

## **Paradigm Shifts in Access and Trends in the Management of Education for Societal Development**

**Mutoro, Juliana Munialo**

### ***Abstract***

*Developing societies currently understand the values of education as a tool for economic and social empowerment. Increased enrolment in education programmes, with particular reference to adult literacy programmes, has been cited as a key factor that explains the suggested appreciation for education within society. However, the quality of adult literacy programmes remains comparatively low despite the suggested demand for the aforementioned services. Key problems identified within the adult literacy programmes include limited facilitation of resources and the poor quality of suggested resources. The study features an analysis of Bungoma Sub-County, with the primary objective of understanding aspects of teaching resources (facilitation and quality) that influence the scope and efficacy of adult literacy programmes within the suggested domain. This study assessed the availability of teaching and learning resources, the nature of physical facilities, and characteristics of learners and facilitators within adult literacy programmes. Purposive sampling was used to recruit respondents for the study. Questionnaires, interview guides, and document analysis were used for data collection. The collected data was analyzed by both quantitative and qualitative techniques. 224 respondents were identified and sampled for the study. Results from the study indicated an upward trend in adult literacy enrolment, which is a plausible indicator to growing appreciation for education. The quality and efficacy of resources was considered low that objectified standards of practice. Aspects of resources that included physical facilities were equally below standard. The quality of facilitators was identified as being lower that objectified standards of practice, which was a problem equally attributed to poor resource facilitation from the government and stakeholders within the societal domain. Findings from the study revealed a need for better resource facilitation to improve outcomes within adult literacy programmes.*

**Key Terms:** *Adult Literacy, Teaching Learning Resources, Curriculum, Implementation*

### **1.0 Introduction**

Eradication of adult literacy globally has been slow due to declining enrolment levels, socio-economic factors, and inadequate skills for teachers and limited colleges established entirely for adult learners wishing to engage in lifelong learning at university level in the community (Pearce, Korach & Fourmy, 2009; Gust, 2006; Mazumdar 2005). Africa compared to other continents remains disadvantaged in terms of economic and educational growth due to the presence of large populations that were illiterate (Omolewa, 2008).

Kenya's development agenda since 1963 has been in the promotion of Adult and Continuing Education. This was evident in the commitment made in Sessional Paper No.10 of 1965, which declared a carefully planned attack on poverty, disease, and ignorance in order to achieve social justice, human dignity, and economic welfare for all. Literacy was seen as an essential weapon in fighting illiteracy, ignorance, and disease. Recognizing literacy as a critical component of education, Kenya has launched a massive literacy campaign since 1979. Findings by the Kenya National Adult Literacy Survey (KNALS, 2007) indicated that

7.8 million (38.5%) of Kenya's adult population is still illiterate (Republic of Kenya 2007). Some of the factors identified were enrolment in adult literacy classes in Kenya, Teaching and Learning (T/L) resources that are key when implementing the adult literacy and yet they are inadequate.

T/L resources are materials, hardware, software or services designed and intended for a teacher or trainer to enable, enhance or extend his or her teaching (Armitage et al., 2007). Learning resources are designed to enhance a student/trainee's understanding and can be used as an alternative to traditional taught approaches. They keep students in the mood for learning, provide opportunities to demonstrate and practice activities and may help learning to continue after the initial contact in the student's own time or in subject structured learning sessions (Armitage et al., 2007).

Limited research studies have been carried out on adult literacy in relation to T/L resources. Bungoma South Sub County has only 11 literacy centres that are unevenly distributed and do not have adequate T/L resources. This research study determined the influence of T/L resources on the implementation of the curriculum for adult literacy at the centres. This study also investigated the available reading and writing resources, physical facilities and the characteristics of the learners and teachers. Findings of this study would help create an enabling learning environment, and contribute to the field of knowledge through research.

