

FACTORS INFLUENCING ENROLMENT OF LEARNERS IN

BASIC ADULT CLASSES IN KENYA:

A CASE OF BUNGOMA SOUTH SUB COUNTY, BUNGOMA COUNTY

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DECLARATION

This research project is my own original work and has not been presented for any other award in any other university.

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DEDICATION

I dedicate this proposal to my husband Richard and children Handel and Hayden.

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ABBREVIATIONS AND ACRONYMS

ABE	:	Adult Basic Education
ABEC	:	Adult Basic Education Centers
ADB:		The African Development Bank
COBET:		Complementary Basic Education in Tanzania
EFA:		Education for All
ICBAE:		Integrated Community Based Adult Education
KESSP	:	Kenya Education Sector Support Programme
MOEC:		Ministry of Education and Culture in Tanzania
UNESCO	:	United Nations Educational and Scientific Organisation
UNICEF	:	United Nations International Children Educational Fund

ABSTRACT

Adult education is the art and science of teaching and educating adults. Adult education takes place in the work place through extension school or school of continuing education. Other learning places include community colleges, folk high schools and life-long learning centers. The purpose of the study was to investigate the factors influencing learner enrolment in adult basic classes in Bungoma South Sub County, Bungoma County. The following objectives guided the study. To establish the extent to which social-cultural gender roles influence adult learner-enrolment in the adult basic education programmes, to establish the extent to which attitudes of adult learners influence enrolment in adult basic education programmes ; to examine the extent to which teaching and learning resources used in adult basic education programmes influence enrolment and to determine the extent to which learner economic background influence enrolment in adult classes in Bungoma South Sub-County. The theoretical framework that guided the study was based on the Adult learning theory propounded by Rogers (1999). The dysfunctional theory states that any educational programme brings in mind the question of learning resources, teachers training, teaching resources, learning facilities, attitudes of the learners and the content covered. The study employed the use of census survey to select adult learners. The study sample comprised of 5 adult education centers, 97 adult learners, and 10 adult education teachers. The research instruments used in this study was questionnaires. A pilot study was taken to establish the instrument validity. To ascertain the reliability of the instrument the test -retest technique was used. Majority of respondents cited that they enrolled with adult education classes due to the need to keep their present job. It can be deduced that majority of the respondents enrolled into adult basic education programs to gain literacy skills and as a pathway to further education. The study recommends that employers and other stakeholders should encourage their employees without formal education to enroll with adult education centers, so as to enable them keep their jobs, Adult learners to have positive attitudes towards adult education. They should be encouraged to pursue adult education as a way of bettering their lives and lastly the program managers should design literacy programs within the context of the community and should offer the most relevant curriculum so as to equip their trainees with the required skills.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

According to Goldberg (2010), education is as the heart of world development and human rights. Its importance lies in what precedes literacy: the words that are the expression of human thought. Henschke(2011) adds that its importance lies equally in what can then be done with the written word, which conveys thought across time and across space and makes the reader a “co-author” and active interpreter of the text. Rogers (1999), asserts that an oral society relies on memory to transmit its history, literature, laws, or music, whereas the written word allows infinite possibilities of transmission and therefore of active participation in communication. These possibilities are what make the goal of universal literacy so important.(Frederico, 2002) . For adult learners in Europe and other developed countries, adult basic education is aimed at learners who have dropped out of school before acquiring adequate literacy and numeracy skills and for those learners who have never attended school nor received formal educational training.

According to Mattimore-Knudson and Russell S. (1982) there are three major kinds of adult education in Nigeria today--traditional adult education, formal adult education, and Islamic adult education. Because it is the form of adult education most promoted by the government, formal adult education is the most dominant approach found in Nigeria. A look at Nigeria's national policy on education indicates that educational leaders in Nigeria view adult and continuing education as a panacea for the present and future ills of Nigeria. To implement adult education throughout the country, policy-makers have formulated a number of approaches. Included among these are (1) adopting mandatory continuing education; (2) adapting individual literacy programs

to fit given cultural and sociological conditions; (3) creating national, state, and local inservice programs; (4) developing a National Service Program that is a cross between Vista and military scholarship programs; and (5) establishing national commissions for adult education in each state to coordinate activities. There are, however, a number of barriers to successful implementation of such programs, including corruption, conflicts between traditional Islamic beliefs and western educational practices, existing class structures, and the current totalitarian administration of Nigeria's educational program.

Mboneko Munyaga (1986) says that long is gone the days when adult literacy campaigns used to form the agenda at almost every village meeting and political rallies in Tanzania. Also, there were massive school dropouts and failure to enroll for basic primary education by children of the right school going age. All these factors contributed to the growing chasm between the literate and society's ignorant lot. However, two innovative approaches to adult learning changed all that. They aimed at reducing donor dependence in favour of enhanced sustainability and greater sense of community ownership of adult learning programmes.

In Africa, Kenya inclusive, countries have developed their own methods to train and transmit knowledge to upcoming generations. Johannes (2010) commented that there is no society that does not educate its own population, either through indigenous or modern education.

Immense regional differences in literacy rates remain throughout Kenya particularly in areas with more remote and impoverished populations,(Richmond, Robinson & Sachs-Israel 2008).The Kenya Country Team (2008) reported that, while one district in Kenya has a literacy rate as high as 87%, some other districts reported roughly 8.1% literacy rates. As the twenty-first century continues to progress, adult literacy educators in all parts of the world must seek to make

literacy an accessible tool capable of both strengthening and transforming the society into which it is being introduced.

Blake & Blake (2002) recognize that the pursuit of literacy is so complex and prone to change based on circumstances that a distinct definition would be impractical. They noted that literacy programs are comprised of a blending of the academic and functional skills that vary depending upon the needs and developments of the society. Defining literacy as merely the ability to read and write underappreciated the intricacy of a field that encompasses a vast body of knowledge and skills. UNESCO's (2003) expert meeting defined literacy as: The ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society. As literacy students gain access to basic literacy skills, such as reading and writing, the opportunity allows them to benefit from the information in the context of their society. Once the door of literacy has been opened for an individual, the extent and purpose to which it is used varies considerably.

The complex nature of literacy instruction implies that literacy must manifest itself differently as it adapts to various contexts. Barton and Hamilton (1998) wrote extensively on how literacy is most appropriately placed within the social context of the community and requires the assumption of multiple literacies to address the needs of society. When educators recognize the relationship that literacy has within the cultural context of a program, it is the first step in gaining a better knowledge of how to improve and build instruction; therefore, the recognition of a broad understanding of functions of literacy should not be overlooked. Bartlett

(2008) notes that educators now recognize literacy as inextricably tied to its specific cultural location. Modifying the perception of literacy in undeveloped regions like Northeast Kenya provides motivation to educators and the community to reinvigorate literacy programs through improving literacy practices.

Education has characteristically manifested its political implications in its contributions to citizenship. Nelson Mandela, former president of South Africa, is known to have said, “Education is the most powerful weapon which you can use to change the world” (Quote of the Day, 2012) and there have been multiple social theorists that have purported the same idea. Most recently Ntiri (2009) writes that Paulo Freire has been the champion of encouraging political advancement through education. Despite a particularly Marxist perspective in his politics, Friere’s contribution must be considered because of his significant focus on grassroots efforts to increase the number of literate adults throughout the world. Giroux (1987) notes that Friere used literacy explicitly as a tool for the advancement of social freedoms and the individuals “voice”.

Freire & Macedo(1987) say at one point that “it is impossible to...understand literacy...by divorcing the reading of the word from reading of the world”. Although literacy programs are not always designed explicitly to engender political empowerment, they can gain support and organization from politicians who desire to see communities develop.

South Africa (SA) has an illiteracy rate of 14.3% which compared to America’s 3%, is relatively high. This is incongruous with the fact that SA is a fast developing country. The ideal situation would be for such a country to have a high literacy rate in order to complement the growing economy. A third of the workforce of City Power has had either little or no education. This is mainly because of the past imbalances in education under apartheid SA.

Consequently, the new dispensation has had to address the effects of these imbalances both in the workplace and elsewhere. This is in line with the Bill of Rights and as enshrined in the country's constitution (1996) which states that: "All citizens have a right to basic education including adult basic education and further education, which the state through reasonable measures must make progressively available and accessible". For the ABET (Adult Basic Education and Training) learners in SA, the accessing of education is especially pertinent, as they risk not only exclusion on all levels of development and progress, but are bound to add to the country's prevalent high rates of poverty, crime and unemployment. Kraak and Perold(2003) contend that historically South Africa has a highly stratified human resources base, an endemic shortage of skilled and especially highly skilled labour, and a large pool of unskilled, poorly educated and unemployed people.

Cultures like the pastoral ones in Northern Kenya are governed by their own methods for passing down knowledge that does not incorporate the written word (Goldberg, 2010). As educators looking to create relevant curriculum and learning goals for adult learners, it is vital to learn how education was passed down traditionally and model it as much as possible. A scholar notes that basic elements of African traditional education include: oral language, music, dance, proverbs, myths, stories, culture, religion, elders, specialists, specific names, a holistic approach, integration of theory and practice, and traditional African science and technology (Omolewa, 2007). From this broad framework, educators can develop rich programs that convey knowledge in a culturally appropriate manner.

