultural Organization

## **ABSTRACT**

The purpose of the study was to investigate factor influencing implementation of non formal curriculum in Adult Basic Education centres in Mbita District, Homa Bay country. This was facilitated by the research objectives which were qualification of facilitators availability of learning. Teaching materials, relevant curriculum content and the teaching strategies used in the delivery of the curriculum. The study was anchored on education as a fundamental right. The study adopted descriptive survey design. The sample size consisted of 17 centres 6 head teachers, 18 facilitators 3 Divisional Adult Education officers and 255 Adult learners. Data collected through questionnaire and interview schedule. The study captured all the Adult Basic Education centres and the respondents were the facilitators, the Divisional Adult Education officers, and the adult learners. The appropriate questionnaires were administered after random sampling. The purposive random sampling was used to get the relevant Divisional Adult Education officers for the interview. The finding revealed that Adult basic education centres has not attracted qualified facilitators and a quarter are permanently employed. The study acknowledged that professional qualified facilitators were sparsely distributed and are very few. It revealed the government non committal to the non-formal sector of education. The study also found that most of the centres lack learning teaching materials thus affecting the implementation of non formal curriculum. The study reveals that the facilitators lack training and the teaching strategies adopted don't match the ages of adult learners. The study revealed that vital standard put in place in teaching learning materials, the teacher academic and professional qualification that will match with relevant teaching strategies for effectively and efficient non-formal curriculum implementation. The study revealed that the curriculum should be revised periodically to match the technological advancement and globalization. The study recommendation was the urgent need by the government on clear policy on the sector, training of the adult facilitators and employment on permanent basis to motivate them, decentralization of the sector to the county government and curricular survey as per the social economic of the adult learner. The staffing norms and inspection to be put in place by the quality assurance officials. The study revealed that the Adult Basic Education Sector is largely unexplored area hence the need to do research on the implementation strategies for effective evaluation of the curriculum in both county level and national level.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background of the study**

Adult Basic Education (ABE) is a component of alternative delivery provision of the Adult and Continuing Education (ACE) sub sector of education. It gives second chance to the youth and adult who due to adverse reasons and circumstances missed the formal education. It offer instructions on basic skills such as reading, writing, arithmetic and other skills required to function in the society to persons of sixteen years of age.

UNESCO (2008) reported that there is uneven progress towards achieving the Education for All (EFA) goals. Adult Basic Education is one of alternative means that ensures that the leaning needs of youth and adult are equitably met to reduce liter literacy rate by 50 per cent by 2015. It is a Millennium Development Goal (MDG) strategy aimed at enabling the youth and adult acquire new skills, new information and new values. It encompasses acquisition of basic 3R and functional skill to make one competent in the society.

UNESCO Global Monitoring Report (2009) advocated for adult basic education that integrated non formal youth and adult into national education system. In Latin America. for example the Peru government that provide free and

compulsory pre primary, primary and secondary education like in Kenya has 12.1 per cent of her total population is illiterate. The Peru government adopted the master plan of literacy 2002\_2012 .It called for functional literacy skill training that included the vocational training and the transfer opportunities to learners to the next level The curriculum was integrated to cover both basic education and vocational training. Learning is based on integrated and thematic modules (workbook) for learners and teaching manual for facilitators. To address vocational skill their Adult Basic Education have mobile classrooms (Aulas Movile) with professional facilitators who visit learners in rural areas for a period of two months for a period of two months.  
(<http://www.unesco.org/fileadmin/MULTIMEDIA>)

In England and Wales, Higher Education Act of 1992 made the Adult Basic Education part of education system with prime purpose on vocational training. ([www.nationmaster.com/](http://www.nationmaster.com/) Europe. United kingdom). In Latin America, the California Adult Education Department, (1989) gives some reasons why adult learner drop out before completing the adult education. These include age, sex, marital status ,parental educational level, prior educations level, entry behavior level, of scholastic ability, prior diagnosis of learning disabilities, prior negative and positive school experience, motivation, determination, self esteem, course relevancy , academic and social integration, unrealistic expectations, finances,

economic status, child care problems, number of tutors, class size, class scheduling, class location and materials. ([Www.aspbac.org](http://www.aspbac.org))

Unlike in the Latin America the Adult Basic education is equally important in Africa continent. The UNESCO; EFA Global Monitoring Report 2008 acknowledged the Uganda a functional Adult Literacy Programme that has been institutionalized as part of National Poverty Eradication Action Plan (PEAP). The Uganda system of education hardly provided learner with adequate vocational skills training opportunities. Most youths graduate are without practical skills that can aid them get employment thus they resort to risky antisocial behaviors. The Uganda Youth Development Link (UYDL) started Non Formal Education and livelihood Skill. It dominated with out of school and socioeconomically vulnerable youth to provide vocational and livelihood in trade or skills.

In South Africa there was “let learn campaign” aimed at reaching volunteer facilitators and get them offer classes to 30000 0 adult learners was initiated. The Adult Basic Education training institutions in Kwazulu Natal; the Witwatersrand and Western Cape played important roles since the advent in the 1994. ( Karen Macgregor 2008). The Adult Education and Training Act 2010 acknowledge the establishment, governance and funding of public adult education centres. It also provided for quality assurance and quality promotion

in adult learning and training. A total of 9.5 million people out of the total 49 million have acquired the adult basic education skills ( [http://www.saqa.org.za/act 52](http://www.saqa.org.za/act52) )

In Kenya the Adult Basic Education (ABE) is an important element for the national development. The sector has experience several challenges like no clear policy addressing the basic education programme, lack of adequate financial resources, the sustainability and scope of coverage depend on the NGO, donors and other partners, and coordination of the programme is not been fully operational ( Kenya National Adult Literacy Survey(2007).

The Kenya Education commission report (Republic of Kenya 1964) acknowledge that the social economic process of a country depended on literacy standard of its population The National Committee of Education (Republic of Kenya 1974) acknowledges the importance of Adult Basic Education (ABE) as a pillar of improving communication skills and knowledge and making people functional and productive. Gathathi Report Republic of Kenya 1974 calls for the need to develop rural areas through development of life long education and mass literacy program.

A policy Framework for Education (Republic of Kenya 2010) acknowledges that to meet the goals of adult education, a structural and curriculum reforms is

needed fit the aspirations of the 2010 constitution and the Vision 2030. Adult Basic Education should adopt curriculum and teaching process relevant to the local context and needs of the learners. The content of the curriculum and learning material should meet the needs of the learner. The content to be based on educational thinkers as Malcolm Knowles (1984) who advocated that adult learn best when they know what and when to learn. The content should encompass knowledge toward globalization and tally with the environment of the learners physical and social daily life (UNESCO 2008). The Kenya National Adult Survey (Republic of Kenya 2010) revealed that 61.5 per cent of adult has attained minimum literacy level, leaving 38.5 (7.8) millions adult illiterates. The medium term plan for Vision 2030 recognize the need to have literate citizen and set the target of increasing the adult literacy rate from the current 61.5 to 80 per cent by 2015 and hence call for the expansion of adult basic education.

The Standard Daily Newspaper (February 6, 2013) the Minister of Education, Hon. Mutula Kilonzo raised an alarm on the high drop out rate in Kenya Primary sector where out of the 1.2 million children that had enrolled in standard one in 2005, only 811930 sat for Kenya Certificate of Primary Education (KCPE) representing 33 percent thus the government have to a documented policy to address the population.

The National Development Plan Republic of Kenya 2002 proposal of strengthening and expanding literacy programs by creating sustainable environment through developing reading materials , review of the non formal curriculum and developing support materials. To attain the main objectives of the Adult Basic Education calls for profession facilitator's skill and experience. The facilitator has to relate content to the social-cultural , technological, political and environmental demands of the society, He should apply the most effective teaching and learning methodologies and evaluate the teaching and learning process in the education system . The facilitator has to interpret, plan and execute the curriculum on daily basis; the teaching equipments and other physical material are vital to increase learning.

In Mbita District Adult Basic Education target mainly the emigrant, fishermen, and out of school youth and adult who have dropped from school before attaining sustainable literacy levels. The district has eighteen centers with an enrollment of 1865 registered adult learners but only 800 are active. ( Mbita District Adult Office 2012).The stakeholder are doing dismal role. Fishing is the main economic activity for many. The district is prompt to HIV/AIDS pandemic hence stigma and correct administration of drugs is concern. Paulo Frieze (1970) acknowledges literacy as a strategy for liberation. It is aimed at enabling the adult not read the words but also read the world.

## **1.2 Statement of the problem**

The mission of Adult Basic Education is to provide adults with educational opportunities and aid them acquire literacy skills necessary for them to become self sufficient and participate effectively in the society. The functional Non Formal curriculum has not been implemented to attain eighty percent adult literacy (The Kenya Vision 2030) Republic of Kenya. It is important to identify some of the constraints that affects the Adult Basic Education center.

The implementation and coordination of curriculum is the role of the adult education facilitators. According to Mbita District Adult Education Office (2012) there are only 16 trained adult education facilitators. The Adult education are being facilitated by volunteers who are not trained. The adult educator does not teach like in regular formal learning school, Jarvis (1995) The educator is the facilitator of activities and the activities are determined by the need of the groups and the prevailing situations in which the group finds itself. The Adult Basic Education centers in Mbita District staffing personnel do not tally with number of centers. There are many adult education groups against very few facilitators is an indication that they are overworked (Mbita District Adult Office 2012.)