## **2.0 Methodology**

### **2.1 Study area**

Bungoma South Sub County is located in Bungoma County. Bungoma County borders the Republic of Uganda to the West, Teso, and Busia County to the South West, Mumias to the South, Trans-Nzoia, Lugari, and Kakamega to the North East. The County has an area of 3,032.2 sq. Km and lies between 1,200-1,800 meters above sea level with latitude of 0.57 and longitude of 34.56. It has three Agro-ecological zones: Lower Midland (LM 1), Lower Highland (LH), and Upper Highland (UH). Bungoma County has a population of 1,630,934 (as projected in 2009) with a population density of 453.5 people per Km<sup>2</sup>. It is divided into nine administrative and political divisions: Bumula, Kanduyi, Kimilili, Sirisia, Kabuchai, Webuye East, Webuye West, Tongaren, and Mt. Elgon, which are further divided into 46 political wards and 88 administrative locations. Bungoma Sub County has one division, Kanduyi Division. There are 11 adult literacy centres and each centre caters for both basic and post literacy learners.

### **2.2 Methods**

The study used a mixed method design that included both quantitative (exploratory research design) and qualitative (descriptive research design) paradigms. The target population included basic and post literacy centres, all adult literacy learners and teachers (both full time and part time teachers), the Supervisor, the Sub-county District Education Officer, and the County Adult and Continuing Education Officer. The sample size of the target population included 11 literacy centres-Lutungu, Jirani Mwema, Habari Njema, Sinoko, Christ the King Mungeti, Mayanja, Bukembe Kibabii, G.K Prison and Kimukungu- which catered for both basic and post literacy learners. It also included 15 teachers (eight permanent teachers and seven volunteers), one supervisor, one sub county District adult education officer, 226 adult literacy learners (116 male and 110 female learners) and one County Director for Adult and Continuing Education. This was a total sample size of 224. Both probability and non-probability sampling techniques were used. Simple and stratified random approaches were used in probability sampling. Simple random sampling technique was valued for its ability to increase the numerical score and quality of respondents, while stratified random sampling technique was used to group the target population into gender-based categories. Automatic and purposive sampling approaches were used as part of the non-probability techniques, adopted for the study to select teachers, the supervisor, the sub county adult education officer, and the county director for Adult

and Continuing Education. Research instruments used were questionnaires, interview guides, and observation guide. The questionnaire was divided into sections that included demographic information, reading and writing materials, physical facilities, and skills required by adult literacy learners, respectively. Other sections within the questionnaire included skills required by adult literacy teachers, challenges experienced, and solution to challenges, respectively. Content and construct validity was tested and spilt-half method were used to assess the reliability of the instruments. Interview guides were used to get information from the supervisor, county director and sub county District adult education officer.

### **3.0 Results and Discussion**

#### **3.1 Nature of learning facilities and environment**

##### **3.1.1 Expected aspects in learning facilities and environments**

The study identified a correlation between the quality of learning environments as well as facilities and the ability to achieve high standards of academic development and quality of education services offered within the suggested domains. Key aspects within the domains included classrooms that are well-equipped, adequately spaced, school buildings and availability of workshops and laboratories for students to learn practical skills. The study also noted the need for playgrounds and other recreational facilities within education centres. Sanitary facilities were also deemed important, especially in the case of institutions that had a high enrolment of female students. Lastly, emphasis was pegged on the availability of relevant furniture such as desks and chairs as well as designated office spaces for educators and the centres' administration staff. When adequately available and utilized, the learning facilities and environment create interest among learners as well as allow the suggested individuals access to relevant information. Learning becomes easier, real, and more influential (Ngau, 1997; Gunawardena 1998).