When Kenya gained independence in 1963, the initial vision of President Kenyatta was to create a country that had free access to education for all. Eventually, 80% of primary aged students were attending schools (Buchmann, 1999). This rate decreased slightly as the

government used a cost sharing program in many schools where they would pay for the teachers' salaries and the local community paid for recurring expenses (Sifuna, 2007). Much of this explosive growth was difficult to regulate and its quality hard to guarantee. President Kenyatta and later President Moi supported educational policies that were politically popular but of questionable long term value (Buchmann, 1999). After a limited attempt in the '70s it was not until the late '90s that the Kenyan government successfully initiated free education for primary students in an attempt to reach the nearly 1.6 million students not in education programs (King, 2007).

Although Kenya's progress in primary education of its people has been excellent, there remains a large adult population that is illiterate and many more adults who have not had the opportunity to progress to a point in school that they desire. Government programs for adult education begun in the '60s and '70s were popular and fairly successful but support for such organizations has steadily decreased and attendance and dropout rates have increased (Bunyi, 2006). Kenya Country Team (2008) reports that in 2005 that the Kenya Education Sector Support Programme (KESSP) was formed by the government to act as a institution to channel efforts and investments. Annually, adult education receives only 1% of the money allocated to education, leaving it inadequately funded.

1.2 Statement of the Problem

Kenya has been the recipient of an abundance of international intervention for adult literacy. In the '50s UNESCO began what has become a primary role in the education of adults from the most fundamental to complex (Jefferies, 1967). Through their support of ventures like the Literacy Decade, better assessment organizations and contributions to governmental policy

making, UNESCO has played a huge role in motivating the government and the people of Kenya (Richmond, Robinson & Sachs- Israel, 2008). Non-formal education is a growing field of influence in the education of adults but little data exists because of the informal nature of such projects (Bunyi, 2006).

In 1987, the estimated population of Bungoma County was 150,000, out of these 66,637 attended adult literacy classes between 1984 to 1987 out of which 13,148 were male and 53,489 were women. (R. o. k, 2003). When the first massive literacy program was launched in 1979 there was excitement and many believed this literacy program would have far reaching impacts and lead to better understanding of problems faced by learning of new ideas, acquisition of knowledge, increased skills and self confidence. There is evidence that those who benefited from the literacy program have great gains in socio-economic development thus providing proof of the importance of adult literacy. As literacy thrived in Kenya, enrolment was initially high (415,074) but over the years there was general decline in participation, by 2003 only 93,000 were enrolled against a population of 4.2 million illiterate adults (R.o.K, 2004).

According to County Adult Education Office (2012) Bungoma County had a total of 509 adult learners by 2011. When shared out among sub-counties ,Mt Elgon Sub-County had 187, Kimilili had 152 ,Bumula had 131 and Bungoma South had 126. The report further shows that in 2012, the number of learners dropped across all sub –counties. Based on statistics, Mt Elgon had 177(94.7%) of the previous population, Kimilili had 134(88.15%) of the previous population. Bumula had 116(88.54%) of the previous population and Bungoma South had 97 (76.98%) of the previous population. From the statistics above, the drop rate of adult learners was as follows, 10, 18, 15, and 29 for Mt.elgon, Kimilili, Bumula and Bungoma South

respectively. Based on the above statistics there is need to carry out a research to find out if the current continuous drop of enrolment of adult learners may have been as a result of socio-cultural gender roles, attitudes of learners or teaching and learning resources since these factors have not been addressed extensively in previous studies.

1.3 Purpose of the Study

The purpose of the study was to establish the factors influencing enrolment of learners in adult classes in Bungoma south sub county, Bungoma County.

1.4 Objectives of the Study

The study aimed at achieving the following objectives:

1. To establish the extent to which socio- cultural gender roles influence enrolment of learners in adult basic classes in Bungoma South Sub-County.
2. To establish the extent to which learner attitudes influence enrolment in adult basic classes Bungoma South Sub-County.
3. To examine the extent to which teaching and learning resources used in adult education influence enrolment of learners in adult basic classes in Bungoma South Sub-County.
4. To establish the extent to which learner economic background influence enrolment in adult basic classes Bungoma South Sub-County.

1.5 Research Questions

The study was guided by the following research questions:

1. To what extent do socio- cultural gender roles influence enrolment of learners in adult basic classes in Bungoma South Sub-County of Bungoma County?

2. To what extent do learner attitudes influence enrolment of learners in adult basic classes Bungoma South Sub-County Bungoma County?
3. To what extent do teaching and learning resources used in adult education influence enrolment of learners in adult basic classes in Bungoma South Sub-County Bungoma County?
4. To what extent do learner economic backgrounds influence enrolment in adult basic classes Bungoma South Sub-County?

1.6 Significance of the Study

The findings of the study are hoped to help training facilitators gain insight into learning principles that underpin learning motivation and retention strategies. In addition, findings from this study will be useful to facilitators involved in the planning and implementation of Adult learning programmes and in skills development. It is hoped that the research will encourage other organizations to initiate workplace learning and training programmes in order to better equip and develop their employees and to inspire aspirant Adult learners to join these developmental programmes.

1.7 Delimitation of the Study

This study was carried out in Bungoma South Sub County, Bungoma County in Kenya tied on the Period 2013. The area was selected because despite its urban and cosmopolitan status, it has registered minimal learners in adult classes in the County.

1.8 Limitation of the Study

The study was limited by the following factors. The researcher had inadequate time to

carry out the research given that the researcher was attending to her school work at the same time. The respondents were shy about giving information thinking it was for commercial purposes but they were assured of confidentiality. Lastly some respondents were not willing to cooperate during the study period but the researcher was patient and made several trips to collect the questionnaires.

1.9 Basic Assumptions of the Study

This study was guided by the assumptions that the selected sample represented the population in all the variables of interest and those respondents willing to give the information freely without fear. It is also assumed that all the questionnaires would be returned on time and that those to be interviewed would be available and willing to participate and provide honest, accurate, complete answers, and that the researcher would have adequate time to complete the study.

1.10 Definition of Significant Terms as Used in the Study

Adult Classes: Classes in which adults enroll to learn literacy skills.

Adult Basic Education: Practice of teaching and educating adults most basic literacy skills.

Adult learner: A mature student enrolled for basic literacy classes.

Enrolment: Number of people registered for adult basic literacy classes.

Literacy: Ability to read and write and be able to put the skills to work in shaping the course of one's life.

Sub-county: This is an administrative area smaller than a county.

Poverty: Inability to afford basic needs.

Economic background: The basic income of someone which enables them to provide for their basic needs.

Priority: A need that is considered more important or crucial than others.

1.11 Organization of the Study

This study was divided into 5 chapters as follows: Chapter one dealt with background of the study and introduces the problem statement describing the specific problem addressed in the study, as well as the purpose, objectives and research questions that the study sought to answer. Chapter two presented a review of literature and relevant research associated with the problem addressed in the study, giving theoretical foundations of the study and conceptual framework. Chapter three presented the methodology and procedures used for data collection and analysis. Chapter 4 contains an analysis of the data, presentation and interpretation of the findings. Chapter 5 presents a summary of the findings, discussions, conclusions, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed the literature related to the study on the topic of factors influencing enrolment of learners in adult classes in Bungoma South Sub County. This was in line with the following study objectives: to establish whether the social cultural gender roles influence enrolment of learners in adult classes, learner attitudes, teaching and learning resources used in adult education and learner economic background. A conceptual framework was used to operationalize the variables and lastly the gaps in literature have been summarized.

2.2 Concept of adult education

Aitchison (1998) defines adult basic education as education provision for people aged 15 and over who are not engaged in formal schooling or higher education and who have an education level of less than grade 9. For adult learners in Kenya, adult basic education is aimed at learners who have dropped out of school before acquiring adequate literacy and numeracy skills and for those learners who have never attended school nor received formal educational training.

There is an ever-increasing gap between the rich and the poor in this country. In addition, a large percentage of adults in Kenya today are not able to fully enjoy what the country's democracy offers because they lack basic literacy skills. Access to education through Adult basic centre is one of the ways in which the gap between the rich and poor can be bridged. Prior to 1994, the educational system in Kenya was characterized by: Racially segregated teaching and learning at every level from preschool to higher education.

system that was fragmented into different departments of education serving not only the four population categories.

In these fragmented educational departments, there were disparities in the levels of education received. The implication of the latter meant that many people in the workplace after 1994 would need to be trained and re-trained. An urgent need for adult education was recognized at the 'World Forum on Education for All' in Dakar in 2000. At this forum, the following were cited as some of the most important reasons why each and every citizen should receive an education:

Adult education centers enables learners to be more supportive of their children's education, When adults are involved with the development of their own education through ABEC in local schools, they are more inclined to participate and involve themselves in these schools, Through ABEC learners are in a better position to address issues such as poverty and social injustices, ABEC also has a pertinent role to play in addressing and alleviating gender inequity, In addition, a review research by Oxenham et al., (2002) on ABEC and improved livelihoods found that ABEC learners generally perceive Literacy and Numeracy as: protection against being cheated and manipulated in the market place, skills to quantify gains in lifetime income, getting access to credit, an entry into vocational skills training, and realizing tangible short term incomes.

2.3 Socio- cultural gender roles and learner enrolment in Adult Classes

According to Holm (1988) some argue that retention and attrition are neither good nor bad, but that the achievement of the students' goals should be the measure of program success. Unlike children, adults have more of a choice to be retained in a learning programme or to quit.

There are therefore more challenges with the retention of adults in learning programmes. Tracy- Mumford, (as cited in Kerka, 1995) contends that although the reasons for leaving may differ from adult basic education to higher education, the goal of retention is the same: to keep learners in programs until they achieve their goals.