Mulama (2004) acknowledges that illiterates person are unable to perform of their daily duties and official duties effectively. The district's illiterate family

are mainly the emigrant, fishermen, out of school youth and adult who are forced to drop out or graduate from school system lacking practical skill necessary for securing viable employments and livelihood. This has made the youth more vulnerable to exploitative labour practice and to engage in risky antisocial behaviors like drug abuse and prostitution which expose them to HIV/AIDS infection (AIDS Day/Literacy Day Speech DAEO Mbita January 2013). The researcher is prompted to carry out investigation on factor affecting the implementation of non formal curriculum in Adult Basic Education centers.

### **1.3 Purpose of the study**

The purpose of the study was to investigate factors influencing the implementation of Non Formal Curriculum in Adult Basic Education center in Mbita District Homa Bay County Kenya.

### **1.4 Objective of the study**

Specifically, the objectives of the study were:

- i) To establish availability of learning/teaching materials on the implementation of Non Formal Curriculum in Adult Basic Centers in Mbita District
- ii) To examine relevance of the content of Non formal curriculum implemented in the Adult Basic Education centers.

- iii) To establish how facilitator professional qualification affect the implementation Non Formal Education curriculum the Adult Basic Education centers
- iv) To examine the teaching strategies facilitators used in the implementation of Non-formal education in adult basic education centers in Mbita district.

### **1.5 Research Questions.**

The study was to answer the following research questions

- i) How do the availability of leaning / teaching material affect the implementation of Non Formal Curriculum in Adult Basic Education center?
- ii) How does relevant curriculum content affect the implementation of Non Formal Education Curriculum in Adult Basic Education centers?
- iii) To what extend to facilitators' professional qualification impact in the implementation of the Non Formal Education in the Adult Basic Education centers?
- iv) What are the teaching strategies facilitators use in the implementation of Non-formal Curriculum in Adult Basic Education centers?

### **1.6 Significance of study**

The finding of the study helped to deepen our understanding on Kenyan Adult and continuing education and training for learners aged over 18 years (ACE). It

generated information useful in the development/innovation and change of curriculum of adult and continuing education (ACE) in line with Vision (2030) and Kenyan constitution (2010.) The study helped the Kenya Institute of Education (KIE) with feedback on the effectiveness and efficiency of the Non Formal education curriculum. It aided them in the identification of relevant teaching/Learning resources. It highlighted some of the constraint for the implementation of Non Formal Education curriculum in Adult basic Education (ABE) centers.

The research finding may acted as a point of reference to government policy makers and non-governmental organizations dealing with illiteracy to achieve main objectives of adult and continuing education (ACE). The study aided the adult learner join post secondary school, increase enrollment in adult education centers and reduces the antisocial behavior. The findings aided facilitators will skills and knowledge in preparation of teaching learning material, content preparation as per the locality of the learners for effective implementation of Non formal curriculum.

### **1.7 Limitations of study**

According to Mugenda and Mugenda (2003) limitation is an aspect of research that may influence the result negatively but over which the researcher has no control. The major limitations of the study are that geographically the district is within Lake Victoria basin and is made up of two islands; Mfangano and Rusinga posing transport challenge. However the researcher will have to hire a

boat and motor bike to facilitate movement. The respondents may share in the process of answering the questionnaires and the likelihood that some centers are not operating can emerge.

The study was limited on the scope of coverage thus important factors like rate of attendance, post literacy learning opportunities and follow up activities of new literates were not included. Choice of one district did not give the national reflection of the implementation of Non Formal Education curriculum in Adult basic Education center. The district constitutes different language groups of differences cultural background thus giving biased information and use of translators were involved.

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

The researcher was only confined to eighteen adult basic education centers in Mbita District. Homa-Bay County (District Adult Education Office 2012). The respondents were Divisional Adult Education officer, facilitators in the Adult basic education centers and the adult education learners. Mbita District is situated within Lake Victoria basin hence the findings from the research can be used to represent other districts which has the similar geographical setting.

### **1.9 Basic Assumption of the study**

Mugenda and Mugenda (2003) acknowledge the assumption as any fact that researcher would take to be true without verification. The researcher had the assumptions that the population targeted would cooperate and provide truthful and honest answers to the items of questionnaire, and all the Adult basic Education (ABE) centers in the study district were operational and offered Literacy programmes in line with Non-Formal Education curriculum .

### **1.10 Definition of significant terms**

**Academically Qualified Teacher** refers to teachers who possess adequate theoretical competence that would enable them to effectively teach their learners.

**Adult and Continuing Education (ACE)** refers to the learning process given to out of school youth and adult to develop their abilities through acquisition of knowledge and skills for societal vantage

**Adult** refers to any person aged 18 years and above as provided for the Kenyan constitution and in conformity with the act of parliament

**Alternative provision** refers to a provision that internationally seek to provide an option/choice that is responsive and relevant to the need of the target population.

**Center** refers to the venue where adult literacy class is conducted. It can be a classroom, social Hall, church premises, and beach “Bandas.”

**Curriculum** refer to a plan for providing set of learning opportunities to achieve broad goals and related specific objective for an identified population

**Daily attendance** refers to those adult learners who are ever present in classroom

**Enrollment** refers to the number of adult learner registered in a learning center

**Illiteracy refers** is the state in which an individual cannot read and write.

**Non-formal education** refers to systematic learning opportunities which are organized outside the framework of formal system of education and address the need of target group.

**Out of school youth** refers to all person aged 15 years and above who for various reason are not engaged in the formal school educations systems.

### **1.11 Organization of the study**

The study was divided into five chapters. Chapter One consisted of the background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, assumption of the study, limitations and delimitation of the study and definition of significance terms. Chapter Two addressed the literature review pegged on the following sub topic; an overview of adult basic education, theoretical perspective of basic adult education, curriculum implementation approaches, methods of teachings in basic adult education, the role of human resources on adult basic education, the summary of the literature review and the conceptual

framework. Chapter Three dealt with research methodology of the study that consisted of the research design, target group; sample size and sample techniques, research instruments, instrument validity instruments reliability, data collection procedure and data analysis techniques. Chapter four consisted of data analysis interpretation and discussion. Chapter five dealt with the summary, conclusion and recommendations.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

The literature review provided the background and the context of study while at the same time established the need for research (Wiersma,1995). It shared with the reader the result of other studies that are closely related to the study carried out (Frankel and Wallen1990.) The literature review to the study focused on the overview of adult basic education , theoretical perceptives of adult education , curriculum implementation approaches, methods of teaching adult, the impact of human resources on Adult Basic Education and the conceptual framework.

#### **2.2 An Overview of Adult Basic Education (ABE)**

The Jomtien Declaration of 1990 was the landmark that initiated the basic education for all and called for the expansion of non formal approaches to education. The International Conferences of Adult Education in 1997 (CONFINTEA-5) in Hamburg acknowledge the right to basic education Basic Education for All means that people whatsoever their age have the opportunity individually and collectively to realize their potentials. The world bank acknowledges that no amount of growth can be sustain without basic education for the youth and the adult.

Adult Basic Education has different meaning to planners, policy makers, trainer's teachers, researchers and learners. The general view is that it involves

the ability to read and write. It enables individual and group to become generally functional in their societies. Its an economic functionality to promote higher productivity. Adult Basic Education is the ability to read, write and calculation skills that aid in everyday task in one's society (Bunyi G 2006). UNESCO (2005) acknowledge it as the ability to identify, understand and interprets, communicates, compile and use printed and written material associated with varying context.

In the 1980s in response of the growing demand created by the new technologies and other information media in developed countries Adult Basic Education encompasses a broad set of information processing, competence and multiplicity of skills (The International Literacy Year 1990). Nations have different perceptions on the context Adult Basic Education. In USA it's an integral part of education and workforce system. There department that operate in the federal and state Adult Education through provision. The purpose of Adult Education is to assist adult in obtaining knowledge and skills necessary to work, further education, family self sufficiency and community involvement. They have of funds and program development training and activities. The Adult Basic Education aids in the transition to certificate and degree program.

Adult Literacy Week is usually on every October when the providers, partners, the adult Advisory Council with the support of governor work together to increase the awareness and understanding of adult education. The Higher

education stakeholders usually work toward identifying ways in which Adult Basic Education can assist the state in reaching its economic and work force goals.

In Asia many achievements and innovation have been made to adult learning. They have promoted community ownership to the implementation of the program as well as encouraging learned; teachers, and various Non Governmental Organization(NGOs) and the government to participate in development of Adult Basic Education program through adoption of intersection and multi level approaches. In Asia many nations are integrating literacy programmer with skill training to increase employment ability and income generation opportunities.

In various convention and protocols Adult Basic Education has been acknowledged as fundamental human right. In 2000 the program revolved around the two goals articulated by the Dakar Framework of Action that ensured that learning needs of all young people and adult are met through equitable access to appropriate learning and life skill program and achieving a fifty percent improvement leveling adult literacy by 2015. . The EFA goals put emphasis on literacy through ensuring that learning needs of all young people and adult are met via equitable access of appropriate learning and life skills programmes.

