MANAGING ADULT EDUCATION PROGRAM IN A SEMI ARID ENVIRONMENT IN TURKANA COUNTY, KENYA.

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1020100

A Thesis Submitted to the Department of Educational Administration and Planning in the Faculty of Education in Partial Fulfilment of the Requirement for the Award of a Degree of Master of Education

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

NAIROBI, KENYA

July, 2013

DECLARATION

I, the undersigned, declare that this thesis is my original work achieved through my personal reading and toil of my work, research and personal thoughts. To the best of my knowledge it has not been submitted to any other college or university by anyone for academic credit. All information from other sources has been acknowledged.

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DEDICATION

This work is dedicated to my beloved sister Lolo M.N Okekeizuagwu and my brother-in-law Honourable barrister M.A.C Okekeizuagwu

&

All Living-dead of Anikwata family.

ABSTRACT

This study investigated managing adult education in semi-arid environment the case of Turkana County, Kenya. The study sought to understand the training courses the managers undertake before and after their appointment, major roles of the manager, the managerial practices, challenges and ways to improve the management and ensure that expected outcome of the programme is achieved. The reviewed literature discussed factors that influence management and adult education such as socioeconomic effect on basic adult literacy. The study adopted mixed design approach constituting of survey design and phenomenology. The sample population of the study is 42; 3 managers, 7 facilitators and 32 adult learners. The study was guided by Freire and Mezirow transformational learning theory which anchored on learner centeredness, involvement, liberation, empowerment and motivation among others. The study was carried out in 5 centres from 3 different organizations namely Government, Catholic Church and Bible Society centres. The samples for the study were managers, facilitators and learners. The tools for data collection were questionnaires for both managers and facilitators while interview guides was used for learners. Observation schedule was done to assess the availability and condition of teaching learning facilities in the centres and to confirm some of the responses from questionnaires and interview guide. Quantitative data were analyzed using the Statistical Package for Social Sciences (SPSS) version 20. Frequency and percentages were used to analyse and interpret quantitative data. Qualitatively, data were analyzed by coding and identifying emerging themes for interpretation. Research findings revealed that though managers and majority of the facilitators were trained, there was limited induction and in-service training to update AEP staff. Poverty level is still very high and remains one of the major challenges of the programme. There is also limited teaching/learning facilities and inadequate funds. Among others, suggested solutions to the problems managers confront is provision of adequate funds by ACEP providers. The study recommends that comprehensive adult education centres be established where literacy and numeracy and skills of various kinds are developed; and that learner's interest, needs and context are put under consideration.

ACKNOWLDGEMENTS

With overflowing joy I appreciate thankfully the Trinity for the immeasurable inspiration, direction, guidance and sustained strength, courage and protection from the inception of this work to the finish. I wish to thank and appreciate Rev. Sr. Terry N. Anikwata SND for her courage and refusal to quit from completing this study amidst all the challenges. My inexpressible thanks go to my family members particularly my mother for their love, care and prayerful support. I sincerely appreciate my esteemed family of Sisters of Notre Dame de Namur for all they have been to me.

I wish to express my heartfelt gratitude and thanks to Dr. Sr. Marcella Momanyi and Dr. Paschal Wambiya my supervisors for their mentorship, corrections, encouragement, love and care throughout this work. I remain grateful to CUEA staff especially all my lectures and library staff particularly Dr. Joseph Kavulya for their availability in my time of need. I also wish to appreciate Jacinta Ndonge and other secretaries in the education department for their assistance and understanding.

I acknowledge with gratitude my MED class for their collegial challenges and support. I wish to appreciate in a special way Fr. Nicholas Sseggobe Kiruma, Fr. Kimuli, Srs. Jackie Okello Benadette Muvita and Ms. Judith Opiyo,

I wish to appreciate immensely Yoseph Mulugeta Baba, Fr. Joseph Okpala SPM, Assumption Sisters of Eldorate Turkana community, Fr. Fabian SMA, Srs. Amarachi Ezeonu SND, Helena Boland SND, Ifeoma Chukwu SND, Mary O'Brein SND, Geraldine Bolzan SND, Esther Adama SND, Eucharia Okoye SND, Theresa Igwe SND, Solange Tsanga SND, Nebiyat Hailemichael MSM, John Mary Ouma Oketch, Mr. Dominic Ngoko, Mr. Peter Egare Sir Edward Abajo, Linnet Hamasi, Kidanemariam Menghistu Sebhat and others for the different ways you have contributed towards making this study successful.

I cannot be thanksful enough to my friends: Srs Jacinta Osigbo SND, Maria Umeh SND, Dorothy Chime SND, Pilicilia Alui SND, Celestina Nwodo SND, Carol Wetli SND, Benadette Ngene HRS, Lily Lam Comboni, Prosey IHM, Stella SHC, Frs. Remy Ikpe DCM, Emmanuel Mchopa SJ, Patrick Thawale, Innocent Muomegha, Christopher Chukwueze , Brother Micheal B.M. and Shem Oduwo.

Thanks to all of them for their love and care, prayers, friendship, availability, encouragement, honest challenges and support during my time of study at the Catholic University of Eastern Africa. May God bless and reward all of them.

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Adult: An adult whose age or biological state requires an expected form of behaviour and a set of social roles. 22

Adult Education: The entire body of organized educational process, whatever the content, level, method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn in a new direction and bring about changes in their attitudes or

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ABBREVIATION/ACRONYMS

ABET	:	Alternative Basic Education for Turkana
ABLP	:	Adult Basic Literacy Program
ACE	:	Adult and Continuing Education
AEP	:	Adult Education Program
AEPM	:	Adult Education Program Management
ALE	:	Adult Learning and Education
AETC	:	Adult Education Training Course
ASAL	:	Arid Semi Arid Land
BAE	:	Board of Adult Education
BLP	:	Basic Literacy Programme

CLRC	:	Community Learning Resource Centre
CEO	:	Chief Executive Officer
DAE	:	Department of Adult Education
EFA	:	Education for All
GoK	:	Government of Kenya
HPT	:	High Performance Team
IAEPM:		Improved Adult Education Programme Management
KCPE	:	Kenya certificate of Primary Education
KCSE	:	Kenya Certificate of Secondary Education
KESP	:	Kenya Education Support Programme
MBESC:		Ministry of Basic Education, Sport and Culture
MDGs	:	Millennium Development Goals
MGSCSS:		Ministry of Gender Sports Culture and Social Services
MHETEC:		Ministry of Higher Education, Training and Employment Creation
MLP	:	Mass Literacy Programme
MPET	:	Master Plan on Education and Training
NFE	:	Non-Formal Education
NGOs	:	Non-Governmental Organizations
NOF	:	National Quality Framework
NSW	:	New South Wales
PARAP:		Program of Action for Reduction of Absolute Poverty
PLP:		Post Literacy Programme

PRSP : Poverty Reduction Strategy Paper

TIQET : Totally Integrated Quality Education and Training

UNESCO: United Nation

CHAPTER ONE

INTRODUCTION

1.1 Background of the Problem

The Equity bank CEO Mwangi during his speech to primary school heads in Mombasa Kenya in September 2012 asserted that education has the capacity to create an army of entrepreneurs able to be job creators and not job seekers. Education should be a tool of creating and distributing opportunities since the well being of a country was dependent on how many of its peoples had the minimum literacy skills for participating in a modern economy. He further recommended that the policy objective of education ought to focus on enabling learners to obtain relevant skills set to create wealth, in turn create jobs for the country's youth (Elimu News, 2012).

Consequently, considering the invaluable roles and contributions of education to meaningful individual, social and national development, everyone will agree to the fact that Education management and administration by competent leaders should be a national concern. According to Udey, Ebuara, Ekpoh, and Edet (2009), education is taken by many countries as an instrument for promotion of national development as well as effecting desirable social change. This is most probably the reason for the continuous growing concern of all stakeholders in education industry on changes that are likely to affect it as well as the implications such changes will have on the management and administration of education.

Kenyan government is committed to achieving all the six EFA goals including reducing the adult illiteracy level by 5% by 2015. Never the less, adult literacy level is still very low. This is one of the major challenges especially at the time when the country is striving to achieve Vision 2030 and the

Millennium Development Goals (MDG). According to *Reaching the marginalized* (2010), Arid and Semi-Arid Lands (ASAL) constitute 84 percent of the total land mass in Kenya. The most marginalized districts in Kenya, have also been identified as ASAL (GoK, 2007). The Ominde report identified Turkana among others as warranting higher grant allocation, boarding schools and mobile schools, as immediate strategies to uplift educational participation among the people.

Despite the fact that the ministry of education continues to receive the highest allotment of the recurrent expenditure, education sector including adult education is still beset with challenges. Consequently, the reason for the study in progress to investigate on managing adult education in semi arid area as the findings will reveal the effectiveness of the manager which is second only to classroom instruction.

Further, the concern by adult educators that existing adult education programmes are poorly funded and are quite marginalized which contradicts state policy to support literacy programmes, calls for a study to establish the root causes of the problems and the possible means of eradicating them. Therefore, the need to investigate on managing adult education particularly in arid environment in Kenya is very crucial.

The Constitution of the Congregation of the Sisters of Notre Dame de Namur, an international organization found in 1804 by Saint Julie Billiart, has as their Charism to work with the poor particularly women and the children in the most abandoned places. In Nigeria, Notre Dame Sisters engaged on mission in some difficult areas like Ndeabor and Ugwuomu in Enugu state. The people are mostly farmers with high illiteracy rate. The researcher having worked in both villages wish to find out how adult education program coordinators in Turkana division are managing the programme despite some inevitable challenges.

1.1.2Adult Education from Global View Point

As asserted by West (2005) adult education in California can be traced to the early beginnings of the state. The first recorded adult school was evening classes taught in the basement of St Mary's Cathedral by the San Francisco Board of Education in 1856. Adult education in California has lasted for more than 150 years and has offered learners a diverse range of knowledge and skills necessary to participate effectively as citizens, workers, parents, and family and community members.

UNESCO (1997) asserted that the participants of the fifth international conference on adult education in Hamburg, re-echoed that only human-centred development and a participatory society based on the full respect of human rights is capable to sustainable and equitable development. The present societies need informed and effective participation of men and women in every sphere of life for humanity to survive and meet the challenges of the future. The conference further denotes adult education as the entire body of ongoing learning processes, formal or otherwise. It is a situation where people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society.