##### **3.1.2 Adequacy and availability**

The study identified a general inadequacy of learning environments and facilities within adult learning education centres. One respondent for the study noted that there were generally limited facilities within ALC schools in the region, which affected academic development, enrolment, and appreciation for literacy programmes. School buildings (classrooms), washrooms, and motorbikes were available in the centre but were not adequate (Table 3). Resources such as laboratories, furniture (desks, tables, and chairs), office space, and workshops were available to the centres in very limited quantities. According to the supervisor, the environment within the (ALC) centres in Bungoma south sub county was not conducive for learning. The general use of churches for learning facilities meant that teaching and learning objectives were strained and structured on a provisional basis upon request from the aforementioned churches. This was the case in centres such as Christ the King and Lutungu that had to plan classes to match periods when the halls were not being used for church activities. However, some centres had one or more facilities that were adequate. For instance, unlike Sinoko that had one toilet used by basic and post literacy learners, Lutungu and Kibabii had adequate sanitary facilities, with Kimukung'i having an ample playing ground for learners. However, students in Kimukung'i were forced to study under a tree since the centre did not own learning facilities or land. Akin to the situation noted in Kimukung'i, particular centres such as GK prison, Kibabii, Bukembe and Mayanja had to borrow resources such as furniture from external sources. Overall, the general outlook of facility and environment adequacy was found to be low, with all centres having to rely on external parties such as churches, donors, and the community to provide missing resources.

### 3.2 Quality of learning facilities and environment

Conclusive results revealed that there was a common inadequacy within the adult literacy education centres, with the quality of facilities and learning environments being generally poor within most of centres. This correlated with findings that school buildings (classrooms), washrooms and motorbikes may have been available in some centre, but are not adequate (table 3). In Sinoko centre, the classroom was small and poorly, ventilated, with students using benches that were not comfortable. The problem of uncondusive furniture was common in almost all facilities reviewed during the study. In addition, centres such as Kimukung'i that did not have classrooms meant that students were exposed to dusty and noisy learning environments. Facilities in the GK prison centre are generally good, but learning is still disrupted often by erratic transfer of learners and educators within the prison system. However, Habari Njema provided a contrasting outlook by having well-structured classrooms, albeit some minimal concerns on the quality of furniture. The quality of washroom facilities was investigated, with the results indicating that they were either absent or dilapidated within most centres, with the exception of Lutungu and Kibabii that offered a more positive outlook. However, there were concerns for security and safety of the people and resources within Lutungu centre. Overall, the quality of facilities and learning environments was considered low, which compounded the problems of inadequacy. The 1988 Report of the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond, noted that aspect such as learning facilities and environments that are encompassed in education resources should be planned in an effective manner to ensure efficient provision of quality and relevant education. Wamahiu *et al*, (1992) affirmed the importance of the quality and adequacy of learning spaces and facilities in their study on the educational situation for the Kenyan girl, which established that poor learning environments in public schools restricted curriculum implementation and knowledge acquisition.

### 3.3 Teaching and learning resources

#### 3.3.1 Types of learning Resources and their relevance towards improving adult literacy

The study identified key teaching and learning resources to include teaching aids stationery, books (writing materials) text and reference books, chalk and blackboards, as well as well as audiovisual aids such as computers and other technology aids. The importance of each of the aforementioned components (including others that may be of relevance) has been articulated by Armitage *et al* (2007) with relevance on the tools being designed and intended for by a teacher or trainer to enable, enhance, or extend his or her teaching. Learning resources are also important for students since they support academic knowledge acquisition as well as and simplify comprehension of curriculum content. In addition, the availability of teaching and learning resources aids in enforcing motivation and appeal towards academic and literacy development. Armitage *et al* (2007) cited the availability and good quality of teaching and learning resources as positive primers for knowledge acquisition through enabling students to demonstrate and practice activities, hence improving their mental and psychomotor outlooks. Teaching and learning resources may help learning to continue after the initial contact in the student's own time, or in subject-structured learning sessions. A learning resource acts as a third party in a teaching and learning situation. In general, teaching and learning resources were distinguished to include projected (for instance computers) and non-projected aids (for instance chalk and blackboards).

#### 3.3.2 Adequacy of learning resources

Adequacy of teaching and learning resources was considered important to actualize goals of education transfer and development within the adult literacy programme. The study identified the limited or complete lack of particular resources, exhibited through the sharing of some resources, borrowing of some resources or lack of necessary materials such as writing aids. One interesting observation was that all eight centres lacked a computer, despite the prevailing change to techno-based learning within the education sector. Further, there was a need to create uniforms to match and easily identify learners from the centres.