Adult learners are often faced with multiple responsibilities which could impact on their retention in classes. For ABET learners, these responsibilities are often compounded by learning difficulties because of previous educational experiences as well as the prevailing circumstances that they need to deal with daily in their organisations. Hamann (as cited in Kerka, 1995) indicates a gap between learner expectations and reality as one cause of early withdrawal from a program and that adult learners may get frustrated early through lack of progress, or if they are not given enough information before enrolment to know when to expect change and what they must do to achieve it. Facilitators must therefore provide learners with a framework and time frame for the completion of tasks and courses. Adults will often become frustrated if they do not progress or if the progress is slow. Quigley (1995) asserts that retention in classes could be affected if negative past experiences of school are too strong or if classroom situations or instructors reminded learners too clearly of those past experiences. D'Amico-Samuels (as cited in Kerka, 1995) agrees with this view when he states that learners will drop out of programs if they experienced culturally insensitive teachers or racism, had been labeled as failures, or if their family and community circumstances demonstrate that education does not necessarily improve mobility.

According to Brod (1995) the following are personal factors that could affect the retention of learners: Low self-esteem coupled with lack of demonstrable progress, Daily pressures from work, Home problems of schedule, childcare and transportation, Lack of support of the native culture and family culture of education and the age of the learner.

Apart from these factors, there is a daily increase in the cost of living which has almost necessitated a need for everybody to be employed in order to survive. Unfortunately, many educational programmes are not for free. A lack of money to pay for tuition could be a hindering factor to learner participation in organisations that do not financially support their employees' learning. Timarong, (2006) cite time and money as two obvious barriers to retention and attainment of educational goals.

Aitchison (1998) defines adult basic education as “education provision for people aged 15 and over who are not engaged in formal schooling or higher education and who have an education level of less than grade 9”. For adult learners in Kenya, adult basic education is aimed at learners who have dropped out of school before acquiring adequate literacy and numeracy skills and for those learners who have never attended school nor received formal educational training.

The complex nature of literacy instruction implies that literacy must manifest itself differently as it adapts to various contexts. Barton and Hamilton (1998) wrote extensively on how literacy is most appropriately placed within the social context of the community and requires the assumption of multiple literacies to address the needs of society. When educators recognize the relationship that literacy has within the cultural context of a program, it is the first step in gaining a better knowledge of how to improve and build instruction; therefore, the recognition of a broad understanding of functions of literacy should not be overlooked.

Another facet of literacy is the idea that it stimulates economic advancement among the impoverished and underdeveloped. As communities train their populace, they are more likely to be able to find jobs and keep them. Ntiri (2009) writes that “the yoke of illiteracy limits a nation's ability to change and mobilize human resources for human development”.

Often literacy is referred to as merely the training and skills needed to obtain employment and stimulate the economy. In the article comparing the relationship between education and poverty, Julius (2011) found that increased education does indeed lead to decreased poverty. In a communities in Northern Kenya, the hope is that with a greater increase in education amongst adults, the tides of poverty that weigh down those communities will decrease.

2.4 Learner attitudes and enrolment in Adult Classes

Brookfield (1992) warns adult educators not to fall into the trap of needs meeting. According to Brookfield, (1992) “teaching to meet learners’ declared needs may condemn those same learners to staying within their own familiar and comfortable, but narrow ways of thinking and acting.” Therefore, in the same way that learners must be given an opportunity to experience success, facilitators must assist them in dealing with their failures as well. Learners must also be motivated to reach their full potential. Rogers (2002) states that the area of motivation in adult literacy learning is highly localised such that what impacts on one social group will often not have the same effect in other social groups. In order to ensure that optimum motivation occurs, adult facilitators must have knowledge of the “context” in which the learners find themselves.

Duongsaa as cited in Adult Education and Development (2002) also places emphasis on “context of learners’ circumstances” when referring to the factors that motivate adults to join literacy classes. Some four groups of existing motivation factors for attending ABET classes are cited in no significant order: Symbolic reasons – some adults join literacy classes not to necessarily use their literacy skills, but to belong to a “literacy set”. Social status and belonging to a literate and not an illiterate, inferior and ignorant group of people, is therefore core to joining literacy classes. Instrumental reasons – some adults want to accomplish some literacy task like reading the Bible or Quran.

One person interviewed in Namibia said, “I want to learn to use the hymnbook for myself”. In India the writing of family and formal letters and filling in of forms were cited as reasons for being able to write and in Kenya, the writing of job applications was seen to be extremely important. Opportunities – in Botswana, some adults’ reasons for attending the literacy classes was to obtain a driving license and to get a loan. In Nepal, the completion of a literacy programme was key to obtaining paid employment or getting promotion in the workplace. It is important to note that as with the adults who attended for symbolic reasons; these adults aspire to obtain real benefits that completion of the course will bring them personally. Like symbolic participants, their goal is distant. The result: these learners will tend to drop out more quickly and more often and they will be less concerned to learn practical literacy skills than those who come for instrumental reasons.

Access – the literacy skills obtained will provide a learning pathway to further learning. These learners hope to use their literacy as an entry point into second-stage education - for example, to get into school through their adult literacy classes. However, this is not always the case, given that people are sometimes reluctant to enter a formal or non-formal education programme with a set curriculum. However, in South Africa and Namibia, where large sections of the population were denied any formal education or any effective schooling, the demand for adult literacy and continuing education is greater.

2.5 Teaching and learning resources and learner enrolment in Adult Classes

Bartlett (2008) notes that educators now recognize literacy as inextricably tied to its specific cultural location. Kenya provides motivation to educators and the community to reinvigorate literacy programs through improving literacy practices.

When implementing literacy programs in any community, educators must be sensitive to its unique cultural environment. For example, training about computer skills is impractical in a community that does not have access to electricity. Likewise, instruction in reading is not helpful in a society that lacks printed resources. In cases such as those, literacy would need to be conducted along with the introduction of electricity or written material. Since often met by similar obstacles in rural communities, literacy programs need to be structured to give training, support and materials necessary to perform basic functions of society. Education is especially valuable when the community is going through a period of social change or experiencing a growth in new technologies.

Bartlett (2008) argues for planners to design literacy programs within the context of the community it is being developed for because of the culture's individual impact on the meaning and function of literacy. One scholar writes that "literacy is not an agent: literacy is a tool variously taken up by students with their own histories and literacy ideologies" (Bartlett, 2008). Therefore, since cultures vary greatly across regional boundaries a distinct standard of literacy is prone to misrepresentation but is, as Blake & Blake (2002) contend, often necessary for the sake of creating education policy and gathering of research. As educators work out a definition of literacy, it can remain hollow unless it receives substance from being placed within its social and historical context. Structures within the organization itself could influence learner participation especially if they are supportive of programmes aimed at development, however lack of support for the programme from managers and supervisors could deter learners from joining ABET programmes and being retained in these programmes. Hubble (as cited in Wonacott, 2001) points out that "institutional factors such as red tape, program fees, scheduling, and procedures can either help or hinder participation." According to Timarong *et al.*, (2006) economical and

technological changes have eliminated or changed the nature of many jobs, thus increasing the need for job retraining. Program factors within the organisation that could negatively influence learner retention include: Lack of appropriate materials for low-level learners, Lack of opportunity to achieve success, Lack of flexibility in class scheduling, and Classes so multilevel that those with no literacy skills are mixed with those quite literate (or those with very high oral skills are mixed with those with very low oral skills), Lack of peer support and reinforcement and Instructional materials that are not relevant to learners' needs and lives, (Brod, 1995)

Women often have multiple responsibilities at home which could act as deterrents in their retention in literacy programmes. Abadzi ,(1994) states that although adult literacy programmes have been implemented in most countries of the developing world, they have often been characterised by high drop-out rates, low attainment and retention of literacy skills regarding women participants. Robinson-Pant (2003) revealed that there is a gendered division of languages, which literacy planners need to respond to and that: Men, unlike women involved in literacy programmes, have generally had more mobility and in this way have had an opportunity to pick up other languages informally. The implications of this observation include the following: facilitators of literacy programmes should be flexible by allowing discussions in the classroom to take place in the first language once the formal teaching has been completed. Learners should also be allowed and encouraged to assist each other. If 'code-switching' is not permitted, women are likely to drop out of the course (UNESCO, 2003). However, too much "code-switching" by learners could delay the learners' effective acquisition of a second language.

In the same way that educators at school employ a number of strategies to retain learners,

facilitators of adult learners should also have numerous strategies to retain the adult learners. Wlodkowski (1985) identifies the following strategies as pertinent to learner retention and states that these suggestions synthesize the advice of a number of writers and apply to all types of programs: Do not seek 100% retention, There are different types of attrition; identify which are harmful to the vitality of the program and to student objectives, Begin retention efforts with recruitment; devote as much energy to retention as to recruitment, Target recruiting at those whom the program is best equipped to serve, Emphasize placement, orientation, counseling, and advising early in the program and Follow up inactive students with phone calls; have an ongoing process for identifying and tracking these students. In view of the above information, ABET facilitators should therefore: a) continuously motivate and encourage learners, b) provide learners with regular feedback on their progress, plan lessons that are relevant, c) provide learners with time management and coping skills.