Adult education encompasses formal and continuing education, non-formal learning and the spectrum of informal and incidental learning available in a multicultural learning society, where both theory and practice-based approaches are recognized. The same document asserts adult education as more than a right but a key to meeting the challenges of twenty-first century.

The objectives of youth and adult education, viewed as a lifelong process, are to develop the autonomy and the sense of responsibility of people and communities, to reinforce in the learners the capacity to deal with the transformations taking place in the economy, in culture and in society as a whole, and to promote coexistence, tolerance and the informed and creative participation of citizens in their communities, that is to enable people and communities to take control of their destiny and society in order to face the challenges ahead. It is essential therefore, that the management of adult education should be investigated to ensure that the goals and objectives of the programme are achieved.

Globally, basic adult education remains the dominant form of adult education with 82% nations declaring this as one of their programmes. According to UNESCO (2009), there has been uneven progress towards achieving the Education for All (EFA) goals especially in relation to adult education. About 76% countries are provided with vocational and work-related education. Basic education is the main form in sub-Saharan Africa with 93%, 84% in the Arab States, while much of Latin America and the Caribbean have 96%. Adult education varies from place to place and there are various kind and level of adult and continuing education.

The present study has focused on Adult Basic Literacy Programme which caters for adults and out of school youth. English and Mayo (2012) assert that there are cries to develop rigorous evidence-based research in the field of adult education, or to incorporate best practices, or create worldwide standards. It has also been noted that great challenge of adult education is mostly not only pedagogical but also political, economical and managerial. Hence, the study in progress sought to investigate on managing adult education programme.

1.1.3 Adult Education from African View Point

The aims of adult education as were stated in general terms by the World Conference on Adult Education held in Montreal, Canada, 1960 was believed to be the one that will commend itself to the people of Africa. In response to the above mentioned conference, the African conference on Development of Education in Africa stated among others:

> … People must be encouraged to understand and promote change. Every man and woman should have opportunity for individual personal development to the utmost of which he or she is capable, to become a mature and responsible person. In education, man must be subject, not object. Adult education is needed to promote international understanding, mutual sympathy and tolerance of different points of view and to put every adult in the way of arriving at the truth… (Conference of African States on the Development of Education in Africa, 1961, p.52).

The outcome document of UNESCO (2009) is framework of action. It is a policy document inviting nations for increased attention and action for adult education in 21st century. The conference witnessed the member states in Africa region lead the field in terms of participation. Several countries in Africa were reported to have developed adult education policies and legislations, within wider development strategies, and towards the establishment of National Qualification Frameworks (NQF) as in South Africa, Namibia, Botswana and Kenya. Some countries like Senegal, Burkina Faso, Mali and Benin have created new literacy and language departments and increased budgetary allocations for literacy and adult learning.

The South African Ministry of Education in 2008 started a major "Mass Literacy Programme" (MLP) (*Kha Ri Gude)* in the 11 national languages and Braille aiming at reaching 4.7 million adults. In Burkina Faso, Mali, Niger, Tanzania and Uganda national education policies and strategies have been reviewed with the aim to better bridge formal and non-formal learning careers. The use of African languages is highlighted as critical for the realization of an integrated, peaceful, prosperous Africa. Measures to be set up include comprehensive national youth and adult learning and education

policy, and action plans, as well as frameworks for the validation of learning outcomes. Increased cooperation of governments, communities, civil society organizations, and the private sector and development partners is also underlined as crucial.

The UNESCO (2008) held in Nairobi Kenya by African Region concurred that to fulfil the right to education for adults and out of school youths, legislation, policies, funding and implementation need to address challenges facing countries in the region. The document highlighted the use of African languages as critical for realization of an integrated, peaceful, prosperous Continent. UNESCO (2009) revealed that African states in order to follow-up the challenges emanating from adult education conferences, nations such as Mozambique established the Programme of Action for Reduction of Absolute Poverty (PARAP 1 and 2) which includes literacy as a necessary condition for development. Namibia has the National Development Plan and Strategic Plans for the ministry of Basic education, Sport and Culture (MBESC) and Ministry of Higher Education, Training and Employment Creation (MHETEC) where adult education is included.

UNESCO (2009) further asserts that in South Africa, the adult Basic Education and Training Act (2000) provides for the establishment of public and private adult learning centres, and quality assurance mechanisms for the sector. Additionally, they introduced Human Resource Developmental Strategy (2001) which is a joint initiative of the Department of Labour and Education to reinforce the establishment of an integrated education, training and development strategy to harness the potential of adult learners. Uganda had formulation of National Adult Literacy Strategic Investment Plan in 2002 with the aim of strengthening national commitment to literacy and incorporating literacy into overall development frameworks. Zambia has national policies on Science and Technology, National Employment, Agriculture, Community Development, Culture, Gender and youth and all these play an

impact on adult education. Chad in 2007 provides educational law which confirms the political will to support adult education and training.

Reviewing the adult education laws and policies of the Nairobi conference 2008 and Brazil 2009 vis-à-vis the UNESCO 2009 recommendations showed that there is a weak implementation of adult education among African countries. Some African countries have no adult education policy and for those who have, the policy remain narrow; that is limited to literacy, isolated and fragmented instead of linking with other components of the education sector. There is management need to harmonize the human and financial resources owning to the fact that adult education is given a weak place in education sector and more often than never in the least of the government funding priorities which can be attributed to lack of follow-up which is due to poor management.

The document further revealed that most countries allocate less than one percent of education budget to adult education. For Senegal improved from 1% to 7% while Malawi Decline from 5% to 1.5%. In countries where education continues to be a non-budget priority, the reality is that adult education gets almost nothing. Sometime budget allocations do not necessarily guarantee availability of funds. For example in Mali, for the period 2004-2008, the non-formal education sector was supposed to receive 0.6% to 2.9% of education budget. But it received 0.4% of the allocated budget instead. Mozambique has only 3% of education budget allocated to adult literacy.

Nigeria seem to be doing better in funding adult education for between 1997 and 2008, the percentage allocation of funds to adult education ranged between 0.65% and 8.94% of the total allocation of funds available to education. For Tanzania, the increase in budget allocation to adult education implies increase in local government's allocations to this sub-sector. Burkina Faso according to same conference has a special fund where Literacy and Non-formal Education is being contributed for from government, bilateral agencies and the private sector.

Other challenges of adult education according to UNESCO (2009) are that the promise of massive mobilization of funds for Africa by development partners has not worked out. Another issue is that of gauging human resources available for adult education. Data is easily available in the countries where adult education is well integrated in the education sector. For instance in Zambia, adult educators comprise 10% of the teaching force, 14% in Eritrea and 20% in Tanzania. Kenya has a decline of 40% in the number of literacy teachers which meant a drop in the literacy classes offered. This could be traced to lack of effective and committed management at the national level to push for the welfare of adult education in Kenya. On the other hand, it indicates a management that lacks autonomy, power and authority needed for effective leadership. This is why its urgent and necessary to find out the influence managers on adult education programme particularly in semi arid environment in Kenya.

There is issue of governance challenge. The ability to bring together government, civil society, academe and the private sector stakeholders is one of the biggest challenges in terms of coordinating the work in adult education. There is need to address the relationship between the state and other non-governmental actors. There is need to find out whether existing government structures are facilitating genuine participation. Finally, adult education staff are confronted with great demand to undertake multiple and complex responsibilities and yet very little is done to increase their salary and systematically upgrade the skills of this work force. No country has reported having a policy for training adult educator. This is a clear indication of leadership problem right from the national level. Consequently, study should be carried out on adult education programme management on County level especially in arid regions such as Turkana to find out state of the leadership.

1.1.4 Adult Education in Kenya

The directorate of Adult and Continuing Education was established in 1979 to promote Adult Education and eradicate illiteracy within five years. Apparently, this commitment was first expressed in the sessional paper no. 10 of 1965 in which poverty, diseases and ignorance were identified as enemies of development. The Kenya Education Support Programme (KESP) 2005 -2010 placed adult and basic education as a major investment programme that will aid the eradication of such problems. To administer its mandate the directorate administers the following programmes; Basic literacy programme (BLP) for beginners, Post Literacy Programme (PLP) for new literates, Non-Formal Education (NFE) for youth and adults who are out of formal school system. Community Learning Resource Centre (CLRC) to create a culture of learning in the community.

Hence, after independence, Kenyan government took the responsibility and core function to provide quality basic education to citizens irrespective of age, gender, economic status or any other consideration. The core functions of ACE among others is to work in partnership and collaboration with individuals and other organizations in providing alternative modes of education to adults and out-of-school youths, to collect, store and disseminate data on adult literacy levels, to register private candidates for Kenya Certificate of Primary Education (K.C.P.E) and Kenya Certificate of Secondary Education (K.C.S.E) and finally, to train potential adult educators who undergo Adult Education Training Course (AETC).

The organization of adult learning education in Kenya rests within the Ministry of Gender, Sports, Culture and Social Services (MGSCSS). Within this ministry is a Board of Adult Education established through an Act of Parliament to coordinate and regulate provision of ALE. The members of this board are drawn from all ACE providers and stakeholders including line government ministries. The same Ministry has within it a fully

fledged Department of Adult Education which is mandated to provide literacy and other forms of education to adults and out of school youth as already mentioned. Kenyan government management of ALE is centralized. But for the implementation and monitoring of programmes, there are relevant field officers at various levels with authority to implement and monitor programmes and make decisions at the county levels UNESCO (2008). These officers are referred to as the coordinators (managers) of adult education programme.

UNESCO (2012) and GoK assert that challenges of adult education in Kenya is due to low access and participation in adult basic education programmes such as inadequate number of facilitators, lack of teaching/learning materials, inappropriate teaching methods and the cost of sharing policy which is too demanding to adult learners in the present day hard economy. The engagement of unqualified teachers who lack the necessary pedagogy for adult learners; stigmatization of such learners; uncoordinated large number of service providers; uncoordinated curricula offered by various providers and lack of proper management.

The recommendation from same report has it that standards and quality of delivery can be ensured through employing qualified teachers and establishment of such scheme of service to motivate and retain staff; there should be availability of more funding and resources to improve on standard and quality; adult basic education should be implemented through decentralized adult education boards in the county education offices for effective delivery and monitoring of standards and quality; the adult education centres should be well identified for regular use and hours of attendance agreed upon; there is need to develop a relevant, more suitable curriculum for the adult learners. The above mentioned task fall within coordinators' responsibility and thus arouse the need to investigate on how managers carry out their roles in order to achieve the goals and objectives of basic adult education programme.