Conclusive results revealed that there was a common inadequacy within the aforementioned parameters. The Bungoma South Sub County Report (2012) on adult literacy established that few adult literacy centres (for instance, Mayanja (ABC) and GK Prison) that were completely self-reliant, although resource availability was not consistent. In Sinoko and Kibabii centres for instance, research conducted revealed the limited availability of writing aids (pens/ pencils) and the limited writing surfaces (exercise books) were torn. The learners used 32 page exercise books, which they individually bought. The adult literacy centres have limited audiovisual teaching/learning resources (Table 4) as affirmed by other studies as well (Sifuna and Otiende, 2006; Robertson 2007; Archer 2005; Pearce, Korach & Fourmy 2009; and Mulkeen & Chapman 2007). The trend of limited resources was similar in other institutions, with the exception of institutions such as the GK prison that received resources through donations from the Fr. Grol's Welfare Trust as well as the Prisons Department. Litungu centre also borrowed blackboards from the local women group, with a similar trend in borrowing reading materials noted among various centres reviewed during the study. However, the resources were not supplied on a regular basis, which was an impediment to effecting teaching and learning within the facility. The availability of teaching and learning resources was generally low, except in situations where teachers improvised by using community-based teaching and learning resources as was evidenced in the case of Bukembe. The results correlated to earlier studies by Ngau (1997) that affirmed the inadequacy of teaching and learning resources within the larger education system. In particular, Ngau (1997) noted that it is not easy for an adult learner within the suggested education programme to acquire the relevant teaching and learning resources needed to effect academic development. Understanding that many adult literacy centres face challenges in the availability of resources prompted teachers to resort to using expository teaching strategies as an alternative to the limited or missing the reading/writing resources. In some cases, such as that cited of Mayanja and Mungeti centres as well as other domains, teachers had to use their own money to buy resources. This outcome is consistent with the views presented in the Human development index report (2014) in which lower literacy levels among adults and marginalized groups in Africa are described as a function of limited spending by governments on adult literacy. As a result, formal schools in Kenya are experiencing influx of adult learners who are eager to attend school but cannot be served by adult literacy programmes.

### 3.3.3 Quality of teaching and learning resources

The quality of teaching and learning resources was considered paramount in effecting the goals of academic development within education institutions. The study based the suggested objective on aspects identified by Curzon (1990) that affirmed the relevance of efficient and effective teaching and learning resources as utilized in the learning environment as advanced organizers or tools that set the scene for the introduction of new topics and encourage students to make connections with their existing knowledge. The study identified the general quality of resources as being low, with particular reference to the use of outdated material within the centres. One respondent in the study indicated that their centre did not have many books and charts, with those that were available being old and torn. The supervisor interviewed for the study gave the example of a book called *obulala buleera Amani* that was generally outdated and failed to meet the needs of the learners. Further, examples provided from Habari Njema revealed that the primers identified were at best irrelevant to the scope of the courses offered, with Kimukung'i centre using textbooks that were outdated for both teaching and student reference. In some cases blackboards purchased by the teachers and learners were broken in some parts. The chalk purchased by teachers had a lot of dust and did not write well on blackboards. An earlier study by Ngau (1997) confirmed results identified in this study, with particular reference to students using small exercise books and old (outdated and tattered) reading material. The study also confirmed that most centres lacked modern technology-based teaching and learning resources that could be instrumental in improving the standards of academic development within the institutions. As one respondent from the study affirmed, the good quality (and availability) of

teaching and learning resources influences the ability to achieve teaching and learning outcomes within the adult literacy centres.