For poverty reduction and economic development education is an important tool. Knowledge and skills boost new behavior and increase individual and collective empowerment (UNESCO 2003). Literacy is a tool for promoting social economic and political development of any nation

### **2.3 Curriculum implementation approaches adopted in the implementation of Non-formal curriculum**

Curriculum implementation encompasses the major innovation or change that takes place. It is abroad sense of conceptualizes process through which concept, model, theory is taken up by some practice Fullan Stiegelbour (1991).It concerns with the nature and the extent the actual change, factors and processes that influences how and what changes are achieved. The general challenges and obstacle in the implementation of curriculum include teachers' heavy workload, learning diversity in class and teachers' inadequate understanding of the reform. It is important to formulate plan of instructions for the implementation of adult functional literacy curriculum. The educational planners are often questioned why they put more emphasis on formal education leaving the basic adult education. The non formal sector has a lot of literature but no elaborate refined curriculum have been coined. Bhola (1979).

Bhola (1988) have identified three approaches used to mobilize illiterates to attend the literacy classes these are the project approach, campaign approach

and the programme approach to literacy. The project approach to literacy does not consider literacy as a priority but an initiative geared toward supporting the professionalism of labor. The Nation using project approach to literacy cannot reduce illiteracy to a noticeably degree. This mainly geared towards imparting professional skills to various group in the society to aid at increasing productivity hence it is geared toward meeting the market demand of the human resources (UNESCO 2005)

The campaign approach to literacy is geared toward radical social transformation that is literacy for modernization and democratization process. The campaign aimed at high political passion and popular mobilization. The nation using the approach reduces illiteracy rate to relatively low level within a relatively short time. The third approach is the programmed approach. It involves not changing the existing structures but keeping the dynamic of change under planned control. It involves use of both formal and non-formal education as tools of learning for promoting modernization and democratization.

In Kenya the battle against illiteracy was used to be campaign approach but it slowly drifted to programme approach ((Bhola p 42) this explain why the level of literacy continue to relatively low .The government is not totally committed to providing human and material resources required in the Basic Adult education classes. Their is shortage of literacy teachers , inadequate literary centers and inadequate resource are partly to blame for the reduced motivation

on the part of the learners and field officer (Kebathi 1985) The sector lack appropriate teaching learning material, poor supervision and inspection ,unqualified teachers and curriculum content are not suitable to the local situations.

Adult learn best when learning is focused on them not the teacher. Knowles (1970) acknowledge that adult learn best when they understand why something is important to know and do. They have the freedom to learn their own way. In 1979-83 literacy campaign was conducted with less vigor. In the 1970s the government of Kenya put more effort in illiteracy campaign through provision of necessary personnel and material. The sector irrespective of campaign has experienced little motivation to learners so that they can enroll in literacy classes in large numbers (Carron, Mwiria and Righa p 32.) The agenda of mobilization has been left only to the literacy teachers, adult education officer and district Adult education.

To improve the population in Adult Basic education center (ABE) is it important that the use of provincial administration be adopted. The chiefs and sub chiefs are usually at a better position to identify the illiterate person and enforce the need of literacy skill to them (JMC Dondo 1980). The seminars organized to ascertain the success of any literacy programme should involve the provincial administration participation toward positive motivation (UNESCO 2006).

The conducive environment to literacy learner is important. It's imperative to address factors that prompt learners drop out at literacy programs. Prosper identifies four main factors. The first being the failure of adult learner to master skill within the shortest time possible so that they start doing other things. Adult learners indeed have short concentration span, rapid loss of interest, and great desire to be involve in practical aspect of lesson.

Second the facilitator unacceptable unsympathetic mood to learners. The teacher does not appreciate the fact that the self concept of an adult is different from the child (Knowles 1970). The tendency of handling learners like school children usually tantamount to rejection; the adult resist, avoid and resent situations like this. Keeping pace with learners is another factor. It is important to literacy teacher to identify the individual differences. This will motivate the leaner hence reduce drop out rate in the literacy programme. Adult need more than just knowledge and resisted the pedagogical teaching strategies such as drill, rote memorization and examination.

#### **2.4 Academic and professional qualification of facilitators and implementation of Non-formal curriculum in Adult Basic Education centres**

The central to effective administration of any adult education programme needs qualified educators at all level (Lind 1990). According to Rooth (1979)

employment of full-time teacher could be the most important single factor toward eradication of illiteracy. The need to improve teacher training, working conditions and the professional status of literacy educators is important (UNESCO (2004)

The effectiveness of any curriculum implementation depends on the quality of the personnel involved. The success of any literacy programmes is largely dependent on the type of teachers recruited (Mwandia 1972). The implementation of literacy programme largely depends on the facilitators and regular supervision and monitoring they are given. In Kenya majority of teachers of Kenya literacy programmes have minimum qualifications required. The part time and self help (volunteer) teachers are recruited from primary and secondary drop out.

The need for training is very important for effective implementation of literacy programme. In Kenya department of Adult Education is responsible for the recruitment of teachers and Adult Education officers. The recruitment is done locally and training done by the department. The teachers are encouraged to enroll and manage the centers in the village. Walden (1975) discourage untrained teacher being used to manage adult literacy classes. It important to note that facilitator a part from some attending induction and correspondence, low-cost material production and weekend seminars, is important they should have training form recognized institutions. This will aid them attain both

academic and professional which will attract adult learners. Knowledge attained will aid them handle centers professionally that is know their students and type of learning activities that appeal to them.

Lack of confidence in teachers make learners look down upon them. The part time teacher mainly drawn from primary schools training find them difficult to change from child- oriented approach when teaching adults. The young and inexperienced adult teachers are not effective facilitators to adult learners who are much older than them. Fordman et el (1995) advocates for training of adult literacy teacher before the start of literacy programme to boost their confidence and motivate learners to learn. Failure to offer training leads to the failure of literacy programme. For instance in Thailand functional literacy and family planning project teachers were not well trained for the implementation of more non formal curriculum. This led to poor and adragogical method used hence led to not achieving the objectives.

In Botswana literacy teachers were recruited from primary seven school leavers in the1990s. Due to low level of education the programme did not meet its demands. Even more importantly teacher with good training and adequate experience have strong classroom management skills make good instructors and produce better student. Mwirira (1993) has indicated that Kenya adult literacy teacher are poorly remunerated hence they cannot meet physiological needs of

their family. There is a vacuum on the schemes of service for the professionally trained persons.

### **2.5 Teaching methods used in Basic Adult Education centres**

Adult learning is dynamic activities that call for appropriate teaching method. There must be connection between the course objective and expected learning outcome. It important to note that adult learns differently hence it is important to involve different delivery format and teaching method. The adult educator should provide a planned learning opportunity for the adult to expand their knowledge and skill. Selection of delivery system is pegged on several factors, this include the purpose of the educational program ( program out come) objectives(outcome), anticipated number of participants, participant travel (distance and expense), available facilities, equipment and resources estimating budget.

The adult teaching methods are mainly divided into three categories; one way communication methods, two way (interactive) communication methods and the laboratory (skill development) methods. The selection of the teaching methods depends upon the intended objectives and the maturity of the learners. The one way communication is mainly used when the objectives are primarily focused on transition of information from one or more source to a group of learners. It target to expand the knowledge of the learners.

Interactive communication is an exchange or dialogue between the information source and the adult learners. In the acquisition of knowledge and skills for the performance of a psycho motor task we employ laboratory teaching methods. When selecting the teaching method it vital to look at the objectives, subject content, availability of he facilities, equipments and resources , characteristic and background of the learners, available time policies of learning and interaction with learners and themselves. The one way communication method include lecture, use of resource person, symposium, panel discussion, computer aided instruction. The two way (interactive) method includes group discussion, case study, problem solving, role playing, and brainstorming. The laboratory (skill attainment) includes demonstration, field strip.

It is important to note that adult learn in variety of ways thus it important to use multi teaching methods in teaching particular topic. Usually adult wants to be involve with learning. The communication climate includes ice breaking and reviewing objectives and encouraging sharing of experiences and opinions. To establish and maintain a positive communication in the classroom be active listener, look at the participants give everyone a chance to talk and participate.

## **2.6 Summary of the literature review**

This literature review has predominantly dwelt on the factors influencing the implementation on non-formal curriculum in Adult Basic centers in Kenya. It

has shed light on the government approaches being that politic play on important role in curriculum implements, role of human resources, the gravity of literacy toward achievement of visions 2030. It has look at the pedagogical approaches and physical and resources and facilitators professional qualification factors that affect the implementation of curriculum in Adult Basic Education centers. It is important to note that these determinants are merely indicative and not conclusive.

The adult literacy programme has had varied research on factor affecting its general implementation, but not specifically on factors affecting the implementation of non formal curriculum in Adult Basic Centers Education sub sector of Adult and Continuing Education in Mbita District. To fill this gap the researcher has found it necessary and decided to embark on this study.

## **2.7 Theoretical Framework**

The study is developed on the theory of andragogy by Malcolm Knowle (1980). Knowles develop humanistic theme and believed that self actualization was the prime objective of adult learning. The mission of educators was to assist adult learners to develop and achieve their is full potential. Knowles popularized the concept of *andragogy* (*the art and science of helping adult learn*) contrasting it with "*pedagogy*" (*the art and science of Heinlein children to learn.*) He acknowledge that adult learn more differently to children. The mechanism of

andragogy has four crucial assumptions about the characteristic of adult learners, these include.

**The need to know;** Adult learners need to know why they need to learn before understanding to learn it

**Learn self concept;** Adult need to be responsible for their own decision and to be treated as capable of self direction.