Adult and continuing education is currently funded through government revenue. Many of the ACEs are run by non-state investors. Adult education in Kenya has been receiving less than 1% of the total national education budget against the recommendation of 6% agreed on in Belem framework. The international benchmarks by UNESCO propose that 3% of the total education budget be allocated to ACE programme. The poor funding of this programme has unavoidably contributed to poor implementation, monitoring and evaluation of adult education programme. There is urgent need to put in place sustainable financial investment strategies to enhance participation, expand access and improve quality of ACE programme management.

1.1.4.1 Adult Literacy Curriculum

One of the vivid efforts made by Kenya government in addressing illiteracy is the development of adult education programme curriculum. The aim of the curriculum is to create the foundation base in acquisition of basic literacy skills. (ABET 1). The curriculum offers people who have never been to school an opportunity to develop their ability to read and write in their mother tongue, learn how to compute and also introduce them to Kiswahili and English, which are essential languages for communication in Kenya. The curriculum is divided into four subjects coded as: Reading and Writing, Numeracy, Kiswahili and any other needed language, and English. Each of the subjects will be taught in three phases namely:
Stage 1: This is an introductory phase whose content is planned for those literacy learners who have not had any formal (school) education in their life time. It is also for those who dropped out of school system in their early primary classes and have relapsed into illiteracy. The content is aimed at enabling the adult learner to read and write simple words, and more so to read and write numbers correctly. This phase may take duration of three to six months.

Stage 2: this is an intermediate phase in the literacy continuum. At this stage the content to be covered will lead the learner to semi-literacy where by the adult learner will be enabled to read short notices, road signs, newspaper headlines including ability to read and write numbers up to three digits. It may take within four to six months to complete this stage.
Stage 3: This is the final stage of functional literacy. The content covered at this stage will enable the learners to read long passages fluently and with understanding in mother tongue or language of the catchment area. Additionally, the learners will be able to identify and use correct arithmetic operations in their everyday life situations such as keeping simple accounts and records of day to day transactions. It is also expected that the adult learners should be able to communicate in Kiswahili and any other applicable language. This stage may take three to six months. This is the stage the present study will be focusing on.

The policy for the formulation of adult education curricula demands that the government shall ensure that: Local communities and learners are fully involved in identifying the needs to be addressed by the programmes. Secondly, learner-centred curricular are developed to cater for the needs of the learners. Thirdly, the learners are involved in the formulation of the curriculum. Fourthly, curriculum for the ACE programmes should be flexible. Fifth, adequate teaching and learning materials are availed to learners and finally, the number of centres is raised from current one class per location to at least four centres in order to address the issues of illiteracy (National adult and continuing education policy, 2010). Apart from the government, there were many other organizations which also play a bigger part in the development of Adult Education activities in Turkana County. The partners included churches and other international humanitarian organization such as Catholic diocese of Lodwar, Bible Society in collaboration with Christian Mission Fellowship Egare (personal communication, October10, 2012).

1.1.6 Geographical Location of the Study

The focus of this study is in Kenya in East Africa. The Republic of Kenya lies on the equator. Kenya is bordered by Sudan and Ethiopia to the North, by Somalia and the Indian Ocean to the East, to the south she bordered by Tanzania, and by Uganda to the West.

According to GoK (2011), Kenyan's population has grown rapidly from 10.9million people in 1969 to 38.6 million people in 2009. Turkana County which is the target area for this study is a semi arid region with unreliable rainfall of about 300mm and temperatures ranges between 27-42 degrees centigrade. They are mostly pastoralist with little farming practiced in some of the villages like Katilu, Turkwel and Lokori through irrigation.

Mwau and Mukungi (2000) assert that Turkana County consists entirely of arid and semi-arid lands, characterized by an extremely harsh climate. Insecurity is extremely high and raiding for livestock is almost the order of the day especially in the north-western borders with Ethiopia, Uganda and Sudan. The Turkana also suffer frequent losses of livestock and lives to internal raiders especially to the Pokot, their neighbours to the south.

Further, Turkana County suffers from fluctuating and erratic rainfall which has forced the pastoralists to adapt a semi-nomadic lifestyle in order to keep track of scare, receding pasture and water for livestock. Presently, more than half of the county's population is dependent on food handout from relief agencies. Turkana County has seven Districts namely: Turkana North, Turkana West, Kibish, Turkana Central, Loima, Turkana South, and Turkana East. Within Turkana Central there are three Divisions which include Kerio, Kalokol and Turkana Central division where this study was carried out.

1.2 Statement of the Problem

The report of evaluation of adult education by the Norwegian Agency for International Development and the diocese of Lodwar in 1985 recommended among others, that practical problems related to coordinators and supervisors should be looked into. The report purported that adult education manager has bulk of administrative work. It was suggested that an assistant coordinator be hired to enable the manager to spend more time in the field where his skills are badly needed. This calls for investigation on adult education programme management in Turkana County to find out whether the programme management has improved.

Mwau and Mukungi (2000) employed document analysis, interview and observation to evaluate adult education programme performance between 1997 and 2000 in Turkana. The study observed that AEP is one of the most important resources for social transformation and development in the Turkana Central area where it is implemented. However, Mwau and Mukungi observed that the needs of illiterate adults are becoming ever so complex and recommended that it is important to expand the professional base and increase the competencies of the management. Thus, the need to study the course training managers undertake prior and after being appointed as the adult education programme coordinators in Turkana County.

Despite progress made in the County Adult Education System, 90.6% men and 89.4 women adults have not accessed education opportunities. Most of them live in severe poverty and are pre-occupied with struggle for survival. The Adult and continuing sub-sector has not been provided with adequate funding to facilitate expansion of learning facilities in Turkana Central. Most of the public expenditure on education goes to free primary and secondary education. One therefore wonders how

adult education coordinators would achieve the goals and objectives of the programme (Migosi, Nanok, Ombuki and Metet, 2012). Apparently, the study in progress is to fill these knowledge gaps through investigating on managing ACE programme in semi arid environment such as Turkana County.

1.3 Research Questions

i. What form of professional training course do the adult education managers undertake in preparation for their job?

ii. What are the major roles of adult education programme managers?

iii What managerial practices are adult education programme managers engage to carry out their roles?

iv What challenges do the managers encounter in managing adult education programme?

v What suggestions can be made to improve adult education programme management?

1.4 Significance of the Study

The findings of this study on managing adult education in Turkana County, Kenya, will be significant in various ways: first on the theoretical value, they will provide greater insight to the managers of adult education programme into the factors that contribute to effective and efficient adult education programme particularly in Turkana County.

Secondly, the findings will serve as reference points for managers of adult education programme in Turkana County on management skills that would lead to achievement of goals and objectives of both learners and the programme.

Thirdly, it will benefit Kenya Institute of Education (KIE) with regard to salient training needs for adult education managers and facilitators in order to develop the curriculum accordingly. Besides, the findings will provide insight to other stakeholders like the Ministry of Gender, Sports,

Culture and Social Services, facilitators and sponsors on their duties and responsibility towards establishing effective adult education programme in Turkana County.

Fourthly, the study will enlighten learners and entire community on the reality of what ACE has to offer. It helps them to critically reflect on their problems as community and the way forward especially on the part they must play in order to ripe all the possible benefits of adult education programme which includes socioeconomic development.

Finally, researchers are provided with bases for future study on the field of adult and continuing education in Kenya, Nigeria, and Africa and beyond.

1.5 Scope and Delimitations of the Study

Turkana County is one of the semi-arid areas in Kenya that has attracted the attention of both government and non-governmental agencies particularly Catholic church. The researcher chose this site to find out the influence of management on adult education programme in Turkana County.

Accordingly the course was delimited to Lodwar central zone and targeted adult education programme coordinators, facilitators, learners, and members of class management committee in the sense that is where the target population are mostly found. There are four major groups that run adult education programme in Lodwar central division of Turkana County. Meanwhile, the coordinators, facilitators, learners and class management committee of the randomly selected centres were the respondents.

The study was limited to only adult education programme managers to make the study manageable for the researcher and to provide gap for future research. The participant from learners was limited to only those in stage three in the sense that they have longer experience of the programme more than those in initial and intermediate stages. The focus of

this study is on management of adult education programme coordinators officials of Ministry of Education (MoE) towards improving adult education programme in Turkana County.

1.6 Theoretical Framework

This study employed the transformational theories by Freire, and Mezirow. Freire was concerned about the huge numbers of illiterate people which he considered as the obstacles towards the development of Brazil and the creation of a democratic mentality (Freire, 1974). He sought to provide these illiterate people with an alternative education which would take place outside a traditional school. And so, Freire and his colleagues set up:

> … a new institution of popular culture, a "culture circle", since among us, a school was a traditionally passive concept. Instead of a teacher, we had a coordinator: instead of lectures, dialogue; instead of pupils, group participants; instead of alienating syllabi, compact programmes that were "broken down" and codified into teach units (Freire, 1974, pp.42).

Freire's theory of transformation has influence greatly the development of a critical perspective in adult education. For this theory, adult education aims at fostering critical consciousness among individuals and groups during the process of teaching them how to read. Freire (1970) argues that educative processes are never neutral. They can either be an instrument of domination or liberation. Hence, the managing style of managers of adult education programme determines the quality of education learners receive. Education that liberates is the one that shatters the silence and makes people become aware of their condition and their domestic right to participate in social change. It is a study that is guided by a desire for political liberation and freedom from oppression.

The theory assumed that through dialogue and problem-posing, learners will develop awareness of structures within their society that may be a contributive factor towards inequality and oppression. This kind of learning aids adults to develop an in depth

understanding of the ways in which these social structures effect and influence the ways they think about themselves and the world. As asserted by the classic this type of education should bring about freedom among learners by enabling them to reflect on their world and change it (Dirkx, 1998).

Transformative learning (TL) as presented by Mezirow is described as learning that changes the way individuals think about themselves and their world. This involves the shift of consciousness. For Freire, transformative learning is liberating. And for Mezirow, transformational learning is a rational process where individuals are meant to reflect on and discuss their assumptions about the world. According to Dirkx (1998),

Mezirow's work on adult education is grounded in cognitive and developmental psychology. For this theorist what is central is the process of making meaning from our experiences through critical self reflection. The duo view knowledge as something that is constructed by the individual in relation with others. For both scholars, the key elements of learning process are reflection and dialogue.