2.6 Learner economic background and enrolment in Adult Classes

Adult learners, as already mentioned elsewhere in the study come from various backgrounds that affect their participation in the ABE programmes. Karan, (1996) for instance blames a decline in Adult literacy enrolment in Kenya on Socio-economic factors which discourage some adults from attending classes. One of these major factors includes high poverty levels. According to Mulama, (2011), high levels of poverty in the country have had an adverse effect on the Adult Education Programmes as learners give priority to looking for food and other basic requirements hence, basic requirement of the learners, far much outweigh their intellectual needs. Government statistics in Kenya for instance indicate that 54% of Kenyans live below the poverty line of a dollar per day. High poverty levels usually create very unique challenges to the success of any education program.

They affect the attendance rate of the learners, the quality of instruction given as well as basic resource availability. According to (UNESCO, 2008), countries with the poorer literacy rates also have higher poverty levels and the worse the social situation; the less likely people are able to take part in Adult Education (Rue de la Concorde 60, 2006). A recent report by UNESCO, 2006 on Adult illiteracy, Brain Architecture and empowerment of the poor for instance revealed that high poverty levels have adverse effects on the health of the poor and this may compound schooling. Drinking contaminated water, Iodine deficiency and depression commonly associated with the poor was shown to result into reduced intelligence and impaired visual motor functions that may result to drop-outs or lack of participation in ABE programmes by many adults.

Families from low socio-economic status' communities, Graham and Walsh, (1996) observe, are less likely to have the financial resources or time availability to support academic status. Considering that most centers are far from reach for most of the adult learners, they may lack money for transport, food and other basic needs which negatively impacts their participation. This is especially worrying taking in to mind that majority of the learners enrolled in the adult literacy classes in Kenya for instance, are from the poorer sections of the society (MOEST, 2005). This therefore means that most encounter competing priorities for survival hence have very little time and money for educational activities. This situation, according to (UNESCO, 2005) is compounded by the increasing number of female headed households which is more prevalent in Kenya at 31% compared with Tanzania at 23% and Uganda at 21%. Most of these women are illiterate themselves. According to the Institute of Economic Affairs, (2007), the cost sharing policy is also too demanding for the learners especially in the current hard economic times hence would most certainly push the adults out of the ABE classes.

This is because the cost of living may be too high considering costs like transport, child care and course fees among others.

Poverty reduction is therefore a vitally important component of the ABE policy that must stand alongside political commitment, economic and community development as it is the integrated multi-agency approach that will build sustainable futures (Bagheri, 2009). Improving overall educational provision accessible to the poor therefore involves re-prioritizing expenditure patterns in the sector with increased allocation, not just to basic education but also to informal Adult Education and literacy programmes (Oxaal, 1997).

2.7 Theoretical Framework

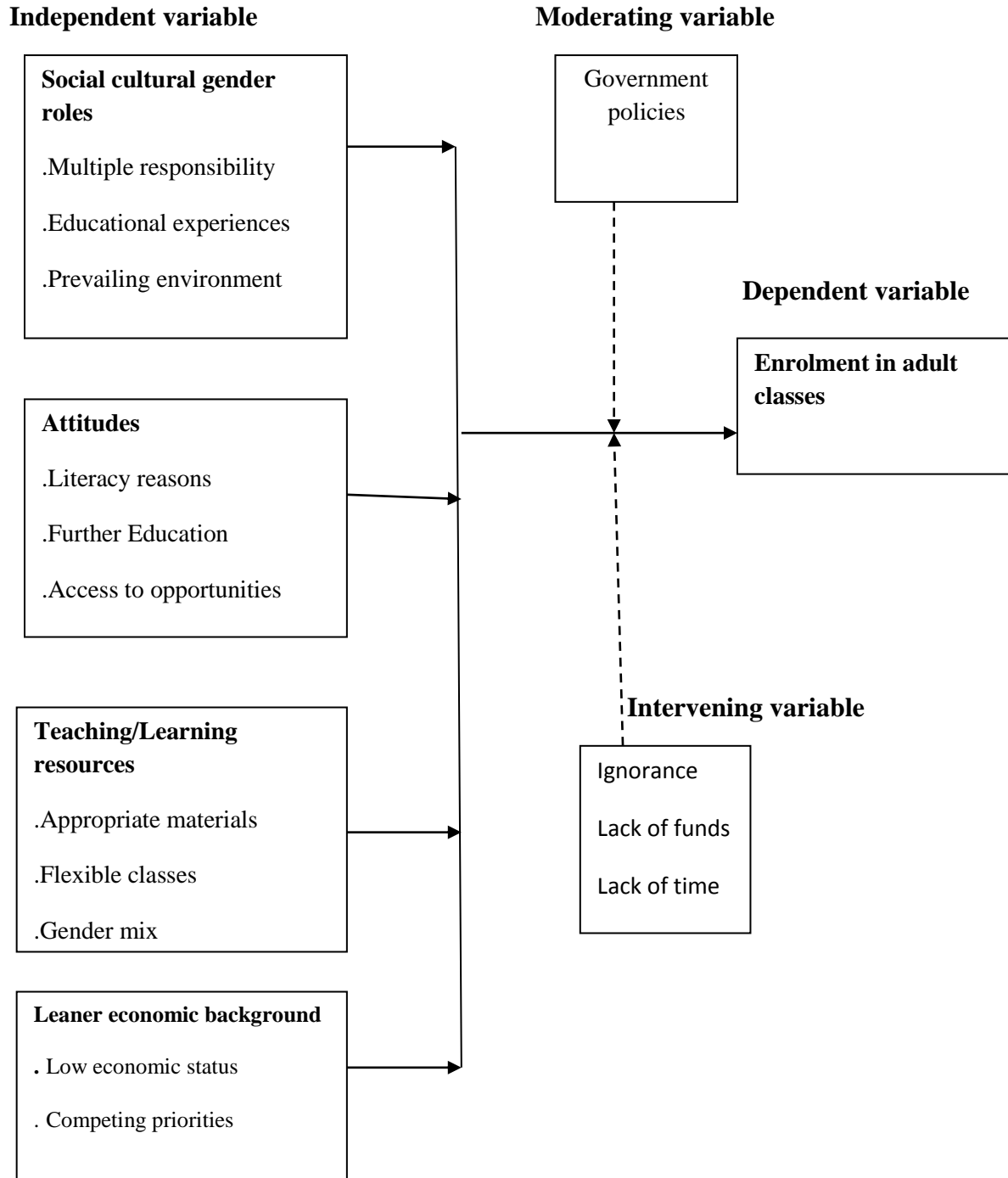
The theoretical framework was based on Adult learning theory. Unlike traditional approaches to literacy with children that use strategies that slowly build upon themselves in a linear fashion, Rogers (1999) states: “Adult learning theory says that learning takes place to meet an immediate goal and when that goal has been reached, the learning motivation ceases” Abela (2009) reminds that adult learning theories have been developed to enhance adult learning and facilitate effective teaching. Henschke writes that adult learners should be allowed to participate in the direction of their education. Knowles (1998) identified six key elements related to adult learning that include: the need to know reasons, the learner’s concept of responsibility for decisions, the impact of the learners experiences, a desire to learn, an orientation towards functional learning, and an internal motivation to learn. As material is being developed for adult learners, it must take into account the impact of how an adult learns best and what approaches are the most important. This theory will help the researcher in looking into the long term effect of literacy programs in promoting active literacy methods that can be adapted to adult learners which could lead to quick results in

order to sustain their interest since the development of effective programs for adults is essential to overcome the differences of learning at an older age.

2.8 Conceptual Framework

This study was guided by the following conceptual framework, which was used to explain the interrelationship between the variables. A conceptual framework is a scheme of variables a researcher operationalizes in order to achieve the set objectives (Oso & Onen 2002). Mugenda and Mugenda (1999) argued that independent variable attempts to indicate the total influence in the study. As shown in figure 1:

Figure1. Conceptual Framework



Source: Field Data 2013

The interpretation of the above conceptual framework is that there is a relationship between the independent variables under the factors influencing learner enrolment and the

dependent variable adult classes, with the extraneous variables comprising of moderating variables and intervening variables also being taken into account during operationalization of the variables as they could influence research findings, since they act as catalysts in the relationship between the independent and the dependent variable, in this case, as they may influence learner enrolment in adult classes.

2.9 Summary of Literature

The purpose of the review of the above literature was to avoid unnecessary and unintentional duplication of framework from which research findings were to be interpreted and demonstrated the researcher's familiarity with existing knowledge. The research reviewed literature related to the study on the topic of factors influencing learner enrolment in adult classes in Bungoma South Sub County. Focusing on the general studies of what other researchers have said in relation to the study objectives. Adult Basic Education is a complex phenomenon with many causes.

Like so many other learners, Adult learners are often faced with various deterrents or obstacles that impede their participation and progress whilst learning. These barriers include amongst others the personal, physiological, social, cultural etc. One of the main barriers that could impede adult learning is the exclusion of their life experiences in the planning and implementation of lessons. Kerka (1986) asserts that the predominant barriers hindering the participation of the educationally disadvantaged are: Lack of self confidence, Low self esteem, Negative attitudes towards education, compounded by language and literacy problems.

The above information is supported by Scanlan (as cited in Kerka, 1986), who suggests the following categories of deterrence factors to learner participation: Individual, family, or

home-related problems, Cost concerns and Questionable worth, relevance, or quality of available educational opportunities The current study therefore sought to find out the factors that influence learner enrolment adult classes in Bungoma South Sub- County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter describes the research design as well as the methods that were used to sample the population and the target population bringing out the sample size. The chapter further looks at methods of data collection, research instruments, their validity and reliability, operational definition of variables and methods of data analysis.