### **3.4 Characteristics of learners**

#### **3.4.1 Type of learners**

The study interviewed 99 respondents that included 49 male and 50 women. In general, the population of learners within the centers was male dominated, but some domains had a higher enrolment of females as compared to males. The study also found that there was an increasing rate of enrolment of female learners, which could be attributed to a shift in social thinking from a historical perception that girls and women were not expected or required to attend school. On the other hand, the declining rate of male enrolment could be attributed to a similar push in social perceptions, which include people having a generally negative outlook of men within the ALC programme. There were two centers - the GK Prison and the Christ the King - that had only male adult literacy learners. This is because of the policy establishment by the Government of Kenya Prisons Act and the Catholic Church establishment that caters for only male or female learners.

Figure 3 indicates the greatest number of respondents (18) being those aged between 21 and 24 years, and at least three being those aged between 46 and 50 years. There was growing predisposition and preference for adult literacy within the young adult population. One surprising result was the fact that a substantial section of the adult literacy learners (13) were in the age category of children ranging between 11 and 15 years. A plausible explanation for the suggested trend may be that the individuals were either dropouts from primary schools or those who had never attended formal education. The rate of enrolment decreases within age as evidenced from the study. However, a perceived spike in adults beyond 60 years is noted.

Findings of this study revealed further that adult literacy learners are distributed in centers unequally. Some of the centers have higher population than others. Table 2 indicates that 62 (62.63%) of the identified adult learners were currently studying within the post literacy domain. On the other hand, 37 (37.37%) of the respondents were within the basic literacy level. Table 7 indicates most of the respondents (85.86%) as being perceivably new within the adult literacy domain, having been in their present literacy period for less than five years. The other respondents indicated they had been at their literacy level for six to ten years.

#### **3.4.2 Needs and skills assessment**

A suggestion was developed on a perceived lack of resources during the past that may have limited accessibility towards some form of education for the respondents. This included socio-economic strife (Poverty), socio-political strife (wars and chaos) or socio-industrial ineptness (lack of personal or institutional drives towards education). The identified respondents seemed to indicate socio-economic strife and socio-industrial ineptness as factors that impeded their previous chances towards normal education. One respondent from Habari Njema however identified conflicts in a previous locale as being the key impediment to gaining education and saw the centre as a second opportunity to gain education. The study equally identified some respondents as having had some form of education, the sojourn having been interrupted by one or more of the factors highlighted in the previous context. This assertion was noted among four respondents from GK Prison, three from Mayanja ABE, and two each from Lutungu and Mungeti centres. For the aforementioned respondents, ALC provided an opportunity through which they could continue with their education, albeit within a new learning regime that is contrary to that in the common education framework.

In general, the demographic characteristics of the learners and their responses to the researcher's interviews confirmed that the motivation to pursue adult literacy originated from diverse situations ranging from personal factors to sociological and teacher-related considerations. Two respondents from Mungeti, and

one each from Kimukung'i, Lutungu and GK Prison centres and four from Habari Njema centre alluded joining ALC within their locale to compensate for the lost opportunities for earlier education. The study identified most respondents implying their choices to join adult literacy classes was guided by the need to gain reading and writing (functional literacy) skills, which would help them understand literature material and be able to communicate effectively. Additional knowledge desired by learners included entrepreneurial and agricultural skills. Occupational skills gained were noted as being of a semi-skilled in nature. Respondents from Christ the King indicated gain in behavioral growth as being pertinent, highlighting the ALC as regressing trends towards drug abuse or social maladjustment. They also considered an improved understanding and level of social awareness and appreciation through activities such as sports and games to be an important aspect of ALC learning. Knowledge on healthcare was also detailed as various gains achieved through ALC. The need to achieve personal (behavioral) growth and social recognition has also been cited as factors or reasons for respondents joining ALC programmes. Knowledge on health care and family planning were also considered important aspects gained from ALC centers. In general, learners attribute ALC programmes as an effective way to gain professional skills that will increase the chances and levels of income generation, with some indicating that it also fosters a stronger sense of patriotism, nationalism, and social inclusion.