The result of transformative learning for Mezirow reflects individuals who are more inclusive in their view about the world; capable of differentiating increasingly its various aspects, open to other points of views, and are able to integrate various dimensions of their experience into meaningful and holistic relationships (Mezirow as in Dirkx, 1998). Mezirow suggests that it is important for participants engaging in reflective discourse to have complete and accurate information of the topic for discussion as that will make their contribution bias free. It is also essential that they meet in an environment of acceptance, empathy, and trust.

Consequently, these ideas of Freire and Mezirow's theories which includes conscientization and dialogue and liberating education given the realities in contemporary

African societies, particularly in the rural area appear more relevant to education and development in Africa than ever before (Nyirenda, n.d).

Transformation theory possesses many advantages. According to Taylor (2008) transformative learning is viewed as a process of individuation, a lifelong journey where one is chanced to understand oneself through reflecting on the psychic structure. Individuation here means discovery of new talents, a sense of empowerment and confidence, having a deeper understanding of one's inner self, and a greater sense of self-responsibility.

Secondly one of the central views of transformative learning in the phases of psycho-development is epistemological change. That is change on how one makes meaning and not just change in behavioural repertoire or quality of knowledge. More so, it brings about appreciation for the role of relationships, personal contextual influences, and holistic ways of knowing that have been overlooked often (Daloz, 1986; Kegan, 1994 as cited in Taylor, 2008).

Thirdly, transformational learning has the goal of social transformation where an individual is developed "onto logical vocation". That is condition where people are viewed as subjects and not objects, which are constantly reflecting and acting on the transformation of their world so it can be a more equitable place for everyone to live. It then gives the management bases to provide for both facilitators and learners the required materials and methodologies to improve learning.

Fourth, transformational theory encourages cross-cultural relationships along with developing spiritual awareness. This is where manager's role is that of a collaborator with a relational emphasis on group inquiry and narrative reasoning, which will assist the learner in sharing his/her stories of experience. Finally, the key emphasis is that learning take place through the exchange of ideas between the facilitator and the group participants; Learners are encouraged to participate actively. The content to be studied is related to the interest and

reality of the group participants; the topic/s to be discussed is initiated by the learners. The theorists were convinced that learning to read for adults should be a process in which content and learning/teaching materials had to have a bearing on their daily reality Freire (1974).

Contrarily, there is no total perfect system and so, transformative learning theory has the weakness of undermining the cultural role in transformational process. However, the theory has numerous advantages and for that reason, the researcher deems it appropriate theory to guide the study in progress.

1.7 Conceptual Framework

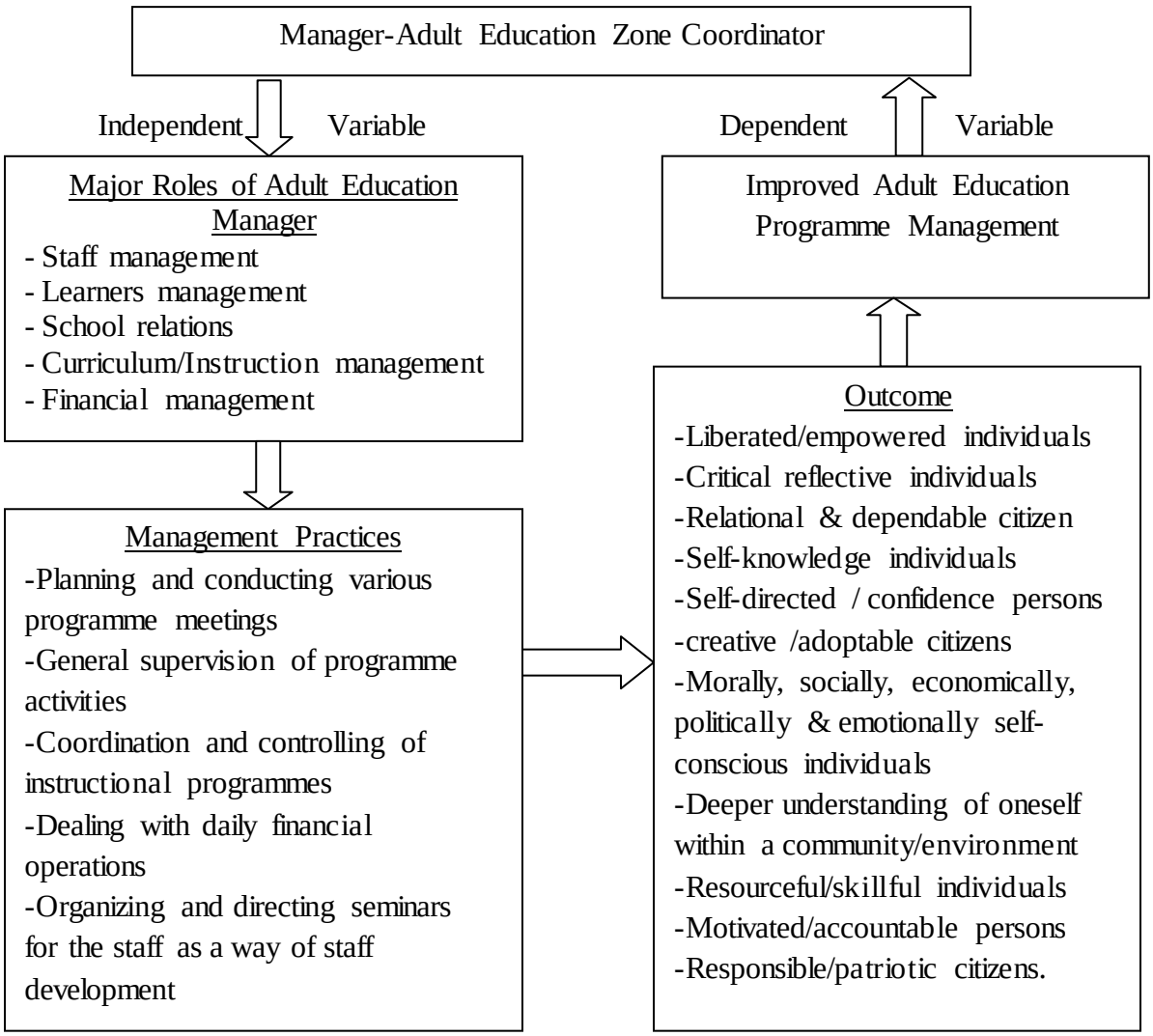
As conceptualized in Fig.1 below, the zone coordinator is adult education programme manager. The researcher conceptualizes that the independent variable of this study is adult education divisional coordinator (manager). The coordinator has the major roles of staff management, learner management, school community relations, curriculum/instruction management and financial management. These roles when properly manipulated through management practices/activities such as: planning and conducting various programme meetings, general supervision of programme activities, coordinating and controlling of instructional programmes, dealing with daily financial operations and organizing and directing seminars for different stakeholders particularly learners and facilitators ,will produce positive outcome

Thus, the commitment of adult education programme manager to the major roles employed through effective and efficient implementation of management practices yields positive outcome among the stakeholders particularly the learners and educators. Such transformational outcome like: individuals with self knowledge, self-directed/confidence; morally, socially, economically, politically, and emotionally self conscious individuals; liberated/empowered persons; resourceful and

skilled citizens who are responsible and patriotic with sense of deeper understanding of their environment and society at large among others.

The summary of these positive influences result to Improved Adult Education Programme Management (IAEPM). Hence, adult education zone coordinator (manager) is the independent variable. The roles and activities of zone coordinator/manager are manipulated to influence the outcome resulting improved adult education programme management which is the dependent variable.

Figure 1: Summary of Interaction between Independent and Dependent Variables



1.8 Operational Definition of Key Terms

Adult: An adult whose age or biological state requires an expected form of behaviour and a set of social roles.

Adult Education: The entire body of organized educational process, whatever the content, level, method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn in a new direction and bring about changes in their attitudes or behaviour in a twofold perspective of full personal development and participation in balanced and independent social, economic and cultural development.

Manager: Adult education divisional coordinator who is an official of Ministry of Education

Management: It concerned with designing, developing and effecting educational objectives and resources for purpose of achieving the expected goals of education.

Management Practices: The essential activities that must be carried out by adult education programme manager to aid improve adult education programme management.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews relevant theories and literature to the study. A critical literature review shows how prevailing ideas fit into ones study, and how ones thesis agrees or differs from them. The literature review is expected to accomplish the following things: it helped to determine the theories that are adopted for the study and identified gaps in the theories.

Additionally, reviewing related literature helps to acknowledge the work of others in the problem area of study thereby build on existing data. It also aids in identifying gaps in the area of study, hence provide room for justification of the present study. This chapter therefore, has described the critical review of the literature in the field of study under the following sub-heading. Meaning of management, critical review of theories: Abraham Maslow, Douglas McGregor, and Frederick Herzberg. The gaps in the theories, and critical review of empirical studies: Global context, African context and Kenyan context and brief summary of the literature review.

2.1 The Concept of Educational Management

The study by Ojo and Olaniyan (2008) asserts that leadership has become a very complex phenomenon because of the complexity of industrial, social or political organization, globalization and technological advancement especially information technology. Research on effective schools affirms the crucial role leaders play in establishing and monitoring quality schools for all learners. According to research, there are many ways in approaching leadership, administratorship, coordinatorship.

Leadership is the moral and intellectual ability to visualize and work for what is better for the organization and its employees. Thus the most vital thing a leader does is to create team spirit around him/her and near him/her in a realistic term of mature adults. The function of leadership pervades all organizations. Hence a good leader is one who has the ability and capable of persuading others to move enthusiastically towards the achievement of the organizational goal (Egwuonwu as cited in Ojo & Olaniyan, 2008).

The authors assert that leadership role of school administrators is demonstrated in all aspects of the general duties of the school administration. Coordinatorship has to do with the initiation, organization, motivation and direction of the actions of the members of an organization in specific situation towards the achievement of the objectives of the organization. For example adult education programme manager should effectively and efficiently plan, organize, coordinate, supervise, direct and control staff, learners, school climate/culture, curriculum/instruction and financial management of AEP in a way that will produce positive outcome. According to the Institution of Educational Leadership school administrators must rally all stakeholders including learners around the common goal of raising school effectiveness (Ojo & Olaniyan, 2008).

Lunenburg (2010) asserts that each school has a single administrative officer, who is responsible for the school operations. Although functions vary by location and size, the manager is primarily responsible for administering all aspects of school's operations. Lunenburg further analyzed what principal/managers do by examining their job from number of perspectives such as: leadership functions, administrative roles, management skills, task dimensions and human resources activities. Hence, this study has considered most of these perspectives to find out how adult education programme is managed in semi-arid environment like Turkana.