**Role of learners experience;** Adult learners have variety of experience of life which represents the richest resources of learning.

**Readiness to learn;** Adult are ready to learn those things they need to know in order to cope effectively with life situation.

**Orientation to learning;** Adult are motivated to learn to the extent that they perceive that it will help them perform task they control in their life situations.

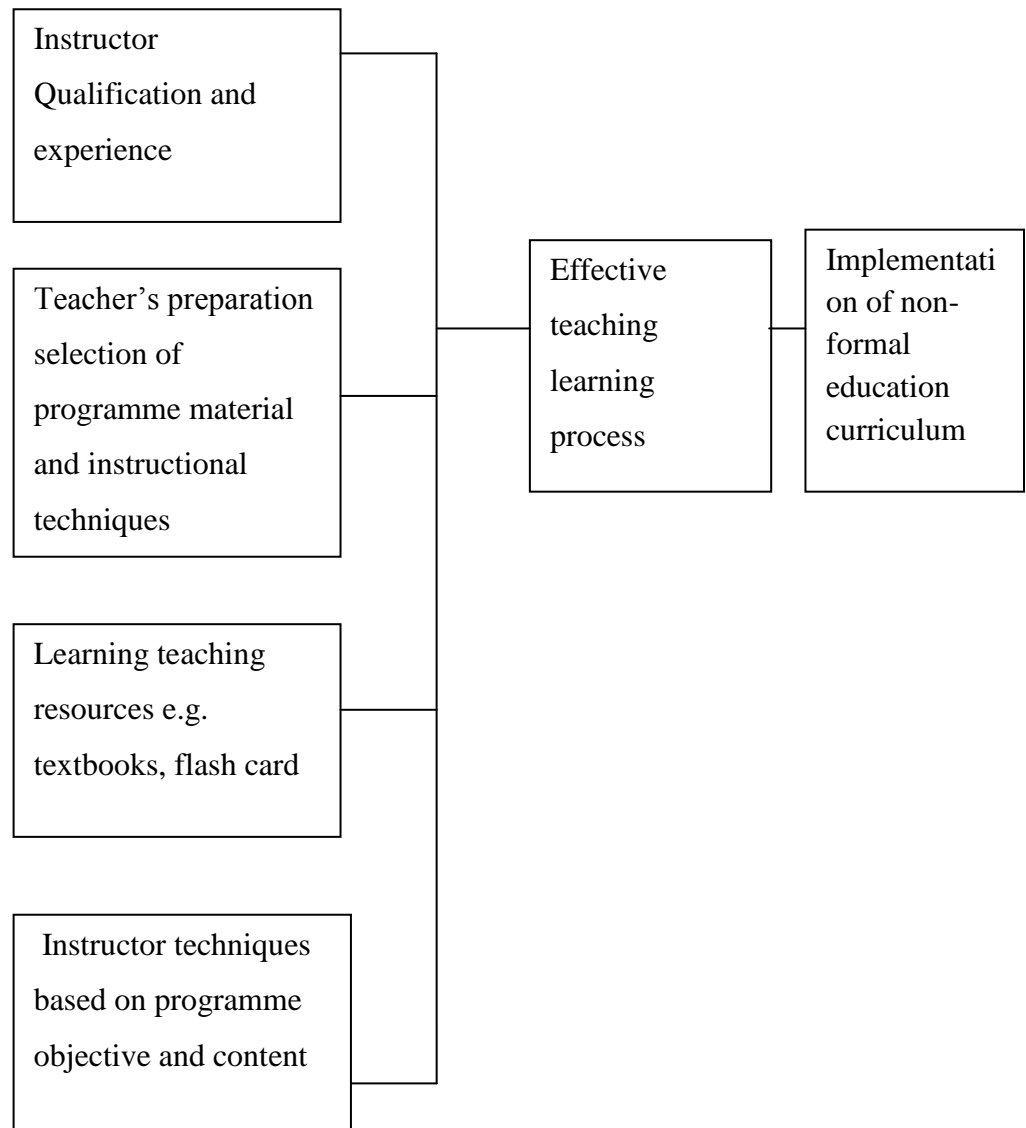
Knowles (1984) model encompass diagnosing learning needs, formulating learning needs identifying human resources for learning, choosing and implementing learning strategies, and evaluating learning outcome. Adult should acquire a mature understanding of themselves. According to Jarvis 1984 andragogy was a theory put emphasis on values of individual autonomy.

Learning is facilitated when learners can assess their own learning needs and select their own learn in goals and direction of change. Learners to have complete understanding of their objectives that have been establish by others, to accept and be willing to commit themselves to the seated diction of change (Mackeracher1999).

## 2.8 Conceptual framework

The framework is developed from the literature review and objective of the study and Figure 2.1 shows the relationship.

**Figure 1: Factors influencing implementation of Non-Formal Education Curriculum in Adult Basic Education Centers.**



The independent variables were facilitator profession qualification, teaching learning materials, teaching methodologies facilitator employ and the relevant curriculum content which affect Adult Basic Education achievement either positively or negatively. For instance facilitator profession qualification affects the implementation of Non-formal education curriculum. It can hamper the choice of instruction program. The implementation of non-formal curriculum would be effective and efficient through training the facilitators so that they can identify the relevant teaching learning material, content as per the situational analysis, and good pedagogical techniques that would motivate learners and make them functional in the society.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the research design used, the study population, the sample size and sample procedure, research instruments, instrument validity, reliability of instrument data collection procedure and data analysis. The research methodology aided the researcher to describe on factor influencing the implementation of Non formal curriculum in Adult Basic Education centres in Mbita District.

#### **3.2 Research design**

The research design is the plan, structure and strategy of investigation proposed for obtaining answers to research question Orodho, (2005). The design of the study is descriptive survey. Descriptive survey is the collection of quantified data from a population for purpose of description or to identify variation between variables that may point to causal relationship. Orodho (2005) defines descriptive survey as a method of collecting information by interviewing or administering questionnaires to a sample of individuals. The design is suitable for the study because the study collected data with an intention of describing the nature of existing conditions of adult basic education centres offering non formal education curriculum.

The factors influencing were independent variable and the implementation of Non formal curriculum in Adult Basic Education were the dependent. The design is deemed suitable in studying attitude, opinion and perception so as to determine the actual status of the population. The main reason for taking the design is that it will cover a large population or varied social-cultural and economic background which have varied perception of adult literacy.

### **3.3 The Target Population**

The target population refer to the population to which the researcher would like to generalize his / her result (Mugenda and Mugenda 1999)The target population consisted of 18 adult basic education centres that had impimented non formalcurriculum education 60 teachers, 18 head teachers, 3 divisional adult educational officers and 255 adult learners. Teachers are involved because there are charged with responsibility with implementing curriculum. The head teachers and DAEO play the role of supervision and learners are the recipient.

### **3.4 Sample size and sampling techniques**

A sample size is the number of items to be selected from the target population. According to Borg and Gall (1989) during sampling, the researcher selects a smaller sample group from a defined population to represent it. In Mbita District these included 18 Adult Education centres representing 'N' and the sample represented by 'S'. N=18 and S=17.

The 17 centres were selected for actual study while one center for pilot study. The researcher randomly selected 6 out of 17 head teachers, 18 teachers out of 60 teachers as per the recommendation of Borg and Gall (1989) of 30 percent. Out of the 17 centres of study, the sample size of 240 pupils gave a representation of 30 per cent of the total.

From the 17 centres 15 pupils i randomly selected giving a total of 255 learners and randomly selected 2 Divisional Adult Education Officers .Hence the study sample included 6 head teachers, 18 facilitators 3 DAEO and 255 learners.

### **3.5 Research instruments**

To explore the research questions the researcher used questionnaires and interview schedule. The questionnaire is set of written questions that respondent respond in writing .The tools tallied with the researcher considerably in term of cost and time involve in the research. During the research three categories of questionnaires were administered; the Adult Learner, Divisional Education Officer and the Facilitators questionnaires. The questionnaire were structured containing sections A and B. Section A was on respondent demographic background while B focused on simple questions that the researcher used to validate hindrance to effective implementation of non formal education curriculum in Basic Adult Education Centers. An observation check list assisted the researcher to collect data on the availability of the teaching learning material used in the implementation of Non formal curriculum. Both the open ended and

close ended questions were administered. The questions were self administered to allow respondent to express their on opinion.

The interview schedule was administered to the Divisional Adult Education officer on the demographic, psychological, situational and program factors affecting the implementation of non formal curriculum. The personal interview that referred to the interviewer asking questions generally in face to face contact with the other person was administered The personal interview aided in getting in-depth information from the officers regarding their opinion on factors affecting the impairment of Non-formal curriculum in Adult Basic Education centres in Mbita District .

### **3.6 Piloting the Research Instrument**

A pilot study was conducted in Mbita District. One Adult Back Education centre was randomly selected to pilot study. The sample consisted of headteacher 3 teachers and 24 adult learners. The researcher explained the purpose of the study of the respondents before questionnaire administration. The piloted questionnaire were analyzed and result of data analyzed assisted the researcher to adjust items.

### **3.7 Instrument validity**

The validity is the degree to which a test measures what it purports to measure Borg and Gall (1989). To enhance content validity, appropriate and adequate items relevant to research objective will be included in the questionnaire. To improve on the validity, pilot study was carried out to identify items that are

inadequate in measuring the variable hence discarding or improving on them. The researcher administered the question in one centre that aided in the identification of ambiguities of the any question. The item was discussed with the respondent and correction done to the sampled questions. More importantly the instruments were approved by my supervisors.