3.2 Research Design

This study employed a descriptive survey design, which is a type of research undertaken with the aim of describing characteristics of variables in a situation. According to Best and Khan (2009), descriptive survey design is concerned with conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. (Kerlinger, 1969). The descriptive survey design enabled collection of data without manipulating the research variables .The descriptive survey design optimizes on the strengths of both quantitative and qualitative research methodology. The survey method allowed collection of data from a large sample population and generated findings are a representation of the whole population at a lower cost (Saunders, *et al.*, 2007).

3.3 Target Population

Bungoma South Sub – County has five adult education centers with student population of 97 adult learners and ten adult teachers making a total 107. (MOEST, 2012).

3.4 Sample Size and Sampling Procedure

Sampling is the procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individual or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). A sample is finite part of a statistical population where properties are studied to gain information about the whole (Webster, 1985).

Five adult education centers were purposively sampled. Ten adult teachers were selected using random sampling. This was done by placing the names of adult teachers in a container and then picking the required number of adult teachers at random. A sample of 97 adult learners were selected using census survey. The choice of adult learners was based on the assumption that they have already enrolled in adult classes. It was also assumed that adult learners would be more mature in their opinions and attitudes towards adult education.

3.5 Research Instruments

The research instruments that were employed in this study as tools for data collection were questionnaires namely.

- a) Adult learners Questionnaire (ALQ)
- b) Adult teachers Questionnaire (ATQ)

The two instruments were used to supplement each other and to give a deeper and wider exploration into research perspective which gave the research more quality. According to Bourke (2005) simply states that questionnaires are used to obtain two different types of information: First the background information on students, teachers, or others, such as age, gender, amount of schooling, and secondly attitudinal information about some specific events, way of behaving, quality of life, other persons, etc. In the first case, even though the same information could also

be gathered in other ways, e.g. from institutional records, a questionnaire is simply a convenient way of obtaining the information. In the second case, a number of items are asked about each attitude or opinion in an attempt to tap various aspects underlying beliefs or feelings which gives rise to the attitudes. Similarly, Oppenheim (1996) affirms that the questionnaires are one way of obtaining a measure of attitude. The attitudes have two components: beliefs (cognitive) and feelings (emotional or affective). Responses to questionnaire items are what respondents say their belief or say they would do, which are taken as indicators of their beliefs, attitudes and likely behavior.

3.5.1 Pilot Testing

Piloting is trying out of research instruments on the respondents who will not be used in the main study. Groll (1986) notes that a pilot study is necessary because a researcher embarking on classroom research for the first time will find it valuable to spend some time in the classroom using one or more established systems and looking at the kind of issues which will arise in turning his/ her own research questions into a set of criteria and definition for use in the classroom. It is important for a pilot study to be carried out before any research is done as stated by Peter (1994). He states that even the most carefully constructed instrument cannot guarantee to obtain a hundred percent reliable data. Therefore it was necessary to test the instruments of research in a neighbouring Bumula Sub-County.

3.5.2 Validity of the Instruments

Validity is the extent to which the instrument measures what it appears to measure according to the researcher's subjective assessment (Nachmias: 1958). Validity deals with the

adequacy of the instruments for example, the researcher needs to have adequate questions in the written task in order to collect the required data for analysis that can be used to draw conclusion.

Frenekel (1993) suggest that the individual who is supposed to render an intelligent judgment about the adequacy of the instruments should be given the instruments before the actual research is carried out. The instruments were amended according to the expert's comments and recommendations before being administered. In this study, the researcher sought help from the supervisors and lecturers in the school of education to judge the validity of the questionnaire.

3.5.3 Reliability of the research instruments.

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda and Mugenda ,1995).

According to Seliger and Shohamy (1989) reliability is the extent to which data collection procedures and research tools are consistent and accurate. In a research study, a reliability coefficient can be computed to indicate how reliable data are. A coefficient of 0.80 or more implies that there is a higher degree of reliability of the data (Mugenda and Mugenda , 2003). Reliability of the data is in fact a very important aspect of a research study and should be addressed early in the research process and also reported in the final document.

The study used test-retest to determine reliability of the research instruments. The instruments were administered and the results recorded and a second administration of the instruments was done after two weeks and the correlation between the two sets of scores was computed.

A Pearson Product Moment formula was used and the correlation coefficient of 0.817 which was found acceptable.(Manning & Munro,2006).

3.6 Data Collection Procedures

Before the data collection, the researcher obtained a letter from University Nairobi which was used to seek a permit from the National Council of Science and Technology so as to be allowed to carry on with the research in Bungoma South Sub County. Permission to carry out the study was sought after presentation of the proposal to the supervisors at The University of Nairobi. The nature and purpose of study was explained to the respondents by the researcher. The researcher treated all the information given by the respondents with a lot of confidentiality to safeguard the respondent's personal integrity in regard to the University's ethical considerations.

3.8 Data Analysis Techniques

Some researchers report that there are two broad categories of statistical approaches in quantitative research, namely, descriptive (Creswell, 2005; Spatz, 2005; Salkind, 2004; McMillan & Schumacher, 2001). Descriptive statistics are used to summarize, organize, and describe the characteristics of a data collection. Descriptive statistics is the most fundamental way to summarize data and it is a prerequisite for interpreting the results of quantitative research, while inferential statistics are commonly used in reporting results (McMillan & Schumacher, 2001). Similarly, in the context of analyzing quantitative data using statistical techniques, Creswell (2005) explains that descriptive statistics summarize a single variable in a data set or compare how one score relates to all others, while inferential statistical tests are used to assess the differences, relationships, and correlations among variables in the data set.

The following section provides a detailed description of the descriptive statistics, which have been used in the study

The data collected were edited, coded and analyzed using descriptive statistics. The data collected from open ended questions and interviews were analyzed using descriptive statistics. The quantitative data from the closed-ended questions was analyzed using descriptive statistics to meaningfully describe the distribution of measurements of the phenomena under study. This involved use of measures of distributions (frequencies and percentages) and presentation of information in tables.

3.8 Operational Definition of Variables

Indicators are shown by the main variables under the study to ensure that they are measurable.

Objective	Type of variable	Indicators	Source	Scale of measurement
To establish the social cultural gender role factors influencing enrolment of learners in adult classes	Independent: social cultural gender roles	Multiple responsibilities	Adult learners	Nominal Ordinal
	Dependent: Enrolment in adult classes		Adult learners	Nominal Ordinal
To establish learner attitudes that influence enrolment in adult classes	Independent: learner attitudes	.Experiences .Environment	Adult learners	Ordinal Nominal
	Dependent: Enrolment in adult classes		Adult learners	Nominal Ordinal
To determine teaching and learning resources used in adult education and their influence to enrolment in adult classes	Independent: teaching and learning resources	Methodology Flexible classes	Adult learners	Ordinal Nominal
	Dependent: Enrolment in adult classes		Adult learners	Ordinal Nominal
To establish the Extent to which Learner economic Background influences enrolment in adult classes	Independent Learner economic background	Low economic status	Adult learners	Ordinal
	Dependent Enrolment in adult classes			

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussions of quantitative data analysis of the study. It is divided into two major sections. The first section describes the demographic results of the empirical survey, covering the ages and gender of the respondents. The second section of the chapter provides results and discussions which were based on the four major research questions of the study. All the questionnaires' were fully filled and returned; then the analysis was done based on the research findings. For the purposes of this preliminary analysis, descriptive statistics (frequencies) were frequently used to describe the general characteristics of the data collection. The demographic information of the empirical survey of this study includes: the age of respondents, and gender.

4.2 Response Return Rate

Table 4.1 Response return rate

Category	Frequency	Percentage
Adult learners	97	100
Adult teachers	10	100
Total	107	100

From the response return rate table 4.1, the study was able to get a general return rate response from all the 107 respondents. The study received 100% (107) response rate. According

to Gay, (1981), 80% return rate is enough for a descriptive study and therefore this return rate of 100% has helped boost the reliability of the study. This was achieved through proper coordination between the researcher and the research assistants that ensured that all questionnaires administered were returned.

4.3 Social demographic information

The age of the respondents was sought and the results are given in table 4.2.

4.3.1 Distribution of respondents Age

The findings revealed that 74.76% (80) of the respondents were between 36 to 45 years old and 13.08% (14) were between 26 to 35 years old, while 12.08% (13) were above 45 years.

Table 4.2 Ages of respondents

Age	Frequency	percentage
26-35	14	13.08
36-45	80	74.76
46 and above	13	12.16
Total/Average	107	100

The findings show that majority of respondents were aged between 36-45 years with 74.76 % responses, they constitute mainly adult student.

4.3.2 Gender

The gender of the respondents was sought and the results are given in the table 4.3.

Table 4.3 Gender of respondents

Gender	Frequency	Percentage
Male	70	65.42
Female	37	34.58
Total/Average	107	100

The findings show that gender distribution of the respondents revealed that 65.42% (70) were male while 34.58% (61) were female. The one third rule gender representation is observed.

4.4 The influence of socio- cultural gender roles on enrollment of learners in adult basic classes in Bungoma South Sub-County

The study sought to find out the influence of social cultural gender role on enrollment of learners in adult basic education centres in Bungoma south sub-county and the following were the study findings.

4.4.1 The influence of career growth on enrollment of learners in adult basic classes

The study sought to find out the influence of career growth on enrollment of learners in adult basic classes .The findings are shown on table 4.4.