2.2 Review of Empirical Studies

The review of related studies has been categorized into three namely studies conducted globally, in Africa but outside Kenya context and within Kenya context. These studies are on educational management and adult education. They are relevant as well related to the study in progress.

2.2.1Global Context on Managing Adult Education

In this section, the study reviewed studies conducted on both management and adult education outside Africa. It identified their relevancy to the study and established existing gap that the current study need to bridge.

According to the study conducted by Saiti (2012) on educational leadership in Greece, the study explored the implements of the values of total quality management and its contribution towards the improvement of the educational process. The study also aimed at offering proposals for a framework of total quality management that would contribute to an improvement in the overall quality of the education process. Saiti noted that due mainly to the lack of a long-term educational strategy, the lack of educational leadership development programme and limited financial support, it is difficult for educational leadership in Greece to implement the values of total quality management and contribute to the improvement of the educational process.

The findings by Saiti point on inefficiency and lack of effective implementation of quality educational leadership and management. However, educational leadership and management in adult education sector remained a deficiency in the study. The knowledge gap regarding the management of adult education in Kenya is still unfilled. So the question is what roles do the managers of adult education play in order to improve the programme management?

Pashiardis, Kafa and Marmara (2012) provided a multi-case study methodology and gathered data from a wide range of school stakeholders such as principal, teachers, students, and parents to provide an insight into successful secondary school principals in Cyprus employing a common, semi-structured interview. In their research findings, the paper argues that the principals have the attitude of developing relationships, being committed, visionary and promoting a collaborative learning environment which combined with their passion, devotion and commitment lead to successful principalship. Data was collected using semi-structured interview that was for multi stakeholders in a particular school. There is issue of multi stakeholders that also is obtainable within the current study.

However, the researcher used only one instrument which is not enough to credit the findings thereby creating gap for employing more instruments like questionnaires and observation schedule for data collection. Besides, there still remain to fill the gap of management on adult and continuing education sector in Africa, Kenya.

In another study Markette (2012) aimed to explore the team structures and conditions of a public high school administration that has demonstrated success with a heterogeneous student population. Markette adopted qualitative approach; using surveys, semi-structured interviews, and coded observations to examine the sample population in USA. The result of study revealed five enabling conditions and structure of High Performance Team (HPT) as: real team, compelling direction, proper work structure, supportive context, and expert coaching. Such findings have both theoretical and practical value to school leaders who wish to increase the likelihood for administrative team success. The participants were the members of a public administration and the employees of the school.

The study findings concurred that team structures on a public high school administration has great influence on school leadership. The finding is recommendable to

improve the management of any organization. However, the study was on high school administration in Arizona USA while the study in progress is investigating management of adult programme in semi arid region in Kenya.

Another research by Salfi (2011) identified the successful leadership practices of head teachers for school improvement at secondary school level in Pakistan. The study employed descriptive survey design to conduct empirical study on a population sample of 351 secondary school head teachers, 702 elementary and secondary school teachers working in the government schools of Punjab province in Pakistan. Mixed-methods research design was employed. Data collection tools were document analysis, questionnaires, and in-depth semi-structured interviews with different stake holders including the head teachers, teachers, parents and students. The validity and reliability of the instruments was ensured through experts' opinions and pilot testing.

The findings from the study revealed that most head teachers of successful schools developed a common and shared school vision and promoted a culture of collaboration, support and trust. They also saw the need to empower others to lead and distributed leadership responsibilities throughout the school. Different stakeholders were involved in the process of decision making. There was developed and maintained good relationships among different personnel of school community. The study laid emphasis on the professional development of staff, and involvement of parents and community in the process of school improvement which depicts what the current researcher sought to find on stakeholders' level of involvement in managing adult education programme.

The use of experts' opinions and pilot testing to ensure validity and reliability of the study are among the strategies the present study employed. However, the study would have been more credible if observation schedule was included among the tools used for collecting

data. Thus, the present study employed observation schedules among the instrument for data collection and as such bridge the knowledge gap.

According to Jasman and Mcllveen (2011) who investigated on education for the future and complexity with the aim of opening up the idea on how to prepare learners to be resilient, flexible and capable of managing the uncertainties and complexities of the twenty-first century through the use of futures studies and complexity theory as a backdrop for a discussion of career education and teacher education in the future. The researchers used recent result in the work of others in futures studies and complexity theory. They came up with the conclusion that these conceptual frameworks have much to offer practitioners and policy makers in the fields of career education and teacher education. This study nit together four distinct areas namely: complexity theory, futures studies, career and teacher education, in and through work across the lifespan.

This study is relevant to the current study because it uses the situation to project how educators especially adult educator should be equipped to enable them prepare adult learners for present and future challenges that is facing our ever dynamic world. The work based on the contexts of career education and teacher education used recent development in future studies and complexity theory to explore the possible ways for supporting learning to, in and through work across the lifespan.

It is significant to the present study in the sense that it dealt with supervision as part of managers' activities. In which case facilitators lesson plan, methodology, and interactions with both learners and resources are supervised to bring about improved adult education programme. However, Jasman and Mcllveen have focused on how to prepare learners to be resilient, flexible and capable of managing challenges of twenty-first century and also the use of theories to improve teachers'

education. But they have not investigated into the training courses adult education managers need to acquire in order to remain relevant to the programme. Such knowledge gap is what the study in progress has bridged through research question one.

The study on school effectiveness by Behnaz and Alireza (2008) identified how different forms of school governance affect selected aspects of school effectiveness. The approach used was multiple case studies. Data was gathered from four Australian schools with varying governance arrangements. These include: one government school, one independent school, one Christian community school, and one Catholic systemic school in New South Wales (NSW). The researchers employed a mixed method approach in order to generate data rich in detail and embedded in context. The findings revealed the management style of each school and the challenges the school principals of these schools are facing.

Consequently, the study used mixed method which is very appropriate for such study. The inclusion of four varying school is relevant as well as related to present study. Never the less, the researchers revealed only the challenges facing each management style without suggesting possible solution. Whereas the possible solutions to the problems encountered by adult education coordinators is among the knowledge gap the current study has filled. Besides, the current study took place in Kenya while compared study was conducted in Australia.

One of the works on adult education as conducted by Mazumdar (2005) was on "Socio-economic factors determining adult literacy in developing countries". The purpose of the study is to find the socioeconomic factors that influence the differential achievement level in adult literacy in developing countries. The design employed was to consider a number of theories. These theories include modernization theory, dependency/world systems theory, developmental state theory, new human ecology theory and convergence-divergence theory as

an explanation of differential level of adult literacy rate. The result of the study revealed the importance of the initial level of adult literacy and the population growth. It also showed that short-term economic growth has a significant impact on the initial level of adult literacy, the medium human development and low human development samples.

The study is relevant to the present study having focused on adult education and its influence on socioeconomic growth in Kalcutta, India. In like manner the present study investigated on influence of managerial activities towards improvement of adult education programme. The finding from the study purported that socioeconomic status plays a great role in achievement level of adult literacy in developing countries as poverty does same in the level participation of adult learners in Turkana Kenya.

However, Mazumdar employed the use of theories without direct contact with the people through questionnaire guide, interview guide and observation schedules to make the study more creditable. Such gap as method of data collection and the influence of manager on adult education programme progress are what the current study has chosen to fill.

Jungkang (2005) through dialoguing with an advanced ESL class learners (6-7) of community-based adult education programme, interview and observation guide designed to assess English proficiency levels of adult ESL learners in all four areas of English skills of learners from more than six countries with different languages, cultural values. And also in their educational and professional experiences in both their native country and the U.S, the researcher observed that despite the excitement and energy that the learners' exhibit in the classroom, the adult learners needed to be involved in the learning process that is not only merely exciting and fun but rather challenging, encouraging, as well as meaningful. The learners purported that it was a challenging experience for them because it cost them to make

huge efforts to better understand and appreciate the different cultural experiences and values that each of the learner brought into the classroom.

The study is relevant to the study in progress because it is on adult education and has affirmed one of the vital concepts of transformation theory that adult learners should be involved in planning and organizing of their learning process. The sharing of experiences by the learners is not only enriching but enables them to have better understanding, appreciation and respect for other cultures and values and thus peaceful co-existence among peoples and nation. There is also relatedness in data collection instrument such as interview and observation guide. However, this study was carried on learner from different countries and cultural values. But the current study is concentrating on how adult education programme is managed in arid environment such as Turkana, Kenya.

Alisa (2005) investigated on importance of building a shared vision for professional development. The study recommended that improving participation, responding to the professional development needs of a broad range of practitioners that a shared vision of professional development is an important ingredient in building a coherent range of activities and learning formats. Alisa further asserts that a consensus building process among stakeholders such as planners, providers, managers, facilitators and learners; that there is need for stakeholders to engage in reflection and discussion about the purposes for professional development such as what is adult education programme trying to accomplish from staff development?

In answering these questions, it is important to seek general agreement among stakeholders and alignment across professional development mission, guiding principles, and activities with regard to such topics as the purposes of adult basic education, research on

literacy education, workforce development and adult learning or/ and an alignment between teacher and learner competencies. The researcher used traditional qualitative research methods such as open ended interviews, observations and review of key documents.

This is related to the present study in that it approves the importance of development through a consensus building process among stakeholders. This is vital to present study which sought to find out how managers of ACE involve stakeholders in the running of the programme. Never the less, this study has not looked at adult education from the point of management which is the gap the study in progress hope to fill. Again, the study has used only one research paradigm while the present study used mixed research paradigm to enrich the credibility of the research findings.

2.2.2 African context on Managing Adult Education

This sub-section presents the review of studies on management and adult education conducted within Africa but outside Kenya. There have been empirical studies on adult education and school management conducted by the following researchers.

Accordingly, Alibi, Mustapha, and Abdulkareem (2012) investigated the relationship between utilization of committee System (CS) and secondary school principals' administrative effectiveness in Ilorin Metropolis Nigeria. The researchers adopted a correlation survey research design. Randomly, 25 senior secondary schools were selected from which 290 participants comprising 20 principals, 20 Vice-principals and 250 teachers were drawn. Questionnaire was used to collect relevant data. Among the findings were that there was a significant relationship between utilization of Committee System (CS) and secondary school administrative effectiveness in Ilorin metropolis. The researchers recommended that there should be compulsory orientation courses, seminars, conferences and workshops on effective usage of committee system for school

administrators. Furthermore, the existing committees in secondary schools should work collaboratively and their progress should be reviewed periodically by principals to check for any deviations and unnecessary waste of time and resources.