### **3.8 Reliability of the instrument**

The consistency of a score or an answer from one administration of an instrument to another, and from one set of items to another refers to reliability Frankel and Wallen, (2006). Orodho (2004) the reliability of the instrument focuses on the degree to which empirical indicator or measure are consistent across to or more attempt to measure the theoretical concept. A test-retest technique was administered to validate the reliability of the instrument. The researcher used nine facilitator, one adult education officer and 20 learners respondents randomly selected to respond to the item, after duration of two weeks. The same were administered to the same respondents. The result of the initial responses will be compared with the latter to determine the reliability of the result. A Pearson's Product Moment Correlation formula was employed.

$$r = \frac{N\sum xy - \sum x \sum y}{(N\sum x^2 - \sum x^2)(N\sum y^2 - \sum y^2)}$$

Where sum of gross product of the value of each variable product of sum of x and sum of y N- total number of items.

When the result gotten was close to positive one or negative one then it was deemed reliable for data collection Tuckman, (1994)

### **3.9 Data collection procedure**

The researcher sought a permit from the National Council for Science and Technology, Assistant County officer, the District Adult Education Officer, Divisional Adult Education Officer, and the facilitators in charge of the centres. The centres were personally visited to create rapport with the respondents and set date for the administration of the instruments. The researcher administered the research instruments and collected the response personally. The exercise took three weeks.

### **3.10 Data Analysis Technique**

Descriptive statistics data analysis was used in the quantitative data. This will involve summarizing large quantities of raw data, categorizing data, rearranging and ordering data (Mbweza, 2003). The quantitative data were tabulated and analyze using percentage and frequencies especially for demographic factors like facilitators profession qualification, length of teaching and duration of training Table layout was used for comparison of the data. The questionnaires were coded that is numbering, sequenced and searched through for regularities and pattern. Words and phrases wrote down to represent those regularities and pattern. Then data was analyze using frequencies and percentage.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

The chapter presents systematic analysis of the empirical data gotten from the field. The data was analyzed both qualitatively and quantitatively through the use of the thematic research questions and descriptive statistic respectively. These assisted in the identification of factors affecting Non formal curriculum implementation. Even more importantly it aided in the identification of possible solutions and echoed some of the recommendation to be adopted to improve curriculum implementation in Adult Basic Education centres. The discussion was under the subheading; instruments return rate, demographic information and the formulated five research questions.

#### **4.2 Instruments return rate**

The study targeted 24 facilitators, 3 Divisional Adult Education Officers (DAEO) and 255 adult learners. A total of 282 questionnaires were issued, however 23 facilitators, 3 Divisional Adult Education Officers and 210 Adult learners returned their questionnaires. The researcher managed to organize a personal interview with the Divisional Adult Education Officer (DAEO). Table 4.1 showed the instruments return rate.

**Table 4.1 The Instrument return rate**

<b>Category</b>	<b>Sample</b>	<b>Questionnaire returned</b>	<b>Percentage %</b>
Facilitators	24	23	95
Divisional adult officers	3	3	100
Adult learners	255	210	82.4
<b>Total</b>	<b>283</b>	<b>236</b>	<b>92.6</b>

During the administration of the research instruments the facilitators represented 96 percentage, the Divisional Adult Education officer represented 100 percentage and the Adult learners represented 82 percentage of the target sample size. The average return rate is at 92.67 which was an appropriate representation of the target population to investigate factors influencing implementation of Non-formal curriculum in Adult Basic Education centres.

### **4.3 Demographic information of the respondents and Adult Basic education Centres**

The section represented the demographic features of the Divisional Adult Education Officer (DAEO), the adult facilitators and the adult learners that took part in the study. It looked at the marital status of the Divisional Adult

Education Officer, the adult facilitators and the adult learners, and gender and ages of the respondent in the adult basic education centres.

#### 4.3.1 Gender of Adult Facilitators of Adult Basic Education Centres

The researcher sought to know the gender of adult facilitators .Table 4.2 represents the findings

**Table 4.2 Gender of the facilitators**

<b>Gender</b>	<b>frequency (f)</b>	<b>percentage ( %)</b>
Males	8	34.8
Female	15	65.2
<b>Total</b>	<b>23</b>	<b>100</b>

The data from the table shows that female personnel were at 65.21 per cent while the male counterpart at 34.79 percent. This represented gender parity in term of personnel that facilitates the implementation of Non-formal curriculum. This has immense bearing on boys in relation to implementation of non formal education curriculum in adult basic education centres due to lack of role model. It depict an impression that non formal education is suited for girls

#### 4.3.2 Gender of the Adult Learners

The researcher sought the gender of the adult learners and table 4.3 below shows the responses.

**Table 4.3 Gender of the Adult learners**

<b>Gender</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Male	60	28.6
Female	150	61.4
<b>Total</b>	<b>210</b>	<b>100</b>

The female adult learners are at 61.4 percent and the male adult learners are at 28.6 per cent. The information on gender was an important input as per the Dakar Framework for Action and the Millennium Development Goal of achieving a 50 per cent improvement of the level of Adult literacy by 2015 especially for women, and equitable access to basic and continuing education for all adult ( UNESCO report 2009/2010)

#### **4.3.3 The age of the Adult Facilitators**

The researcher sought the age of the adult facilitators in the Adult Basic Education centres and the table 4.4 .below represented the information

**Table 4.4 Ages of the facilitators in Adult Basic**

##### **Education centres**

<b>Ages</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
21-25 Years	3	13.0
26-30 Years	5	21.7
31-35 Years	4	17.4
Over 36 Years	11	47.8
<b>Total</b>	<b>23</b>	<b>100</b>

It was also important to note that the facilitator age were mainly over thirty years. This was an important parameter to literacy learner since it predicted how they viewed their facilitators the ages bracket between 21 and 25 represented 13.0 percent, between 26 and 30 was at 21.7 percent. The age of facilitators reveal their maturity and this can be translated to more professional qualification and experience hence effective in implementation of non formal curriculum in adult education centres. Even more importantly the ages represented good knowledge on the relevant pedagogical and andragogical principles needed for the implementation of Non-formal curriculum thus the bringing of life experiences and knowledge to learning experiences.

#### 4.3.4 The ages of the adult learners.

The researcher sought the ages of adult learners and table 4.5 below represented the information

**Table 4.5 Age of adult learners**

<b>Age</b>	<b>Frequency (f )</b>	<b>Percentage (%)</b>
Below 20years	0	0
20—25 Years	40	19
26—30 Years	60	26
31—35 Years	80	38
Over 36 Years	30	14
<b>Total</b>	<b>210</b>	<b>100</b>

The table shows that majority of adult learners over 25years old. The parameter acted as one of the blueprint of Knowles (1980) list of life experiences to the five principles of adult learning theory in which reflection by individual is central part of the educational process. It important the age bracket should play a role in defining their own curriculum since they have rich source of prior knowledge. The ages of adult learners affect the concentration span hence affects contents grasp of non formal education curriculum in adult basic education centres.

#### 4.3.5 The marital status of the respondents

The researcher sought the information on the marital status of the facilitators and the adult learners. The table 4.6 below shows the findings.

Table 4.6 Marital status of the respondents

	<b>Married</b>		<b>Not married</b>	
	<b>Frequency F);</b>	<b>Percentage%</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Facilitators.	22	95.8	1	4.5
Adult learners	199	94.7	11	5.3
DAEO	3	100	0	0

The study noted that higher percentage of respondents were married thus they have family responsibilities which compete with attendance in Adult Basic

Education centres. These may reflect negatively in enrollment or to some extent resulted into drop out affecting the implementation of Non Formal curriculum.

#### **4.3.6 Demographic information of the Divisional Adult Educational officers**

During the interview and questionnaire administered all the officers involve were married female. Their age ranged between 30 and 35 years old and the gender component was mainly females another reflection on the gender parity. They had acquired some training and had diploma certificates. The officers had worked in the adult education department for approximately over 10 years. The acknowledged that they all had the qualification, adequate experience and competency in handling the Adult Basic Education centres.

#### **4.4 The facilitator's professional qualification.**

The facilitators are important resources in the teaching learning process in the centres. The achievement of the goal and vision of Adult literacy is dictated by their training and professional development thus the facilitator's professional qualification is a big factor in the implementation of any curriculum. This was looked under the academic qualification, training attended, categories of the facilitators, the teaching experience of the facilitators and attendance of adult learner in Adult Basic Education centres.

Researcher question 1: To what extent does the academic qualification of the adult facilitators influence the implementation of Non formal curriculum in Adult Basic Education centres.

The researcher sought to know the academic qualification of the adult facilitators and table 4.7 represented the finding.

**Table 4.7 Academic Qualification of Adult Facilitators**

<b>Academic qualification</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
CPE/KCPE	5	21.7
KCE/EACE/KCSE	15	65.2
Diploma	3	13.0
<b>Total</b>	<b>23</b>	<b>100</b>

The table shows that majority of adult facilitators had ordinary level certificate at 65.2 percent, the diploma at 13.0 percent and the primary certificate at 21.7 percent .The finding was attributed that the sector has not attracted qualified and highly motivated facilitators. This corresponds with the (UNESCO 2010) that pegged Non formal curriculum to shortage of facilitators and not motivated personnel who cannot transmit the relevant skills to the learners to further their skill.