Table 4.4 Influence of career growth on enrollment of learners in adult basic classes

Category	Frequency	Percentage
Keep present job	91	85.04
Prior educational experience	11	10.28
Enjoyable	5	4.68
Total	107	100

Table 4.4 shows that 85.04% (91) respondents cited that they enrolled with adult education program because of the need to keep their present job despite multiple responsibilities they have, 10.28% (11) revealed that they enrolled into adult education program due to prior educational experiences, while 4.68% (5) indicated that they enrolled into adult education program because adult education is very interesting and enjoyable despite their other responsibilities.

It can be concluded that majority of respondents cited that they enrolled with adult education classes due to the need to keep their present job. The findings are in line with other previous findings by Holm (1988) who argued that retention and attrition are neither good nor bad, but that the achievement of the students' goals should be the measure of program success. Unlike children, adults have more of a choice to be retained in a learning programme or to quit. There are therefore more challenges with the retention of adults in learning programmes. Tracy-Mumford, (as cited in Kerka, 1995) contends that although the reasons for leaving may differ from adult basic education to higher education, the goal of retention is the same: to keep learners in programs until they achieve their goals.

4.4.2 Influence of family background on enrollment of adult learners in adult basic classes

The study sought to find out the influence of family background on enrollment of adult learners in adult basic classes .The findings are shown on table 4.5.

Table 4.5 influence of family background on enrollment of adult learners in basic adult classes

Category	Frequency	Percentage
Family support	81	75.70
Cost of living	19	17.75
Prevailing environment	7	6.55
Total	107	100

Table 4.5 shows that 81 (75.70%), indicated that they joined basic adult education program due to the financial support of family members, 17.75% (19) of the respondents cited that they enrolled into adult education program due to daily increase in the cost of living which has almost necessitated a need for everybody to be employed in order and survive and lastly 6.55% (7) revealed that they enrolled into adult basic education due to prevailing educational environment. It can be deduced that the bulk of respondents cited that they had enrolled into basic adult education programs due to financial family support. The findings are contrary to other findings by Brod (1995) that suggested that the following personal factors could affect the retention of learners: Low self-esteem coupled with lack of demonstrable progress, Daily pressures from work, Home problems of schedule, childcare and transportation, Lack of support of the native culture and family culture of education and the age of the learner. Apart from these

factors, there is a daily increase in the cost of living which has almost necessitated a need for everybody to be employed in order to survive. Unfortunately, many educational programmes are not for free. A lack of money to pay for tuition could be a hindering factor to learner participation in organisations that do not financially support their employees' learning. Timarong, (2006) cites time and money as two obvious barriers to retention and attainment of educational goals.

4.4.3 Influence of socio cultural factors on enrollment of adult learners in adult basic education programs

The study also sought to find out the social cultural factors influencing enrollment of adult learners in adult basic education programs .The findings are shown on table 4.6.

Table 4.6 Influence of socio cultural factors on enrollment of adult learners in adult education programs

Category	Frequency	Percentage
More responsibilities	88	82.24
Learner expectations	12	11.21
Past experience	7	6.55
Total	107	100

Table 4.6 shows that 82.24% (88) revealed that more responsibilities often impact negatively on their retention in classes, however 11.21% (12) revealed that learners expectations and reality often impact negatively on their retention in classes and often led to withdrawal from the program, while 6.55% (7) indicated post negative schools experiences impact negatively on their retention in classes.

From table 4.6, it can be summarized that the bulk of respondents revealed that more responsibilities often influence negatively on their retention in classes. The findings are supported by other research findings by Kerka, (1995) who asserted that Adult learners are often faced with multiple responsibilities which could impact on their retention in classes. For ABET learners, these responsibilities are often compounded by learning difficulties because of previous educational experiences as well as the prevailing circumstances that they need to deal with daily in their organizations. Hamann (as cited in Kerka, 1995) indicates a gap between learner expectations and reality as one cause of early withdrawal from a program and that adult learners may get frustrated early through lack of progress, or if they are not given enough information before enrolment to know when to expect change and what they must do to achieve it. Facilitators must therefore provide learners with a framework and time frame for the completion of tasks and courses. Adults will often become frustrated if they do not progress or if the progress is slow. Quigley (1995) asserts that retention in classes could be affected if negative past experiences of school are too strong or if classroom situations or instructors reminded learners too clearly of those past experiences. D'Amico-Samuels (as cited in Kerka, 1995) agrees with this view when he states that learners will drop out of programs if they experienced culturally insensitive teachers or racism, had been labeled as failures, or if their family and community circumstances demonstrate that education does not necessarily improve mobility

4.5 Influence of learner attitudes on enrollment of learners in basic adult classes in

Bungoma South Sub County

The study sought to establish to what extent learner attitudes influence enrollment of

learners in basic adult classes in Bungoma south Sub-County. The study revealed the following findings.

4.5.1 Learners attitude towards literacy skills in relation to enrollment in adult

basic education classes

The study sought to find out learners attitude towards literacy skills in relation to enrollment in adult basic education classes .The findings are shown on table 4.7.

Table 4.7 Learner attitudes towards literacy skills in relation to enrollment in adult basic education classes.

Learner attitude	Frequency	Percentage
Gain literacy skills	102	95.32
Join literacy set	4	3.73
Undecided	1	0.95
Total	107	100

Table 4.7 shows that 95.32% (102) of the respondents cited that they were influenced to join basic adult education classes to gain literacy skills 3.73% (4) revealed that they joined basic adult classes because they wanted to join literacy set while 0.95% (1) were undecided.

From table 4.7, it can be deduced that majority of the respondents enrolled into adult basic education programs to gain literacy skills. The findings are in line with other previous studies by Duongsaa as cited in Adult Education and Development (2002) also places emphasis on “context of learners’ circumstances” when referring to the factors that motivate adults to join literacy classes. Some four groups of existing motivation factors for attending ABET classes are cited in

no significant order: Symbolic reasons – some adults join literacy classes not to necessarily use their literacy skills, but to belong to a “literacy set”. Social status and belonging to a literate and not an illiterate, inferior and ignorant group of people, is therefore core to joining literacy classes. Instrumental reasons – some adults want to accomplish some literacy task like reading the Bible or Quran. One person interviewed in Namibia said, “I want to learn to use the hymnbook for myself”. In India the writing of family and formal letters and filling in of forms were cited as reasons for being able to write and in Kenya, the writing of job applications was seen to be extremely important.

4.5.2 Influence of pathway to further education on enrollment of learners in adult basic education classes

The study also sought to establish the influence of pathway to further education on learners enrollment into adult basic education classes. The findings are shown on table 4.8.

Table 4.8 Influence of pathway to further education on enrollment of learners in adult basic education classes

Category	Frequency	Percentage
Pathway to further education	81	75.70
Job speculations	19	17.75
Undecided	7	6.55
Total	107	100

Table 4.8 shows that 75.70% (81) cited that they enrolled into basic adult classes as a

way of furthering their education, 17.75% (19) indicated that they joined basic adult education program due to job speculations while 6.55% (7) were undecided.

From table 4.8 it can be deduced that majority of respondents enrolled into adult basic classes as a pathway to further education. The findings are in line with previous findings by Rogers (2002) who asserted that adult learners join adult education centers to gain literacy skills hoping that it will provide a pathway to further learning. These learners hope to use their literacy as an entry point into second-stage education - for example, to get into school through their adult literacy classes. However, this is not always the case, given that people are sometimes reluctant to enter a formal or non-formal education programme with a set curriculum. However, in South Africa and Namibia, where large sections of the population were denied any formal education or any effective schooling, the demand for adult literacy and continuing education is greater.

4.6 Influence of teaching and learning resources used on enrollment of learners in basic adult education classes in Bungoma south sub-county

The study sought to establish the influence of teaching and learning resources used in adult education centers in relation to enrolment in basic adult education classes and the findings are as follows:

4.6.1 Influence of program managers and adult teachers on enrollment of learners in adult basic education classes

The study sought to determine the influence of program managers and adult teachers in relation to enrollment of learners in adult basic education classes. The findings are shown on table 4.9.

Table 4.9 Influence of program managers on enrollment of learners in adult basic education classes

Category	Frequency	Percentage
Design of literacy programs	103	96.26
Undecided	4	3.74
Total	107	100

Table 4.9 shows that, 96.26% (103) indicated that program managers should design literacy programs within the context of the community while 3.74% (4) indicated that they were undecided.

From table 4.9, it can be deduced that majority of the respondents were of the opinion that program managers should design literacy programs within the context of the community with 96.26%. This is supported by other research findings by Bartlett (2008) who noted that educators now recognize literacy as inextricably tied to its specific cultural location. Kenya provides motivation to educators and the community to reinvigorate literacy programs through improving literacy practices. When implementing literacy programs in any community, educators must be sensitive to its unique cultural environment. For example, training about computer skills is impractical in a community that does not have access to electricity. Likewise, instruction in reading is not helpful in a society that lacks printed resources. In cases such as those, literacy would need to be conducted along with the introduction of electricity or written material. Since often met by similar obstacles in rural communities, literacy programs need to be structured to give training, support and materials necessary to perform basic functions of society. Education is especially valuable when the community is going through a period of social change

or experiencing a growth in new technologies. Bartlett (2008) argues for planners to design literacy programs within the context of the community it is being developed for because of the culture's individual impact on the meaning and function of literacy. One scholar writes that literacy is not an agent: literacy is a tool variously taken up by students with their own histories and literacy ideologies (Bartlett, 2008). Therefore, since cultures vary greatly across regional boundaries a distinct standard of literacy is prone to misrepresentation but is, as Blake & Blake (2002) contend, often necessary for the sake of creating education policy and gathering of research. As educators work out a definition of literacy, it can remain hollow unless it receives substance from being placed within its social and historical context.