The study used reasonable population size with questionnaires as the only instrument for data collection which is understandable because of the large population. But students were excluded from participating who supposedly should have been involved because they are the direct beneficiaries of the collaborative efforts. This questions the validity and reliability of the study. Therefore, the present study will use questionnaire, interview guide, and document analysis to collect data. The participants include the learners, facilitators, managers, and management committee members. Over and above all, the researchers study was on secondary school in Nigeria but the current study will be on adult education programme in semi arid environment in Turkana County, Kenya.

Additionally, Udey, Ekpoh, and Edet (2009) sought to find out the reason behind myriads of management problems confronting the educational system in Nigeria. In their findings among other things, poor funding was a major factor that militates against effective management and administration of education. The result therefore implies that the quality, standard of education depends mostly on the level of management and administration of the system. In other words, the standard of performance will be high if the level of management of education is high.

The study recommended that there should be proper funding of education by the governmental and non-governmental organizations giving the fact that no meaningful management and administration can take place without adequate funding. Secondly, there should be compulsory continuous training and retraining of all educational managers, administrators, policy-makers and

implementers in form of workshops, conferences and seminars. The study is relevant to the present study because the study is hoping to find out how adequately trained and validity of the training adult education managers are exposed to including financial adequacy of adult education in Turkana County, Kenya. Again, the two researches are investigating the intricacies in school management for involved education. However, this study is on entire management of education system in Nigeria. That is from primary to University level whereas the current study is narrowed down to managing adult education in semi arid area in Turkana County, Kenya.

Yet another research work from Zame, Hope, and Respress (2008) responded to the questions about head teachers and leadership of basic schools in Ghana. The study used a survey with a unique identifier distributed to the head teachers at their schools. The head teachers responded to the survey items about proficiencies required for effective leadership and those demonstrated in practice. The target population was the Greater Accra region and head teachers constituted the sample. The finding from the study was that heads of basic schools lacked leadership proficiencies because there were no leadership preparation programmes. That is basic school heads lack professional preparation in leadership and as such practice management and administrative behaviours rather than leadership.

The research hence, calls attention to the leadership needs of head teachers in the country education system. The study also alerts the policy makers to institute educational reform that addresses head teachers' leadership.The study is relevant to the current study because it identified some of the challenges head teachers of basic schools are facing which is one of the research questions the present study is out find. The study also suggested some possible solutions which will enable policy planners and education decision-makers to make informed decision that will improve the quality of head teachers and outcome product of the same.

The present study also has that as one the targets of this study; that is to find out the activities of adult education managers, their challenges and solutions to the challenges so as to bring about improved adult education programme in semi arid zone in Kenya. However, the study focused on the required professional quality of head teachers in basic schools but has not considered the overall influence of management schools particularly on adult education programme. Moreover, there is need to include other school stakeholders as part of the research sample in future research in order to obtain better informed result for proper educational organization decision.

On the other hand, Korres and García-Barriocanal (2008) in their study on Development of personalized learning objects for training adult educators of special groups intend to provide personalized learning objects to adults' educators of special groups (AESG) in a technology-enhanced learning environment.

The approach used in this study was to perform an analysis under the scope of adult education and multicultural education which resulted in the development of tools and a clear path leading to more efficient personalization of learning objects of AESG within an e- learning environment. The study offered a practical path through learning management systems which can provide improved personalization of learning objects addressed to AESG.

The researchers came up with the fact that personalization of learning objects for AESG can be achieved to a much greater extent when the element of compatibility between educator and learner are made clear in terms of content, preceding and mapping with presentation factors. The significant of this study is that it introduces the compatibility between the educator and the learner as the major element of educator's profile so as to provide personalized learning objects addressed to AESG opens up new page. The study is related to the current study because it supports the relevancy of positive

school climate which is one of the conceptual assumptions of the current study; where the manager has the responsibility to supervise the interaction between the facilitators, learners and school community. So the study is relevant to the present study as it confirmed and add more voice to some assumptions of the current study.

However, the researcher focused on AESG but not on adult educator in general. So it has limited generalization unlike the current study which is considering managing adult education programme from four different providers in semi arid environment in Kenya. This study has considered the provision of personalized learning objects to adults' educators of special group (AESG) in a technology-enhanced learning environment thereby leaving the knowledge gap of finding out how managing adult education programme in semi arid environment in Turkana, Kenya can influence the programme's improvement.

2.2.3 Kenya Context on Managing Adult Education

Research has shown that a number of empirical studies have been conducted on AEP. For instance Ndiku, Muthamia, Ipare, and Obaki (2009) in their research survey design to seek out factors affecting participation of illiterate adults in adult education programme in Kakamega south District. The sample population consisted of adult education teachers and learners selected through simple random sampling. A sample of 18 adult education facilitators and 47 learners participated in the study. The researchers by the use of class attendance registers come up with the sample of 20 drop-out learners and 10 potential learners not enrolled in any centre through purposive sampling. The provincial and district adult education officers were equally selected purposively and were used as the key informants.

Findings from the study expressed that physical facilities in the centre were inadequate. For example the chairs and tables were small sized. The condition of the furniture gives adult

learners problem and with such learning condition some of them are discouraged and drop out for health reasons. Related to the comfort is the location of the centres. The study observed that centres located in primary schools do not seem to attract learners compared to those located in churches which were away from public view. This is because learners felt shy and did not want to be seen by children while going to learning centre. Yet another hindrance is walking a long distance to reach their learning centres. It was observed that this makes it difficult for adult learners to access learning centres.

The study is related to the current study because it has provided knowledge on availability of teaching learning resources which also has to do with financial resources of adult education programme. The findings of this study threw more insight to the current researcher on additional conscious views to look out for. However, the study has not looked at management influence on adult education programme in semi arid area of Kenya which is the gap the present study desires to fill.

Another research according to Lydiah and Nasongo (2009) studied the practices of school managers towards the academic achievement of secondary schools in Vihiga District, Kenya. The sample population was stratified into high performing, average performing, and low performing secondary schools. Data were collected using questionnaires, interviews and document analysis guide. The result gathered from the study asserted that 70% of the head teachers in the high performing schools encouraged teamwork in their schools by having a get together to celebrate and review any achievement, ensuring regular staff meetings and constant briefings and consultation, appreciating staff contributions and participation in decision making. The study also showed that head teachers from high performing schools check teachers' and students' work and ensure that all departments had enough teachers. They also are involved in internal classroom supervision, help in eradicating cheating among students and monitor students' discipline.

The focus of this study is relevant to the present research in the sense that head teachers' role is assumed to have influence in academic achievement of students; Just as the current study is assuming that there is local management influence on improved adult education programme. The study confirmed the positive effect of teamwork in high performing school thus, confirming the assumption of the current study that involvement of stakeholders during planning activity yields positive outcome. It also revealed some of the activities of head teachers which are one of the research questions the present study will answer. However, the study is on the influence of secondary school head teachers on academic performance of the students but the present study is on managing adult education programme. Again, this study was carried out within secondary school context in Vihiga County while the current study is on adult education programme in semi arid environment in Turkana County.

The study by Mbugua (2009), investigated on the factors influencing the implementation of adult education curriculum in Nairobi West District Kenya. Data was collected by the use of questionnaires for adult educators and interview schedule for the assistant adult education officers. The findings among others is that the adult education institutions did not have basic resources required by adult learners and that language in printed materials used by learners is difficult to understand.

This study is relevant to the current study because it used questionnaire and interview guide which are among the instruments the present study used for data collection. The study was also on adult education programme as the current study. However, the research did not include adult learners as respondents which would give more evident to reality of poor curriculum implementation. So the use of adult educators and adult education officers is not

enough. Additionally, there is need to find out how adult education programme is being managed in Kenya which is the gap the current research is hoping to study.

There is yet another research conducted by Murage (2009) on the factors that influence participation of learners in adult and continuing education in Nairobi North District The key variables in the study includes; characteristics of adult learners, adult learners attitude towards adult education, courses offered by the ACE programme among others. The researcher used simple random sampling to select samples. Data was collected using questionnaires for adults' learners and their educators while an interview schedule was used for the supervisors. The study showed that the factors influencing the participation of adult learners were mainly the age and income levels of adult learners. The researcher also found out that the courses offered by the ACE does not adequately meet the needs of adult learners. But these are not the only main factors that influence adult education programme.

This study is relevant to the present study because it focused on adult education in Kenya. The study used simple random sampling to select its sample which the present researcher is hoping to employ. It is relevant to the present study also in terms of the instruments used for data collection; questionnaire and interview guide. Never the less, this study has not looked at adult education in area of management. The researcher used two instruments; questionnaire and interview schedules to collect data while the current study used questionnaire, interview guide, and checklist. Although the study was done in Kenya, it was not in a semi arid environment like Turkana County where the current study has taken place.

2.3 Summary of Gaps in the Review of Literature

Reviewing the above literatures revealed that many studies have been done in the area of school management both within and outside Kenya but not in the management of adult

education programme. Again there have been empirical studies conducted by researchers on adult education programme within and outside Kenya yet none has focused on the issue of managing adult education in semi arid environment like Turkana in Kenya. This study has filled the gap on management of adult education programme particularly in arid environment such as Turkana county Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter explains the research design and methodology and the reason for employing the research design. It indicates the procedures and examines the various instruments for collecting data. The validity, reliability, transferability and credibility of the instruments, data analysis procedure and ethical consideration in respect of the study are also presented in this chapter.

3.1 Research Design

The study employed mixed design paradigm which includes quantitative and qualitative design approach. This is an attempt to legitimate the use of multiple approaches in finding answer to research question rather than restricting or constraining researcher's choices (Burke & Omwuegbuzie, 2004).

Quantitatively, data was collected through survey method. A survey is a method of data collection using interview or administering a questionnaire to a sample of individuals (Orodho, as in Kombo &Tromo, 2006). The researcher chose survey as the appropriate design in the sense that it seeks to find out factors associated with occurrences, outcomes, and conditions of behaviour. On the other hand, Qualitative research is more concerned with understanding the social phenomenon from the participants' perspectives and there is more flexibility. In qualitative research design naturalistic method of data collection was employed.

According to Ogula and Onsongo (2009), naturalistic approach is the method that grew out of the need to study a given phenomena as they naturally occur in the field. The goal of a naturalistic study is to understand the phenomena being observed. The choice to use naturalistic method in this study is in order to secure in-depth investigation of individual adult

education coordinators being observed in their naturalistic environment. The research information needed for both qualitative and quantitative was collected on independent variables which were guided by the research questions.