#### 4.4.1 The training courses the adult facilitators attended

The researcher sought to know the facilitator's training since it was fundamental to achieving Kenya Vision 2030 (Sessional Paper 2011 GoK) and table 4.8 showed the response .

**Table 4.8 Training courses attended by Facilitators**

<b>Course type</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Weekend seminar	18	78
Monthly workshops	0	0
Educational tours	0	0
Other	5	22
<b>Total</b>	<b>23</b>	<b>100</b>

The researcher validated that most facilitators have attended weekend seminar at 78 per cent and other courses were represented by 22 per cent Despite the fact that most facilitators have taught over five years a great number have not taken basic courses which are very critical in the implementation of Non formal curriculum. The weekend seminars are like the low cost material production courses. In Mbita District this has the greatest impact in curriculum implementation hence has serious implication in both teaching and learning and the promotion of literacy programme in the district.

The weekend seminars were usually forum for the facilitators, divisional adult education officer to share the challenges in Adult Basic Education centres. The facilitators learn more about the management and administration of the centres. More importantly they are given certain aspect of literacy programme. Non--

attendance or poor attendance of this courses relatively affected effectiveness of implementation of Non Formal curriculum..

The other courses included the induction courses and low cost cost material production courses. They aided them get good ground in both pedagogical and adragogical principles that influences the curriculum implementation. They were organized by the Divisional Adult Officer and the NGOs that married one of the Kenya government strategy of improving the ACE program (Sessional Paper 2012 Gok)

#### **4.4.2 Categories of the adult facilitators**

The study also raised within the context qualification the question on the terms of employment service. The implementation of NFE curriculum rely on the terms of services as a motivator and the table 4.9 below shows the category of facilitators in the Adult Basic Education centres .

**Table 4.9 Category of Facilitators in Adult Basic Education centres**

<b>Category</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Full time	2	8.69
Part time	14	60.87
Volunteers	7	30.43
<b>Total</b>	<b>23</b>	<b>100</b>

The finding indicated that full time teacher were only 8; 69 percent, part time teacher at 60.87 per cent and the volunteers represented 30.43 percent. It indicated that only a small percent of the teaching force are permanently employed and the rest have no job security and other benefits. This is likely to impact negatively on the implementation of non formal curriculum in Adult Basic education centres. The finding tallied with (UNESCO 2010) that most of the teacher in adult basic education centres are under paid and work under worse conditions. On other hand it was worth noting that the part time teachers represented a big percentage since this left them with enough time to do other things. These really corresponded with the some of the challenges Adult and Continuing Education programmes faced of high turnover of staff and volunteers teachers (Sessional paper 2012 Gok.)

Even more importantly the part time teachers do not take their work very serious. The full time teachers are relatively keen on their work since majority have undergone practical teaching assessment. Since the full time teachers are not well remunerated, some full time facilitators opt to be part time so as to get enough time to attend to other activities. The district has certain percentage of volunteers hence its a motivator to adult basic education centres . On other hand the dismal percentage can be a big alarm to the implementation of Non formal curriculum.

#### 4.4.3 The facilitators years of service

During the aspect of qualification the researcher sought to know years of services in relation to the implementation of NFE curriculum. The table 5.0 show the number of years of service of the facilitators. From the table 5 or 22 per cent are below five years and 18 or 78 per cent are between 5 to 10 years. The table 4.12 showing number of years of services of the adult facilitator

**Table 4.10 Number of year of service of the adult facilitators**

<b>Years of service</b>	<b>Frequency ( f)</b>	<b>Percentage (%)</b>
Below 5 years	5	22
5 – 10 years	18	78
11 – 15 years	0	0
Over 15 Years	0	0
<b>Total</b>	<b>23</b>	<b>100</b>

The table shows that only 22 percent of the facilitators were below 5 years in service. The greatest percentages of 78 were between 5 and 10 years. The duration of service really affect the implementation of non formal curriculum. The finding tallied with challenges Adult and Continuing Education face of negative attitude and perception adult learners. (Sessional paper 2012 Gok)

#### 4.4.4 The rate of adult learners attendance to the Adult Education centres

The researcher sought to know from the facilitators how frequent the learners attend the centres and tables 4.11 show the response.

**Table 4.11 the attendance of adult learners.**

<b>Attendance</b>	<b>Frequency ( f )</b>	<b>Percentage ( %)</b>
Regularly	8	34.4
Irregularly	15	65.5
<b>Total</b>	<b>23</b>	<b>99.9</b>

The table reveals that regular attendance was at 34.8 per cent and irregularly attendance was at 65.2 percent. The table shows that learner do not come to the centre so often hence affect the implementation of Non formal curriculum. This in collaboration the information on the adult learners prior occupation which come vividly that they were subsistence farmers and fishermen in Mbita District; This meant that majority they were bound to miss classes or drop out off classes to attend these occupation. Even more importantly some would dropped during famine or non attend the centre as per the changes of seasons of fishing along the lake beaches within the district.

#### **4.4.5 Relevant curriculum**

Researcher question 2. To what extent does the relevant curriculum content influence the implementation of Non formal curriculum in Adult Basic Education centres. The relevant curriculum enables learners to move timelessly from education system into the world of work (Sessional paper 2012 GoK)The curriculum content analysis in the Adult Basic education referred to the

functional skills offered, the time allocation for the programme and the skill the adult learner had incooperated in their centre to give them income. The Adult Basic Education curriculum comprise of the basic literacy and the functional skills. The functional skills offered were mainly dictated by the social economic activities of the people and the geographical position of the centres.

#### 4.4.6 Functional skill offered in the ABE centres.

The researcher sought to know the functional skill offered in the centre from both the adult learners and the facilitators. The table 4.12 represented the adult facilitators and adult learner's response on functional skills respectively.

**Table 4.12 Functional Skill offered in Adult Basic Education Centres.**

Functional skill	FACILITATORS		ADULT LEARNERS	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Artisan course	7	30.5	24	11.4
Business studies	3	13	60	28.6
Computer	0	0	0	0
Agricultural skill	7	30.5	50	23.8
Health	3	13	22	10.5
Others	3	13	54	25.7
<b>Total</b>	<b>23</b>	<b>100</b>	<b>210</b>	<b>100</b>

The table 4.12 showed functional skill offered to the adult learner in Mbita district. The functional skills included the artisan courses, business activities, agricultural activities and health as per the facilitator response. The artisan course and the agricultural activities represent 30 per cent respectively, the

business activities and health represented 13 per cent respectively. The others which represented 13 percent included skill like environmental education fishing methods/Technology as per the interview response of divisional adult education officer (DAEO).

On other hand as the adult learners the artisan courses represent the 11.43 percent, the business activities represented by the 28.58 percent, the agricultural activities represented by the 23.81 per cent, and the fishing technology and the health represent 10.48 per cent and 25.7 per cent respectively. The finding tallied with the demands of making the curriculum relevant to the Vision 2030 to put emphasis on technology, innovation and entrepreneurship (Sessional paper 2012 GoK)

#### **4.4.7 The income generating project in the ABE Centres;**

The researcher sought to know the type of income generating activities have been created in the centres. Table 5.2 represented the response.

**Table 4.13 Income Generating Projects offered in the Adult Basic**

#### **Education centres**

<b>Project created</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Artisan courses	10	43.4
Business skills	2	8.7
Agricultural skill	10	43.5
<b>Total</b>	<b>23</b>	<b>100</b>

The study identified that in most centres have the artisan and the agricultural activities created at 43.5 per cent respectively. The study also identified that in some centres had business activities like the merry go round which represented 8.7 percent .This tallied with relevant curriculum contents offered in adult basic education centres. It important to note that the income generating project really had influence on the duration of teaching thus influencing the implementation of Non formal curriculum in the Adult Basic Education centres. The finding indicated that apart of the academic skills the centres blended some of the technical skills. The finding tallied with the UNESCO 2009 which acknowledged that the programmes implemented in the adult centres should include vocational training for example agriculture, environmental related education and various form of health especially HIV/AIDS.

#### **4.4.8 Time the literacy learners meet per week**

The researcher sought to establish the number of hours the adult learners met per week and table 4.14 show the responses

**Table 4.14 Number of times Literacy learner meet per week**

<b>Number of times per week</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
1 Hour	0	0
2 Hours	0	0
3 Hours	14	61
More than 3hours	9	39
<b>Total</b>	<b>23</b>	<b>100</b>

The shows that majority of facilitator do meet the adult learner in three hours represented by 61 per cent and more than three hours at 39 per cent.

#### **4.4.9 Availability of teaching learning materials**

Research question 3. To what extent does the availability of teaching learning material influences the implementation of Non-formal curriculum in Adult Basic Education centres .

To implement the curriculum effectively learning teaching material play a key ground. The following subtopic provided the information to answer the research question 3

#### **4.4. 10 The adequacy of the learning teaching material in the adult basic education centres .**

The researcher questioned the adequacy of the learning teaching resources and the table5.5 shows the response.

**Table 4.15 Adequacy of the Learning Teaching Material used in the Adult Basic education centres.**

<b>Adequacy</b>	<b>Frequency (f )</b>	<b>Percentage ( %)</b>
Enough	30	14.3
Not enough	40	19.0
Not available	140	66.7
<b>Total</b>	<b>210</b>	<b>100</b>

The researcher from the table identified that enough represented 14.3 per cent, not enough represented 19 per cent and not available represents 66.7 per cent. Shortage of the teaching learning material has a possible effect on the implementation on Non Formal curriculum in the Adult Basic centres. The finding tally with the MoE (2010) that the adult Basic Education centres has shortage of teaching learning material.