### 3.4.3 Attitudes, perception, and trends towards ALC

The study used parameters of absenteeism and general responses regarding the values of ALC as indicators to learner's responsiveness to the suggested programme. As regards absenteeism, the findings in Table 6 indicate that the rate of absence and perhaps dropout is alarming. Whereas the target population of the adult literacy classes was 226, only 99 (43.8%) attended at the time the centres were visited. Family commitments were cited for this state of affairs. It nevertheless confirmed the view that factors other than teaching/learning resources as asserted by Horner (1973), Obe and Asiedu, (1988) and Omolewa 2008 influenced implementation of adult literacy. The GK prison presented a unique reason for absenteeism and dropouts that are linked to the frequent transfers of learners to other correctional facilities and the negative perceptions societies have on the learners based on their criminal past. The aspect of negative perception has also influenced enrolment rates to ALC centers, with the common perception by most respondents cited in the study being that the general society often has a low (negative) and skewed perception on the importance of adult learning. As such, lack of encouragement from the larger society lowers the morale of learners within ALC centers. However, students within the programme generally have positive perceptions on the values of attaining formal education and literacy, especially in the context of professional development as articulated by a respondent in the study.

### 3.4.4 Characteristics of adult literacy teachers

#### 3.4.2.1 Type of teachers

The study surveyed educators within the ALC programme, with 10 being male and five female. 53.4% aged of those surveyed were between 51 and 60 years, perhaps revealing longevity and experience being a common factor within adult literacy teaching. The findings, among others are presented in Table 4 also indicate that the superior age also predisposes the educators to have better control and management of students within the ALC classes.

The study identified that adult literacy teachers' qualification characteristics met the minimum threshold, in spite of glaring gaps in the levels of education for 20 percent of the teachers. Information that revealed the academic qualifications for three (20%) could not be established suggest that evaluation and monitoring practices (by education managers) is not effective. The study also indicated that most of the teachers (60%) had more than five years teaching experience with 40% having more than 20 years of experience. The trend

cited in Bungoma South sub County may conform to Knowles' (1980) suggestions that experience is a factor in the success of pedagogy (Freire, 2004) of adult literacy.

However, the quantity of teachers was seen to be low within the larger ALC system, which is direct impediment to effective and efficient delivery of education. The problem was further increased in the context of having teachers multitasking between basic and post-literacy classes. Due to staffing facility (resource) constraints, classes have to be conducted at the same time, yet the teachers tackling this objective lack the required skills set. In Lutungu centre for instance, learning had to be cancelled in case the one teacher identified was absent. Personal commitments also meant that the teachers could not attend classes regularly. The teachers were also poorly remunerated, which affected their drive or motivation towards teaching.

#### 3.4.5 Teaching and assessment methodology

Findings based on the evaluation of centers within Bungoma sub-county revealed that adult literacy teachers predominantly used discussions, lectures, demonstrations, and role-playing as teaching methods to implement the adult literacy programme. This confirmed findings of previous studies by, Gust (2006), Karen and Rogers (2006), and Omolewa (2008) which indicated the prevalence of these methods that they stated led to low achievement levels in adult literacy. Secondly, the findings also revealed that record keeping was only average. Whereas most centres showed evidence of schemes of work, practically all centres had no evidence of assessment. The records did not exist implying that it was doubtful that feedback on learning was obtained by the adult literacy teachers. Thirdly, the continued use of discussions, lectures, demonstrations, and role playing teaching methods did not encourage the use of many locally available teaching/learning resources. The real environment in the countryside and the community around the school were frequently referred to but seldom used by the teachers in providing instruction. These results therefore point at the fact that limited freedom and innovativeness, especially through explorative and inquisitive learning proposed by Freire (1972) and in Knowles (1980) andragogy, were hardly applied by the educators in teaching adults.