4.6.2 Influence appropriate materials for low-level learners on enrollment in adult education classes.

The study also sought to determine the influence appropriate materials for low-level learners on student enrolment to adult education classes. The findings are shown on table 4.10.

Table 4.10 Influence of appropriate materials for low-level learners on enrollment in adult basic education classes

Category	Frequency	Percentage
Appropriate materials	59	55.14
Non-multi level classes	48	54.86
Total	107	100

Table 4.10 shows that 55.14% (59) respondents indicated that they enrolled into basic adult classes due to the appropriate learning materials used, this was followed by 54.86% (48)

who cited that they enrolled into basic education program due to non-multi level classes.

The findings show that majority of the respondents enrolled into adult education classes due to appropriate low-level learning materials by 55.14%, closely followed by 54.86% for non-multi level classes. This research finding is in line with previous findings by Hubble (as cited in Wonacott, 2001) who asserted that institutional factors such as red tape, program fees, scheduling, and procedures can either help or hinder participation. According to Timarong et al., (2006) economical and technological changes have eliminated or changed the nature of many jobs, thus increasing the need for job retraining. Program factors within the organizations that could negatively influence learner retention include: Lack of appropriate materials for low-level learners, Lack of opportunity to achieve success, Lack of flexibility in class scheduling, and Classes so multilevel that those with no literacy skills are mixed with those quite literate (or those with very high oral skills are mixed with those with very low oral skills), Lack of peer support and reinforcement and Instructional materials that are not relevant to learners' needs and lives. (Brod, 1995) However good Structures within the organization itself could influence learner participation especially if they are supportive of programmes aimed at development.

4.7 Influence of learner economic background on enrollment of learners in basic adult education classes in Bungoma south sub-county

The study sought to establish the influence of learner economic background in adult education centers in relation to enrolment in basic adult education classes and the findings are as follows:

4.7.1 Learner economic background and enrolment of learners in basic adult education classes in Bungoma south sub-county

The study sought to find out how learner economic background influences student enrollment in adult education classes in Bungoma south sub-county. The findings are revealed on table 4.1

Table 4.11 Learner economic background and enrolment of learners in basic adult education service

Category	Frequency	Percentage
High levels of poverty	88	82.24
Low economic status	12	11.21
Learner economic background	7	6.55
Total	107	100

Table 4.11 shows that 82.24% (88) revealed that high levels of poverty in the county have had an adverse effect on the Adult Education Programmes, however 11.21% (12) revealed that learners from low economic status' communities are less likely to have the financial resources or time availability to support academic status, while 6.55% (7) indicated learner economic background affect the attendance rate of the learners.

These findings are similar to findings by Karan, (1996) who blamed the decline in Adult literacy enrolment in Kenya on economic factors which discourage some adults from attending classes. One of these major factors includes high poverty levels. According to Mulama, (2011), high levels of poverty in the country have had an adverse effect on the Adult Education Programmes as learners give priority to looking for food and other basic requirements hence,

basic requirement of the learners, far much outweigh their intellectual needs. Government statistics in Kenya for instance indicate that 54% of Kenyans live below the poverty line of a dollar per day. High poverty levels usually create very unique challenges to the success of any education program. They affect the attendance rate of the learners, the quality of instruction given as well as basic resource availability. According to (UNESCO, 2008), countries with the poorer literacy rates also have higher poverty levels and the worse the social situation; the less likely people are able to take part in Adult Education (Rue de la Concorde 60, 2006). A recent report by UNESCO, 2006 on Adult illiteracy, Brain Architecture and empowerment of the poor for instance revealed that high poverty levels have adverse effects on the health of the poor and this may compound schooling.

4.7.2 Influence of competing economic priorities on adult learners enrollment in adult education classes in Bungoma south sub-county

The study lastly sought to determine how economic priorities influence enrollment of students in adult classes in Bungoma south sub-county. The findings are shown on table 4.12.

Table 4.12 Influence of competing economic priorities on adult learners' enrollment in adult education classes

Category	Frequency	Percentage
Basic needs	81	75.70
Cost sharing policy	19	17.75
Most centers are far from reach	7	6.55
Total	107	100

Table 4.12 shows that 75.70% (81) cited that basic needs negatively impacts on their participation. This therefore means that most encounter competing priorities for survival hence have very little time and money for educational activities. 17.75% (19) indicated that cost sharing policy is too demanding for the learners especially in the current hard economic times hence likely to push the adults out of the ABE classes while 6.55% (7) asserted that most centers are far from reach for most of the adult learners, hence may lack money for transport, food and housing.

The findings are in agreement with earlier research findings by Graham and Walsh, (1996) who asserted that learners from low socio-economic status' communities are less likely to have the financial resources or time availability to support academic status. Considering that most centers are far from reach for most of the adult learners, they may lack money for transport, food and other basic needs which negatively impacts their participation. This is especially worrying taking in to mind that majority of the learners enrolled in the adult literacy classes in Kenya for instance, are from the poorer sections of the society (MOEST, 2005). This therefore means that most encounter competing priorities for survival hence have very little time and money for educational activities. This situation, according to (UNESCO, 2005) is compounded by the increasing number of female headed households which is more prevalent in Kenya at 31% compared with Tanzania at 23% and Uganda at 21%. Most of these women are illiterate themselves. According to the Institute of Economic Affairs, (2007), the cost sharing policy is also too demanding for the learners especially in the current hard economic times hence would most certainly push the adults out of the ABE classes. This is because the cost of living may be too high considering costs like transport, child care and course fees among others.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of major findings as deduced by the study, it also presents Conclusions, Recommendations and areas of further research.

5.2 Summary of findings.

The study findings show that 85.04% (91) respondents cited that they enrolled with adult education program because of the need to keep their present job despite multiple responsibilities they have, 10.28% (11) revealed that they enrolled into adult education program due to prior educational experiences, while 4.68% (5) indicated that they enrolled into adult education programs because adult education is very interesting and enjoyable despite their other responsibilities. The findings also indicated that 81 (75.70%), indicated that they joined basic adult education programs due to the financial support of family members, 17.75% (19) of the respondents cited that they enrolled into adult education programs due to daily increase in the cost of living which has almost necessitated a need for everybody to be employed in order and survive and lastly 6.55% (7) revealed that they enrolled into adult basic education due to prevailing educational environment. The findings revealed that 82.24% (88) revealed that more responsibilities often impact negatively on their retention in classes; however 11.21% (12) revealed that learners' expectations and reality often impact negatively on their retention in classes and often led to withdrawal from the program, while 6.55% (7) indicated past negative schools experiences impact negatively on their retention in classes.

The findings also revealed that 95.32% (102) of the respondents cited that they were influenced to join basic adult education classes to gain literacy skills 3.73% (4) revealed that they joined basic adult classes because they wanted to join a literacy set while 0.95% (1) were undecided. The findings also show that 75.70% (81) cited that they enrolled into basic adult classes as a way of furthering their education, 17.75% (19) indicated that they joined basic adult education program due to job speculations while 6.55% (7) were undecided.

The findings also show that 96.26% (103) indicated that program managers should design literacy programs within the context of the community while 3.74 % (4) indicated that they were undecided and lastly the findings revealed that 55.14% (59) respondents indicated that they enrolled into basic adult classes due to the appropriate learning materials used, this was followed by 54.86% (48) who cited that they enrolled into basic education program due to non-multi level classes.

The findings revealed that 82.24% (88) asserted that high levels of poverty in the county have had an adverse effect on the Adult Education Programmes, however 11.21% (12) revealed that learners from low economic status' communities are less likely to have the financial resources or time availability to support academic status, while 6.55% (7) indicated learner economic background affect the attendance rate of the learners. It was also cited that 75.70% (81) of respondents asserted that basic needs negatively impacts on their participation. This therefore means that most encounter competing priorities for survival hence have very little time and money for educational activities. 17.75% (19) indicated that cost sharing policy is too demanding for the learners especially in the current hard economic times hence likely to push the adults out of the ABE classes while 6.55% (7) asserted that most centers are far from reach for most of the

adult learners, hence may lack money for transport, food and housing.

5.3 Conclusions.

This section discusses the conclusions of the study. The purpose of the study was to investigate the factors influencing enrolment of learners in adult basic classes in Bungoma South Sub County. On the influence of Social cultural gender roles on enrollment of learners in adult basic classes in Bungoma South Sub-County, majority of respondents 85.04% cited that they enrolled with adult education classes due to the need to keep their present job. It can also be deduced from the table above that the bulk of respondents cited that 75.70% had enrolled into basic adult education programs due to financial family support. It can also be summarized that the bulk of respondents 82.24% revealed that more responsibilities often influence negatively on their retention in classes.

Concerning the influence of learner attitude on enrollment of learners in basic adult classes in Bungoma South Sub County, it can be deduced that majority of the respondents 95.32% enrolled into adult basic education programs to gain literacy skills. It can also be deduced that majority of respondents 75.70% enrolled into adult basic classes as a pathway to further education.

On the influence of teaching and learning resources used on enrollment of learners in basic adult education classes in Bungoma South Sub-County, it can be deduced that majority of the respondents were of the opinion that program managers should design literacy programs within the context of the community with 96.26%. The findings also show that majority of the respondents enrolled into adult education classes due to appropriate low-level learning materials

by 55.14%, closely followed by 54.86% for non-multi level classes.