3.2 Target Population

Mugenda (2008) purported that the study of phenomena must take into consideration the populations where such event occurs. He therefore refers to population as the entire group of individuals, object items, cases, articles or things with common attributes or characteristics.

Other scholars like Kitchenham and Pfleeger (2002) define target population as the group or the individuals to whom the study applies. The target population of this study include: (1) All adult education managers, (2) Facilitators, (3) Learners, and (4) Management committee members from Government, Catholic, Sheer International, and Bible Society adult education centres. This population is targeted because it possesses the attribute and a characteristic that is applicable to the study and it has manageable population size.

3.3 Description of Sample and Sampling Procedures

A sample is valid when it is a representative subset of the target population (Kechenham & Pfleeger, 2002). The sample of the study was drawn from three different centres run by three different major organizations in the region. The centres were purposefully selected on the ground of performance, functionality, availability which was obtained through the office of adult education district officer Turkana County. Respondents were individuals and representatives from different targeted organizations, adult education centres' managers, facilitators and learners.

Stratified sampling was used to classify the adult education centres into three different major organizations namely: Government Centres, Catholic Centres and Bible society centre. Stratified

sampling was adopted to enable the researcher achieve the desired representation from the various sub-groups because the population is not homogenous.

After categorizing the centres into different strata, the researcher used simple random sampling to select 30% or ½ of the population in each category depending on the number that was available at the time. All the three managers from the named sponsors were automatically included in the sample. This is because they are the main study target representing the individual organization in providing adult education programme according to the laws and policy of both the organization and Kenya government. Certainly, they have lots of information and experiences to offer.

Facilitators were sampled per centre and stratified into male and female to avoid gender disparity. Simple random sampling was employed to select the required population. The guide to select needed participants was 30% or 1/2 of the total population of each group.

Accordingly, learners were stratified into two categories of male and female to ensure equal gender participation before simple random sampling was employed to select the required participants. In the case of learners, 30% of the total population of learners in each of the centres constituted the total number of learners' participant due to the fact that tool for data collection for the learners is interview and it is not realistic to conducted interview for a very large population. The reason for employing interview guide to the learners was that a good number of them may not understand the questionnaire and have not enough English to express themselves.

Table 1: Samples and Sampling Procedures of the Study

Respondents	Sampling Procedure
Centres	Stratified and simple random sampling
Managers	Automatic inclusion
Facilitators	Stratified and simple random sampling
Learners	Stratified and simple random sampling.

3.4 Description of Data Collection Instruments

For collection of data, the researcher employed different research instruments which are considered suitable in gathering different information necessary for the study. These instruments include questionnaires, interview guide and observation schedule to collect quantitative and qualitative and statistical data on managerial training course, roles, activities, challenges and possible solutions to managing adult education in Turkana Central Zone.

3.4.1 Questionnaires

Kothari (2008) posited that questionnaire is considered quite often as the heart of a survey operation. The uses of questionnaires give room for greater uniformity in the manner questions are asked which ensures great comparability in the process. It is also a research instrument that can be used to gather data over a large sample with the advantage of confidentiality and time saving (Kombo and Tromp, 2006).

Questionnaires for the study were used to collect data from adult education programme managers and educators. The instrument was administered by the researcher to ensure high completion rate. The items in the questionnaires included closed-ended, open-ended, and semi-structured questions. The use of closed and open-ended questions gave room for creative response and was chosen because it is suitable for gathering both qualitative and

quantitative information that will provide unexpected and unanticipated information which is used to solicit more data. The choice of questionnaire was also because it is less costly, consumes lesser time and easy to administer.

The questionnaire contains six sections for the managers and five sections for facilitators. Section A contains the demographic information. The information obtained in this part helped the researcher to find out the expertise and experience of the managers. Section B consisted of questions on adult education managerial training course in adult education programme management.

Section C is on the roles played by adult education managers in ensuring quality adult education programme. This sought to find out the level of participation by adult education managers in playing their roles towards attaining quality adult education programme. Section D contains questions on managerial practices of adult education programme managers. Section E is on challenges encountered by adult education managers as they carry out their managerial duties. Close-ended questions were used to find out whether adult education managers are in touch with the challenges they face in their day to day managerial activities. Section F consists of suggestions on how to improve adult education programme management. (See App. I)

The questionnaires for facilitators will only be administered to those facilitators sampled as respondents in the study. Section A consists of demographic information such as gender, age, professional qualification and years of experience. Section B has questions on roles adult education manager play in ensuring quality AEP. The researcher sought to find out whether facilitators are aware of the specific roles of the manager in ensuring quality adult education programme. Section C includes the questions that brought out managerial practices of adult education programme manager. Section D is on the challenges adult education managers encounter in ensuring quality adult

education programme in Turkana County. The study sought to know from this information about the challenges encountered by the coordinators and the influence towards quality attainment. Section E consists of questions that enabled the researcher to find out the suggestions that would improve adult education programme management. (See App. II)

3.4.2 Interview Guide

Interviews are questions asked orally (Kombo and Tromp, 2006). While according to Kothari (2008) interview method of collecting data involves presentation of oral-verbal stimuli and oral-verbal response. Interview can be done through face to face encounter and if possible, through phone. The study used face to face encounter to administer the interviews as that enabled the researcher to gather in-depth information from learners in order to answer the research questions. The interview guide contains questions that allow flexibility (close-end). For such aid the respondents to express their views without fear. Thus the researcher rehearsed the questions before the interview for the sake of clarity and accuracy. The interview guide is divided into A, B, C, D and D for adult learners.

Section A has items on background information of the learners; Section B has items on managerial roles of adult education programme manager. Section C consists of knowledge on managerial practices in managing AEP. Section D contains items on challenges adult education manager's encounter as they carry out their roles. Section E is suggestions on how to improve AEP management. (See App. III).

3.4.3 Observation Schedule

Observation is one of the important method which offers a researcher a distinct way of collecting data. It is a means of data collection that employs the sense of vision as its main source of data. An observation checklist was adopted to enable the researcher get first hand information. Unlike other

methods, observation does not rely on what people say but on draws from the direct evidence of the eye witness events first hand. The use of observation schedule was intended to collect information on several issues on availability, quantity, and quality of teaching learning facilities. That triangulates information obtained from questionnaires for coordinators and facilitators and interview guide from learners. (See App.IV).

3.5 Validity and Reliability of Instruments

Validity in quantitative research as explained by (Joppe 2000 as in Nahid 2003) can be used to determine whether the study truly measure that which it was intended to measure or to find out how truthful the research results are. This study included highlights on the credibility and transferability of the research to enhance the trustworthiness of the study.

3.5.1 Validity of Research Instrument

Mugenda (2008) asserts that researchers have defined validity as the accuracy, truthfulness and meaningfulness of inferences that are based on the data obtained from the use of tool or scale for each construct or variable in the study. The author further explained validity as that which estimates how accurately the data collected provide truthful research result. In this study the researcher focused on content validity.

Firstly, the researcher sought the assistance of experts for content validity of each item in the research instrument. Secondly, the researcher carried out pilot study on adult education programme centre with similar environment. Again, the researcher sought the suggestions of two lectures from Tangaza College and Kenyatta University by sending the research question and the content of the research instruments to them respectively. The feedbacks from all these sources including that of the two experts from CUEA were used to improve the content of the research instrument.

3.5.2 Reliability of Research Instrument

Reliability is the extent to which results of a study is consistent over time and an accurate representation of the total population and if the results of a study can be reproduced under a similar methodology, then such research instrument is considered to be reliable Joppe (2000). Furthermore, (Kirt & Miller as in Nahid, 2003) identified three types of reliably in quantitative research. These include the degree to which a measurement, given repeatedly, remains the same, stability of an instrument over time and similarity of measurements within a given time period. Mugenda (2008) purported that reliability is a measure of the degree to which instrument gives consistent result or data after repeated trials. Reliability in research can be influenced by random error, meaning that as random error increases, the research instrument reliability decreases.

To determine the reliability of questionnaire, a pilot study was conducted in order to identify the sensitive and ambiguous items and took corrective measures. The piloting was conducted in an environment with similar characteristic to the main study area. Test and retest method was employed in administering the instruments to enable the researcher confirm the consistency of the research instruments. Again, the researcher made sure that the research instruments were not conducted when either the interviewer or interviewee is over whelmed with fatigue because such condition does influence the research findings.

3.5.3 Credibility of Research Instrument

Ensuring credibility is one of the surest and most important factors in establishing trustworthiness of a study. Credibility is equivalent to internal validity which deals with how congruent the findings of a study are with reality (Shenton, 2004). To ensure credibility in this study therefore, the following actions were taken: The researcher developed familiarity by establishing a

relationship of trust with the target population through visitation. The sampling procedures which include probability and non-probability were adopted in the selection of participants. This was to avoid bias and to provide the confidence that those selected were a representative sample of the large group. And on the other hand, avoid the situation where the researcher is confronted with uncooperative or inarticulate individuals.

Triangulate as mentioned earlier was adopted by use of interview guide for student and observation guide to get more information which helped to scrutinize data collected from the managers and facilitators. Credibility of the study was also assured through checking out the information obtained with the respondent to ensure that what is recorded is correct. In order to do that, the researcher summarized what the respondent has said and sought out whether that was what the respondent meant. Additionally, each person approach was given the freedom to either participate or refuse to participate in the project so as to ensure that the data collection involves only those who are genuinely willing to take part and are prepared to offer data freely and honestly.

3.5.4 Transferability/Dependability of Research Instrument

Transferability is concerned with how generalizing a study can be to other similar or different population. To demonstrating that the results of this study can be transferred to other semi-arid environment and even to adult education programme in other parts of Kenya, sufficient contextual information about the field research sites was provided to enable the future investigators make such transfer. Besides, conducting pilot study in a region with similar characteristic is an indicator that the present study is dependable and transferable.

3.6 Description of Data Collection Procedures

In order to gain entry and access, the research sought the permission from relevant authorities which includes research permit from CUEA, MOEST Kenya and other relevant authorities in the County and Division where the study took place. Ethical issues in research are very vital. And so to take care of the research process, a protocol was prepared which include consent form. There was detailed explanation about the freedom of the respondents and their consent. Clear details of the research were given with enough information to help the respondents give correct information.