#### 3.4.6 Summary of challenges influencing implementation of ALC programmes

Generally, the challenges faced by adult literacy practitioners and learners in Bungoma South resonate with those identified by previous studies including Horner (1973), Obe and Asiedu (1988), Gust (2006), Karen and Rogers (2006), and Omolewa 2008, Archer, (2005) Pearce, Korach and Fourmy, (2009), and Mulkeen & Chapman, (2007), among others. These include limited effective teaching/learning resources, lack of physical Facilities, and negative attitude towards Adult Learning. In addition, challenges such as inadequate teachers for Adult Education, workload insufficiency due to age and excessive responsibilities, and use of outdated and poor quality resources, as well as high levels of absenteeism by both teachers and learners. Poor curriculum developments in Adult Education, personality and frustrations, and lack of seminars and workshops on Adult Education, have also been seen to pose challenges to the implementation of ALC programmes. Additional problems include poor remuneration of educators (especially part time staff), lack of accessibility to emerging resources of relevance such as computers, high dropout rate of learners and environmental problems such as heavy rainfall and diseases.

### 3.5 Conclusions and Recommendations

The efficacy of adult education within Kenya is largely affected by the availability of relevant resources and attitudes among learners within the suggested programme. The present study aimed to investigate



trends and practices regarding teaching and learning resource availability, outlook of learning facilities and environments, and characteristics of both learners and educators, which influence the efficacy of adult education programmes. Results indicated a general lack of resources and conducive learning environments within the ALC programme, which impeded the ability to achieve objectified teaching and learning objectives. Further, the results revealed that positive behavior and practice adopted by learners and teachers in the ALC programme were instrumental to its success. However, the ALC system is predisposed to various challenges equally articulated under the aforementioned themes. As such, recommendations for continued improvement of the ALC programme include the following:

- The need for education stakeholders to strengthen policies regarding provision of resources as well as learning facilities, improve the teaching rationale and approach adopted by educators (which also includes improve their competency)
- Infuse within the curriculum holistic skills development among students by letting them embark on and participate in project work supervised by adult literacy teachers
- Training implementers of adult literacy on the criteria for selecting and using learner friendly and responsive resources to maximize teaching and learning experience
- Adopt the community-based model in implementing adult literacy.

There is need for further research to understand the impact or relevance of factors such as age, gender, motivation, and harmonization in influencing the success of ALC programmes.

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## Appendix 1

List of figures and tables

Table 1 Demographic information for Adult Literacy Teachers

<b>1. Gender</b>	Frequency	Percent
Male	10	66.7
Female	5	33.3
Total	15	100.0
<b>2. Age Brackets</b>	Frequency	Percent
25-30 years	3	20.0
31-35 years	3	20.0
46-50	1	6.7
51-55	7	46.7
56-60	1	6.7
Total	15	100.0
<b>3. Level of Education</b>	Frequency	Percent
Not stated	3	20.0
Diploma Level	3	20.0
O Level & Certificate in Adult Education Certificate	1	6.7
Certificate	5	33.3
O Level	2	13.3
K.C.S.E	1	6.7
Total	15	100.0
<b>4. Teaching experience in adult literacy curriculum in Bungoma south sub county.</b>	Frequency	Percent
Less than 5 years	6	40.0
5-10 years	3	20.0
Over 20 years	6	40.0
Total	15	100.0

Table 2: Demographic Information for Adult Literacy Learners

<b>1. Gender</b>	Frequency	Percent
Male	49	49.5
Female	50	50.5
Total	99	100.0
<b>2. Level of Education</b>	Frequency	Percent
Basic Literacy	37	37.37
Post Literacy	62	62.63
Total	99	100.0
<b>3. Distribution of Adult Literacy learners by Duration of time the Learners Spent at their Current Levels.</b>		
Duration Bracket	Frequency	Percent
Less than 5	85	85.86
6-10	14	14.14
Total	99	100.0