#### **4.4.11 The appropriateness of the teaching learning material in the adult basic education centres**

The researcher sought to know the appropriateness of the learning teaching material and table 4.1.6 represented the response.

**Table 4.16 Appropriateness of the Teaching Learning Materials**

<b>Teaching learning resources</b>	<b>Frequency (f)</b>	<b>Percentage %</b>
Not appropriate	100	47.6
Fairly appropriate	85	40.0
Appropriate	25	11.9
<b>Total</b>	<b>210</b>	<b>100</b>

Table 4.1.6 showed that Not Appropriate represented 47.6 percent, Fairly Appropriate represented 40.0 percent and Appropriate is 11.9 percent

The table indicated that teaching learning material are not appropriate for implementation of Non formal curriculum. The likelihood that these materials are outdated and hardly meet the current technological standard is very much

possible hence impact negatively in the implementation of Non formal Curriculum.

#### **4.4.12 Teaching strategies**

Research question 4. To what extent do the teaching strategies adopted in Adult Basic Education centres affect the implementation of Non-formal curriculum.

Adult educators require effective teaching learning process to aid in expansion of knowledge .It is therefore important to select carefully the delivery format methods to produce the desired outcome .The researcher sought to identify the teaching method used in the centres and table 4.17 represented the learners response.

**Table 4.17 Teaching methods that Learners prefers in the Adult Basic Education centres**

<b>Methods</b>	<b>Frequency ( f )</b>	<b>Percentage ( % )</b>
Demonstration	74	35.2
Role playing	43	20.5
lecture	35	16.7
Problem solving	30	14.3
Others	38	18.1
<b>Total</b>	<b>210</b>	<b>100</b>

The table 4.17 above showed that the demonstration method dominated as the best method at 35.2 percent that learner opted, role play at 20.5 percent, lecture at 16.7 percent, problem solving at 14.3 percent and other at 18.1 percent. The

finding shows that learners liked combination of methods since their attention span were small and these made learning real and motivating.

#### **4.4.13 The facilitator's preferred method of teaching in the adult basic education centres**

The researcher sought to identify the teaching method used in the adult basic education centres and table.4.18 showed the response.

**Table 4.18 Teaching Method that Facilitators prefers to use.**

<b>Methods</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Demonstration	9	39.1
Role playing	5	21.7
Problem solving	3	13.0
Lecture	2	8.0
Others	4	17.2
<b>Total</b>	<b>23</b>	<b>100</b>

The facilitator's best mode of delivery is demonstration at 39.1 percent, role playing at 21.7 percent, problem solving at 13 percent and other methodologies constituted 17 percent the other included group discussion, field work. During the study of the two finding of the learners and facilitators were correlated and the researcher got 0.843 showing a strong relationship.

**4.4.14 Factors that facilitator consider in the choice of the teaching methods in the adult basic education centres.**

The researcher sought to know factors affecting facilitator in the choice of teaching method during the implementation of Non-formal curriculum and table 4.19 shows the response.

**Table 4.19 Factors to consider in the choice of teaching Methods used in the Adult Basic Education centres**

<b>Factors</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Age	5	21.7
Gender	5	21.7
Objectives	9	39.1
Entry behavior	2	8.7
Others	2	8.7
<b>Total</b>	<b>23</b>	<b>100</b>

The main determinant on the choose of the teaching strategies is the objective of the instructional programme to be imparted. The objective represents the learner goals or desired learner outcome. The objective is being represented with 39.1 percent age and gender both at 21.7 percent each and entry behavior and other at 8.7 percent each.

**4.4.15 The facilitator's effectiveness in lesson preparation**

The research sought from the adult learner how effective are the facilitators using the relevant teaching strategies on the lesson delivery and table 4.20 showed the response.

**Table 4.20 Adult Education Facilitator effectiveness in the lesson preparation**

<b>Effectiveness</b>	<b>Frequency (f)</b>	<b>Percentage (%)</b>
Very good	10	4.8
Good	71	33.8
Average	109	51.9
Poor	55	26.2
<b>Total</b>	<b>210</b>	<b>100</b>

The response from the table shows that the facilitator's effectiveness is fair at 51.9 percent. It therefore prudent to activate all the factors so that we can boost the implementation of Non formal curriculum In the Adult Basic Education centres.

#### **4.4.16 Suggested on the implementation of non formal curriculum**

During the study the question on the modalities to improve the implementation of Non Formal curriculum was administered to both the adult facilitators and the divisional adult education officer.

They called on the revised curriculum to marry the technological advancement and the Vision 2030 dream. They said that the syllabus was loaded and the subject content should relate mostly with the needs of the learner setting/ Environmental demand They advocated for real functional skill that marry the advancement to make fit in the society.

The objective of Adult Education sector I to appreciate and respect dignity of work and facilitate self employment these can only be achieve through allocation of technical subject to enable adult learners master skill

They suggested that the book and workshop should be matching the technological advancement so that they become functional in the society. The textbook ratio should 2:1 to allow effective implementation of the non-formal curriculum.

The poor remunerated facilitators suffered low motivation hence they called for good funding and employment with a central body to enable them implement the curriculum effectively The in service training of the facilitator's should be given to facilitate the implementation of Non formal curriculum. The government should recognize the entire stakeholder who play role in the provision of Adult Basic education like NGOs, faith organization, community based organizations and the individuals.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

The chapter summarizes the findings of the study obtained from the responses of the facilitators, the adult learners and the divisional adult education officers, and presents conclusions recommendation and suggestion for further study. It reflected briefly on the statement of the problem and the descriptive procedure used in the study.

#### **5.2 Summary of the study**

The main aim of Adult Basic Educational is to provide a second chance to the adult who missed the formal education with opportunities to acquire both literacy skill and functional skills that will enable be holistic person in the society. The purpose of the study was to investigate factors affecting the implementation of Non formal curriculum in Adult Basic Education centres in Mbita District Homa Bay county. The research questions which focused on the availability of teaching learning materials ,the impact of relevant curriculum content, the facilitators profession qualification and the teaching strategies used were formulated and the literature reviewed. The study adopted descriptive survey design.

The research questions are used to develop instrument that are used to collect data. The interview schedules were administered to the Divisional Adult Education officers and the questionnaire were administered to the Adult Learners and the Adult Facilitators. Through random sampling the three Divisional Adult Education Officer 23, Adult Facilitators and 210 Adult learners from selected centres were included in the study.

### **5.3 The finding of the study**

The study revealed that

- i) The Adult Basic Education sub sector of Adult and Continuing Education has not attracted qualified facilitators thus this affect the implementation of Non formal curriculum
- ii) The quarter of the facilitators are permanently employed but have limited professional skills thus there is no job security and motivation that that can impacted negatively in the implementation of Non formal curriculum in ABE centres
- iii) The sector have not been allocated enough funding from the central government like other departments thus affecting the implementation of Non formal curriculum
- iv) The adult basic education centres in Mbita lack adequate teaching learning material making very difficult to implement the Non formal curriculum.

- v) The Adult Basic Education facilitators lack training to boost them with the pedagogical and andragogical and the creative skill that really affected the implementation of Non formal curriculum;
- vi) Due to the nature of the adult learners the teaching strategies used in the centre should cater for the disabilities like short concentration span, rapid loss of interest and the family commitments
- vii) The curriculum content matter did not marry with the social cultural and economic setting of the adult learner hence affected the implementation of Non formal curriculum.

#### **5.4 Conclusion of the study**

The Adult Basic Education sub sector of Adult and Continuing Education is not given enough attention by the central government. The sector is associated with learners who failed in the formal education. From the findings a number of conclusion can be drawn about factors affecting implementation of non- formal education curriculum in ABE centres. First the learning teaching materials were largely un available. This can be attributed to inadequate funds which had led lack of adequate and appropriate teaching/ learning resources hence affects the implementation of non- formal education curriculum.

Second the facilitators are few averagely qualified and in experience. The majority are volunteered that are not motivated monetarily hence impact

negatively in the implementation of non- formal education curriculum in ABE centres

Third there is not yet a government policy on syllabus content. This really affect the skill and knowledge to be imparted in ABE centres. Forth lack of relevant skills and learning teaching material leads to poor learning strategies and andragogical principles are motivators in adult learning.

### **5.5 Recommendations**

The following are among the agent recommendation for the improvement of non formal education curriculum implementation in adult education centres

- i) The facilitators should be trained in the non formal education so that they have the relevant skill in the management and implementation of the curriculum
- ii) The Non formal curriculum should be reviewed periodically to match with the technological advancement and the global trend.
- iii) The Non formal curriculum to be revised to ensure that subject content include the functional skills and go with the social economic environmental needs of the adult learners
- iv) The sector to decentralize from the central government as per the educational act 2013 and the department to be functional in the dissemination of education.

- v) The Adult Basic Education facilitators to be employed permanently by the central body to boost their morale in the implementation of Non formal curriculum.

### **5.6 Suggestion for research**

In view of the delimitation of the study the similar study can be taken in the following areas

- i) The similar study to be carried in other district to assess the factors affecting the implementation of Non formal curriculum in Adult Basic Education centres.
- ii) The similar study can forecast on the role of devolved government in the implementation of Non formal curriculum in Adult Basic Education centre.