On the learners' economic background, and its influence on student enrollment in adult classes in Bungoma south sub-county, 82.24% (88) of respondents showed that high levels of poverty in the county have had an adverse effect on the Adult Education Programmes. These findings are similar by Karan, (1996) who blamed the decline in Adult literacy enrolment in Kenya on economic factors which discourage some adults from attending classes. One of these major factors includes high poverty levels. According to Mulama, (2011), high levels of poverty in the country have had an adverse effect on the Adult Education Programmes as learners give priority to looking for food and other basic requirements hence, basic requirement of the learners, far much outweigh their intellectual needs. The findings further indicated that 75.70% of respondents cited that basic needs negatively impacts on their participation. This therefore means that most encounter competing priorities for survival hence have very little time and money for educational activities. The findings are in agreement with earlier research findings by Graham and Walsh, (1996) who asserted that learners from low socio-economic status' communities are less likely to have the financial resources or time availability to support academic status. Considering that most centers are far from reach for most of the adult learners, they may lack money for transport, food and other basic needs which negatively impacts their participation. This is especially worrying taking in to mind that majority of the learners enrolled in the adult literacy classes in Kenya for instance, are from the poorer sections of the society (MOEST, 2005). This therefore means that most encounter competing priorities for survival hence have very little time and money for educational activities.

5.4 Recommendations of the Study

On the basis of the findings and conclusions above, the following section presents the

recommendations of the study.

1. The study recommends that employers and other stakeholders should encourage their employees without formal education to enroll with adult education centers, so as to enable them keep their jobs.

2. The stakeholders should encourage adult learners to have positive attitudes towards adult education. They should be encouraged to pursue adult education as a way of improving their lives.

3. The program managers should design literacy programs within the context of the community and should offer the most relevant curriculum so as to equip their trainees with the required skills.

4. Poverty reduction is a vitally important component of the ABE policy that must stand alongside political commitment, economic and community development as it is the integrated multi-agency approach that will build sustainable futures for adult learners. Improving overall educational provision accessible to the poor therefore should involve re-prioritizing expenditure patterns in the sector with increased allocation, not just to basic education but also to informal Adult Education and literacy programmes.

5.5 Suggestions for Further studies

1. The research recommends similar studies in other counties so as to compare the findings.

2. Influence of adult curriculum on enrolment of adult learners in adult classes.

3. Factors influencing retention of learners in adult classes.

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APPENDICES

APPENDIX 1: Letter of Introduction

Date: 20-03-2013

TO WHOM IT MAY CONCERN

Dear sir /madam

Ref: REQUEST FOR COLLECTION OF DATA

I, Harriet Ochoi, Reg No. L50/75604/2012, a post-graduate student at the school of continuing and Distance education of university of Nairobi, am conducting a research study titled “factors influencing enrolment of learners in adult classes in Bungoma south - sub county: Kenya”. You have been selected to form part of this study. Kindly assist by filling the attached questionnaire. The information given will be treated in strict confidence and will be purely used for academic purposes. Do not indicate your name or unwanted details on the questionnaire.

A copy of the final report will be availed at upon your request.

Your assistance and cooperation will be highly appreciated.

Yours sincerely

Harriet Ochoi

L50/75604/2012

Mr. Murunga Anthony

Lecturer: Department of educational Studies university of Nairobi

APPENDIX 2: Adult Students Questionnaire (ASQ)

Center.....

Year of study

Gender: Male	<input type="checkbox"/>	Center category: Mixed	<input type="checkbox"/>
Female	<input type="checkbox"/>	Single	<input type="checkbox"/>

Dear student,

This is a questionnaire whose aim is to get information about factor influencing enrolment of learners in Adult classes in Adult education centers. As a student undertaking adult education classes, the information you will provide will be very useful in finding ways of improving enrolment in the centers. This information will strictly be kept confidential.

You are required to respond by ticking (√) the numerical value on the score for each item which best describes your feelings about the factors influencing learner enrolment in Adult in Adult education center.

Do not tick more than one numerical value for each item in the scale.

SECTION A: SOCIAL CULTURAL GENDER ROLES

Indicate the extent to which you agree with the statements below which form the basis for investigating factors influencing enrolment of learners in adult classes

KEY: 5 strongly agree (SA), 4 Agree (A), 3Undecided (U),2 Disagree (D),1Strongly disagree (SA)

QUESTIONS		SA	A	U	D	SD
		5	4	3	2	1
1	I undertake my adult education programme despite multiple responsibilities					
2	Adult education is very interesting to one and I enjoy every lesson despite my other responsibilities					
3	If I am confronted with my other responsibilities I don't attend all my lesson					
4	My family members enabled me enroll in adult education					
5	My family responsibilities greatly interfere with my Adult classes					
6	I enrolled with adult education due to my prior educational experiences					
7	My prior educational experiences did not influence my enrolment into adult education program.					
8	I enrolled with Adult education program because of the prevailing employment opportunities					
9	I enrolled into Adult education program because of job speculations					
10	I enrolled into adult education program due to career growth					
11	I enrolled with adult education program because of the need to keep my job.					

SECTION B: LEARNER ATTITUDES

QUESTIONS		SA 5	A 4	U 3	D 2	SD 1
12	I enrolled into adult education program to use literacy skills acquired					
13	I enrolled into adult education program to belong to a literacy class.					
14	I enrolled into adult education program due to my social status.					
15	I enrolled into my adult education program to accomplish some literacy task.					
16	I enrolled into my adult education program because of prevailing job opportunities.					
17	I enrolled into adult education program because it is a pathway to further education.					

SECTION C: TEACHING AND LEARNING RESOURCES USED

QUESTIONS		SA 5	A 4	U 3	D 2	SD 1
18	I attend adult classes because of support for the programme from managers and adult teachers					
13	I enrolled into my adult classes due to economical and technological changes in my job.					
20	I enrolled into my adult classes due to appropriate materials for low-level learners					
21	I enrolled into adult education classes because of opportunities to achieve success.					
22	I enrolled into adult education classes because of flexibility in class scheduling.					
23	I enrolled into adult education classes because of gender mix.					

24	I enrolled into adult education classes due to non mixed classes					
25	I enrolled into adult education class because of gender mix.					

SECTION D: LEARNER ECONOMIC BACKGROUND

QUESTIONS		SA	A	U	D	SD
		5	4	3	2	1
26	I enrolled into adult education program because of my enabling economic background					
27	I enrolled into adult education program due to well balanced life priorities					
28	Poor economic background has been a challenge to my attendance of adult classes.					
29	Other competing priorities have had a negative impact on attendance of adult classes					
30	Adult education centers are located far from adult education students hence constraint the learners.					
31	My enrollment into adult education program was limited by the cost sharing policy					

APPENDIX 3: Adult Teacher’s Questionnaire (ATQ)

SECTION A: GENERAL INFORMATION

Respond by putting a tick (V) in all that apply.

1. *Gender* Male Female

2. *Qualification*

(a) Adult education teacher I

(b) Adult education teacher II

(c) Adult education teacher III

(d) SI

(e) Dip Education

(f) Untrained graduate

(g) Trained graduate

(h) Other (specify).....

3. *Teaching experience*

(a) Less than one year

(b) Between 1-4 years

(c) Between 5-8 years

(d) Over 9 years

SECTION B: SOCIO CULTURAL GENDER ROLES

4. *What socio cultural gender role challenges do you encounter in retention of adult learners in learning programmes?*

.....
.....

5. *What motivates adult learners to undertake programs until they achieve their goals*

.....
.....

6. *In your opinion, what adult learners multiple responsibilities hinder them from retention in classes?.....*

7. *What factors cause early withdrawal of adult learners from adult education programmes.....*

.....

8. *What socio cultural gender roles influence enrolment of learners into adult education classes?.....*

.....

SECTION C: LEARNER ATTITUDES ON ENROLMENT IN ADULT CLASSES

On a scale of SA (5) , A (4), U (3), D (2) and SD (1) rate the following learner attitudes and their influence on enrolment in adult classes.

		SA 5	A 4	U 3	D 2	SD 1
1	Needs meeting					
2	Belonging to a literate set					
3	Need to use acquired literacy skills					
4	Accomplish some literacy tasks					
5	Obtaining paid job					
6	Getting promotion					
7	Entry into second stage education					
8	Pathways to further learning					
9	To learn practical literacy					

**SECTION D: TEACHING AND LEARNING RESOURCES USED IN ADULT
EDUCATION CLASSES.**

On a scale of SA (5) ,A(4), U(3), D(2), SD (1) Rank the following teaching and learning resources and their influence on adult learner enrolment in adult classes.

		SA 5	A 4	U 3	D 2	SD 1
1	Support from adult educators					
2	Reasonable program fee					
3	Appropriate materials for low level learners					
4	Proper class scheduling					
5	Non –multilevel classes					
6	Gender mix					
7	Relevant instructional material					
8	Curriculum addresses needs of society					
9	Unique cultural enrolment					
10	Regular feedback on their progress					

SECTION E: LEARNER ECONOMIC BACKGROUND

11. What economic challenges do you encounter in retention of adult learners in learning programmes?

.....
.....

12. What motivates adult learners to undertake programs until they achieve their goals

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

13. In your opinion, what adult learners multiple responsibilities hinder them from retention in classes?.....

.....
.....

14. What factors cause early withdrawal of adult learners from adult education programmes.....

.....

15. What learner economic background influence enrolment of learners into adult education classes?.....

APPENDIX 4: Research Clearance Permit and Research Authorization.