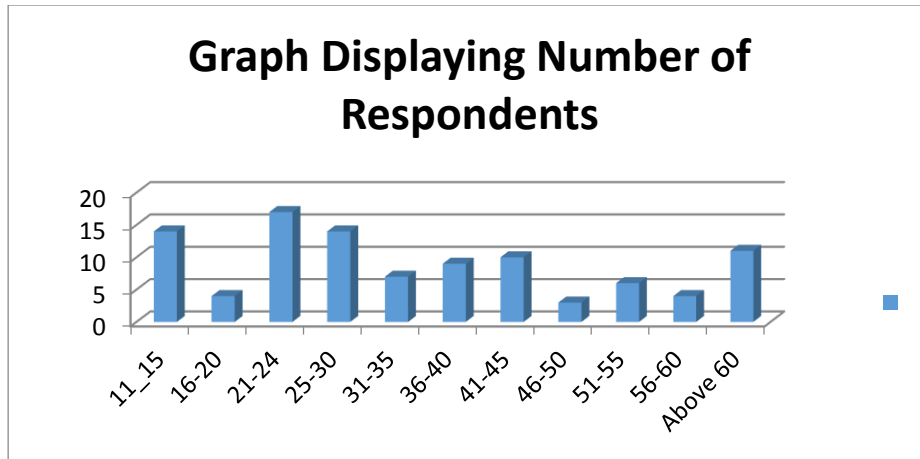


Figure 1: Graph displaying age distribution

Table 3 Physical facilities available for implementation of adult literacy curriculum in Bungoma South Sub County

	Very adequate f (%)	Adequate f (%)	Not Adequate f (%)	Not at all Adequate f (%)	Total f (%)
School Buildings		5 (33.3)	8 (53.3)	2 (13.3)	15 (100.0)
Classrooms		6 (40.0)	6 (40.0)	3 (20.0)	15 (100.0)
Washrooms			6 (40.0)	9 (60.0)	15 (100.0)
Laboratories			1 (6.7)	14 (93.30)	15 (100.0)
Desks		4 (26.7)	7 (46.7)	4 (26.7)	15 (100.0)
Tables		3 (20.0)	7 (46.7)	5 (33.3)	15 (100.0)
Chairs		2 (13.3)	9 (60.0)	4 (26.7)	15 (100.0)
Playground		3 (20.0)			15 (100.0)
			6 (40.0)	6 (40.0)	
School garden		1 (6.7)	3 (20.0)	11 (73.3)	15 (100.0)
Motorbikes			1 (6.7)	14 (93.30)	15 (100.0)
Office space		1 (6.7)	6 (40.0)	8 (53.3)	15 (100.0)
Workshop	1 (6.7)	2 (13.3)	1 (6.7)	11 (73.3)	15 (100.0)
Computers			1 (6.7)	14 (93.30)	15 (100.0)

Legend: Percentages in parentheses

Table 4 Readings and writing resources available for influence of the on the implementation of adult literacy curriculum

A. Reading and Writing materials	Not stated f (%)	Adequate f (%)	Not Adequate f (%)	Not at all Adequate f (%)	Total
Exercise books	-	-	9 (60.0)	6 (40.0)	15 (100.0)
Text/reference books	1(6.7)	1(6.7)	12 (80.0)	1(6.7)	15 (100.0)
Chalkboard	-	4 (26.7)	6 (40.0)	5 (33.3)	15 (100.0)
Manila papers	-	1 (6.7)	4 (26.7)	10 (66.7)	15 (100.0)
Newsprint	-	-	2 (13.3)	13 (86.7)	15 (100.0)
Primers	-	2 (13.3)	11 (73.3)	2 (13.3)	15 (100.0)
<b>B . Visual aids:</b>					
Maps	1 (6.7)	1 (6.7)	3 (20.0)	10 (66.7)	15 (100.0)
Diagrams	-	1 (6.7)	3 (20.0)	10 (33.3)	15 (100.0)
Models	-	-	3 (20.0)	12 (80.0)	15 (100.0)
Radios	-	-	1 (6.7)	14 (93.3)	15 (100.0)
Television set	-	-	3 (20.0)	12 (80.0)	15 (100.0)
Films	-	-	-	15(100.0)	15 (100.0)
Slide projectors	-	-	-	15 (100.0)	15 (100.0)