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**APPENDICES**

**APPENDIX A**

**LETTER OF INTRODUCTION.**

University of  
Nairobi  
Kikuyu Campus  
Postbox 92  
KIKUYU

The District Adult Education Officer  
Mbita District  
P. O Box 56  
Mbita

Dear Sir,

**REF: PERMISSION TO CARRY OUT RESEARCH**

I am a postgraduate student in the University of Nairobi, pursuing Master Degree in Curriculum Studies. I am requesting permission from your office to enable me carry out research in factors influencing implementation of Non Formal Education curriculum in Adult Basic Education centers.

This information will be used for no other purpose than academic and the response will be treated with confidence.

Yours faithfully

Mboya Samwel Otienoh

## APPENDICES B

### QUESTIONNAIRE FOR THE FACILITATORS

The questionnaire is prepared to collect information on factors influencing the implementation of Non-formal Education Curriculum in Adult Basic Education Curriculum in Adult Basic Education Centers.

#### Section A Background information

1. What is your sex Male  Female
2. What is your age:  
Below 20  20 – 25  26 – 30   
31 – 35  Over 36
3. What is your marital status?  
Single  Married   
Divorced  Widower / widow
4. To which category of teachers do you belong?  
Full time  Part time  Volunteer
5. What is the highest level of education?  
Primary school not completed  KCPE /CPE holder  
KJSE holders  
EACE / KCE /KCSE holder   
Diploma

If you are EACE/KCE/ KCSE holder specify the grades.

.....

...

**Section B The availability of teaching learning resources**

6 Are the learning / teaching resources available?

Yes ( ) No ( )

7 How do you rate the appropriateness of the teaching / learning resources

.....

8 Who provide the teaching /learning resources

ministry ( ) non government organization ( )

parent ( )

others (specify)

9 Have you attended any workshop on the improvisation of the teaching learning resources

Yes ( ) no ( )

10 If yes how do you rate the relevancy of the workshop in the improvisation of teaching learning resources

Very relevant ( ) Relevant ( ) Not relevant ( )

**Section B The facilitator professional qualification**

11. Have you received any training as an adult education facilitator?

Yes ( ) No ( )

12. What training for literacy teaching have you received or are you presently undergoing.

13As a facilitator. what measures do you take to ensure that your learners enrollment is highly increased.

.14 How long have you been an adult facilitator?

Below 5 years ( ) 5 – 10 years ( )

10 – 15years ( ) Over 15 years ( )

15 What factors influence successful implementation of non-formal education curriculum in your centers?

Inadequate teachers ( ) Inadequate teaching ( ) Learning facilities ( )

Inadequate training skills ( ) Poor methods used in teaching ( )

Others (please state.....)

16a) What were you doing to earn living, before you started teaching before you started teaching adult learners.

.....

...

(b) Beside adult teaching what else do you do to earn a living?

.....

17. How long do you teach in a day?  
1 hours ( ) 2 hours ( ) 3 hours ( ) More than 3 hours ( )

**Section c The curriculum content used in non-formal curriculum**

18. Apart from basic literacy do you offer other programme that can enable learner to acquire general skills? Mention if any.

19. List in order of importance the programme /subject that you offer in your centre for the acquisition of functional skill used ... 1, 2, 3

- (a) Technology (Tailoring / carpentry / computer) ( )  
(b) Health ( ) c) Business studies ( ) (d) Agriculture ( )

Others.....

20. Have those learners with proficiency certificate acquired skills that can enable them secure employment in the public and private sector.

.....

**Section D The teaching strategies used in adult education**

21. Tick the method(s) you normally employ in teaching adult in your centre.

- Group discussion ( ) Demonstration ( )

Role play ( ) Field work ( )

Others specify

.....

22. What mainly do you consider in the choice of teaching method?  
Age ( ) Gender ( ) Objective ( ) Entry behavior ( )
23. List down teaching / learning and that are available in your centre.
24. Are these aids appropriate to literacy level of your learners in terms of readability?  
Appropriate ( ) fairly appropriate ( ) Not appropriate ( )
25. Are teaching /learning material adequate  
Yes ( ) No ( )
26. What are the factors guiding your selection of teaching learning resources?.....2
- 7 What are some of the challenges you face as adult facilitator  
Poor pay ( ) Lack of transport ( ) Time management( )  
Lack of .support ( ) Low retention rate ( )
- 28 W hat suggestion do you have concerning the Non-formal curriculum on the;  
a) The curriculum content  
b) The teaching strategies adopted  
c) The availability of learning teaching resources

Thank you for participating in this study.

## APPENDIX C

### QUESTIONNAIRE OF ADULT EDUCATION OFFICER

This questionnaire is prepared to collect information on factors influencing the implementation of Non-formal curriculum in Adult Basic Education Centres

#### Section A Background Information

1. What is your gender

Male ( )                      Female ( )

2. Academic qualifications

a) What did you attain in EACE? KCE

Division 1 ( )    Division 2 ( )    Division 3 ( )

Division 4 ( )

b) Profession qualification

What is your highest professional qualification?

P2( )            P1( )            ATS ( )            Graduate ( )

Masters ( )

#### Section B The facilitator professional qualification and teaching aids

3. What training have you undergone before joining the Adult Basic Education?

4. What training have you undergone in the field of Basic Education  
(specify training course attended and duration)

5. (a) How many refresher course did you attend in the year.

None ( ) Two ( ) More than two ( )

(b) What course did you attend in 5(a) above.

Weekend seminar ( ) One month workshop ( ) Education tour ( )

Others specify.....

6. How many of the following do you supervise?

Literacy centre ( ) Literacy teacher ( ) Learner ( )

7. How often do you visit each literacy center ?

Once a month ( ) Twice a month ( )

Others specify.....

8. What do you inspect?

Teaching methods ( ) Teaching learning and ( )

Class attendance register ( ) General timing of the centers ( )

Others specify .....

9. Do you think most of the youths and adults in your division have  
enrolled in the Adult Basic Education centres? Yes ( ) No ( )

If no why .....

10. Suggest general recommendation that in your opinion would make implementation of non-formal education curriculum in adult basic education centres successful?

.....

In terms of relevant curriculum content

.....

The teaching strategies used in the implementation

.....

The availability of learning/teaching materials used

.....

**Thanks for your participation**

## APPENDIX D

### QUESTIONNAIRES TO ADULT LEARNERS

This questionnaire is prepared for collecting information about factors influencing the implementation of Non formal education curriculum in Adult Basic Education Centres.

#### Section A Background information

1. What is your gender? Male ( ) Female ( )
2. What is your age?  
Below 20 ( )      20 – 25 ( )      26 – 30 ( )  
30 – 35 ( )
3. What is your marital status?  
Single ( )      Married ( )  
Divorce ( )      Widow /widower ( )
4. In which category of learner do you fall?  
Full time ( ) Part time ( )      Self help ( )
5. What is your occupation?  
Fisherman ( ) Small scale farmers ( )      Business  
Employed ( ) Unemployed ( )

#### Section B Curriculum Content and teaching strategies adopted

6. Which of the following functional skills are offered in your center?  
 Artisan course ( ) Business studies ( ) Computer ( )  
 Health ( ) Agricultural studies ( ) Fishing technology None ( )
7. Which of the above income – generating project have you started as adult learner in your center
8. Have you acquired any skill that can enable you be employed in public / private sector No ( ) Yes ( )
9. Which method of teaching do your adult facilitate use in your center  
 Demonstration ( ) Role play ( ) Lecture ( ) Problem solving ( )  
 Name if there is any other more.....
10. Which of the above methods in your opinion are appropriate to you as adult learner?
11. Are the teaching learning and appropriate to you in terms of readability.  
 Not appropriate ( ) Fairly appropriate ( ) Not appropriate. ( )

**Section C The teaching learning materials**

12. Are teaching learning/ material adequate in your center?  
 Enough ( ) Not enough ( ) Not available ( )
13. How do you rate your facilitator in terms of content delivery?  
 Excellent ( ) Good ( ) Fair ( ) Poor ( )

14. What is the rating of facilitators' competency in improvisation of teaching / learning resources

Excellent ( ) Good ( ) Fair ( ) Poor ( )

( )

15. How do you rate facilitator's effectiveness in the preparation of lesson record of work.

Very good ( ) Good ( ) Average ( ) Below average ( )

16. What problem do you encounter in the Adult Basic Education centers

Lesson are boring ( )

Laxity of teachers ( )

Poor teaching ( )

Poor teaching /learning matters ( )

## **APPENDICES E**

### **INTERVIEW FOR DIVISIONAL ADULT EDUCATION OFFICER**

The interview schedule is mainly on factor affecting the implementation of non-formal curriculum in adult basic education centres in Mbita District.

- i. How training and qualification of facilitators influence the implementation of non-formal curriculum.
- ii. How do the major economic activities influence the implementation of non-formal curriculum.
- iii. What programme / subject offered in the center enables the adult learners attain the functional skills.
- iv. How effective are the instructional methods in the delivery of the content of the programme to the adult learners
- v. What are the major challenges surrounding the implementation of non formal curriculum in the Adult Basic Education center in Mbita District.

**APPENDIX F**  
**CLEARANCE PERMITS**

**APPENDIX G**  
**RESEARCH AUTHORIZATION**