The respondents were notified of their freedom to withdraw from the study if they so desire. Privacy and confidentiality of information given by the respondents was maintained. The researcher engaged two field research assistances who were trained by the researcher on the manner of asking questions and recording of information. For the sake of gender balance, the study involved a male and a female filed assistances.

3.6.1Quantitative Description of Data Collection Procedure

To collect quantitative data, the study used questionnaires for managers, and facilitators. All samples were from the same location. Before the administration of questionnaires, the researcher booked appointment with the managers of all the sampled adult education programme centres and arranged on the suitable time to administer the questionnaires. The questionnaires were administered by the researcher and collected after completion. The respondents were assured of the confidentiality of whatever information they gave.

3.6.2 Qualitative Description of Data Collection Procedure

To collect qualitative data, the study used interview schedule to conduct in-depth face to face interviews. The administration of this instrument and data collection was conducted at the centres.

Meanwhile, informal interviews took place at the centres, offices, and homes of the respondents. Each interview section was planned not to take more than one 45minutes. Before the interview commences the researcher always explained the purpose of the study to the interviewee and then sought the permission of the interviewee to note down their conversations and to take pictures when necessary. Allowance for flexibility during the interview was made to ensure that all the information given by the respondent was not over looked regardless of whether it was for that particular question or not. The researcher probed non verbal languages observed during the process. For sensitive information that the respondent might not want to reveal, the researcher probed this by asking questions in an indirect but careful way and by requesting one or two of the field assistance to ask the same in order that vital information needed for the study is obtained.

3.7 Description of Data Analysis Procedures

Data analysis can be referred to as process of examining what has been collected in a survey or experiment and making deductions and inferences. It includes uncovering underlying structures, fishing out important variables, detecting any anomalies and testing any underlying assumptions. It also includes scrutinizing the received information and making inferences (Kombo and Tromp, 2006). The procedure enabled the researcher to clean code, compute and analyze the information obtained so as to describe and interpret the findings.

For qualitative information, data analysis was on-going and done hand in hand with data collection which involves extraction of information from learners through in-depth interviews. The raw data obtained was organized according to the themes in the research questions, and from emerging issues Orodho (2004). Each theme was assigned a code and frequency tally to each response that was made. Data that did not fit in any of the established theme categories were taken as emerging new themes. The information is analyzed in table, chart and narrative form.

Quantitative data was analyzed by the researcher through categorizing the instruments into their homogenous groups, code the data, tally and summarized them. The data collected were coded to allow the use of (SPSS version 20) to enter them to the computer. This includes identifying items that has common headings and themes. They were analyzed in form of frequencies, percentage, bar-charts, and pie-charts descriptive statistics. To make work easier, responses from the questionnaires will be assigned numbers. Data that was obtained from quantitative and qualitative analysis were used to draw concrete conclusions, suggestions and recommendations about the study and future research.

3.8 Ethical Issues in Research

According to Kombo and Tromp (2006), researchers have people and animals as their research subjects and as such must consider the conduct of their research and pay honest attention to the ethical issues associated with carrying out their research. In the current study therefore, the researcher ensured the following ethical issues were respected: the researcher obtained an authorization letter that allowed the conduction of the study in the area selected from the Catholic University of East Africa. The letter enabled the researcher to obtain a research permit from the Ministry of Education and sports and proceeded to the research region where the Division Adult Education Officer gave his consent and introduced the researcher to both the facilitators and learners at different centres.

There was strict observation of confidentiality, openness and honesty by the researcher in dealing with the research participants throughout the study. The researcher ensured that permission of the respondent was obtained before the use of camera. The participants were given the freedom to choose either to participate or not to participate. The researcher also

made sure that the respondents have proper understanding of the research question through the aid of the trained female and male field assistants.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF THE FINDINGS

4.0 Introduction

This chapter presents the findings of the collected information on managing adult education in semi arid environment the case of Turkana County. The data from the managers' and facilitators' questionnaires presented in this study are triangulated with the data obtained from in-depth interview with learners and from observation schedules of sampled centres.

The researcher administered questionnaires for managers and facilitators in person. The questionnaires were delivered to the participants during election campaign period which posted significant follow-up challenges. Campaign period is not ideal in the sense that most of the facilitators and even learners were involved and as such it affected both facilitators' and learners' availability. However, it helped to check how committed the facilitators and learners were to the ACE programme given the fact that there was official dates of breaking for the election exercise.

Another challenge is that prior to field research, the study identified and included four different organizations of ACE providers including the government. But one of them was not operational as the time of this study and that limits the study to three organizations. There was also the issue of targeting only learners at advance level because they were supposed to be better informed than those at middle and initial stages. But the reality was that almost all the learners at advance level were novice to the programme in the sense that they had registered just to prepare for KCSE examination. In respect to such situation, the researcher included all the three levels of ACE programme as was presented in the adult education curriculum.

Again the study had included centre management committee members among those to be sampled but on getting to the field, the researcher found out that most of the centres has no such committee and where it existed, they were no longer functional. Therefore, it was not sampled and so the study sampled the managers, facilitators and learners.

The chapter is divided into two sections. The first section presents the demographic characteristics of the respondents and the second presents the findings according to research questions. Data collected are presented in the following sub-headings: Demographic characteristics of respondents, Training courses for adult education managers, the major roles of adult education managers, the managerial practices of adult education managers, Challenges of managing adult education programme and Suggestions on how to improve adult education programme.

4.1 Demographic Information of Respondents

The study solicited information from the target group on gender, age, professional qualification, working experience in adult education programme and job application of the managers. Data collected on each of the categories is presented in tables and figures below.

4.1.1: Gender of Respondents

This study targeted to collect data from both males and females equally. This concurs with gender disparities in education which have been an issue of concern for Kenyan government for over a long time. Question was posed on the same. Data was collected and the responses were analyzed and presented in Table 2.

Table 2: Distribution of Respondents by Gender (n=42)

Gender	Managers (n=3)		Facilitators (n=7)		Learners (n=32)	
	frequency	percentage	Frequency	percentage	frequency	percentage
Male	3	100	4	57.1	9	28.1
Female	0	0	3	42.9	23	71.9
Total	**3**	**100**	**7**	**100**	**32**	**100**

From the Table 2, all the three managers were males. This disparity in management position could have been caused by the cultural belief of Turkana people, which does not encourage education of girls. This concurred to what one community elder said during informal interview when he said: *"women should never be allowed to be in a high position because it's against the Turkana culture."* This statement confirms the observation made by the researcher that there was no female adult education coordinator in the division of this study.

From the same hand, Table 2 it indicates that 57.1% of the facilitators were males vis-a-vis 42.9% females. There is no major gender disparity in the distribution of facilitators respondents. This could be due to the strong advocacy and campaign on importance of female education. The gender issue in the distribution of facilitators is in accordance with GoK (2005) education policy research conference which asserts that eliminating gender gaps and gender inequality means bringing the disadvantaged sex up to par with the favoured thereby giving equal opportunity to both males and females. This also is in line with MDGs which calls for gender parity.

The finding shows that 71.9% of learners were females while 28.1% were males. This indicates that females have risen above the cultural ties that gave males opportunity to access

education more than females. This concurs with Kimaiga, Role and Makewa (2013) study findings that although male learners demonstrate positive attitude towards adult and continuing education programme, there tended to be more female than male learners. Among the pastoralist, adult women tend to be more active than the males. Women are the ones that construct houses and take care of the children. It is no wonder that they participate more in ACE programme.

4.1.2: Age of Managers and Facilitators Respondents

The study sought to establish the ages of the respondents to determine whether age is a contributively factor to managing ACE programme in the division. Data obtained from the field regarding the ages of managers and facilitators were analyzed and presented in Figure 2

Figure 2: Distribution of Managers and Facilitators Respondents on Age

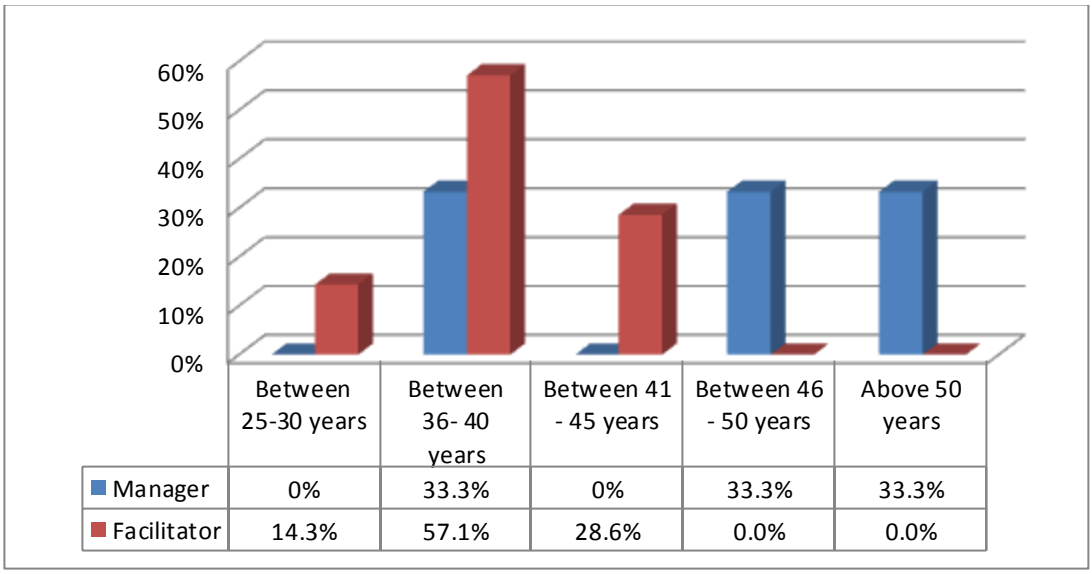


Table 2 depicts fair distribution of managers with respect to age. From the three manager respondents, one was aged between 36 and 40 years; another was aged between 46 and 50 years; and another was aged above 50 years. The coordinators were both young full of

energy with experience that can enable them work jointly to aid realize the goal of ACE programme in the division. Figure 2 also shows 57.1% of facilitators were between 36 and 40 years; while 28.6% of facilitators were between 41 and 45 years and another 14.3% were between 25 and 30 years. This revealed that facilitators age were also fairly distributed in the sense that ACE had both young energetic and middle aged experienced facilitators who working together help achieve the vision of adult education programme through active and creative involvement of learners in class activities. This also indicates that there could be problem of disrespect between young facilitators and elderly learners. No wonder such comment from a learner*: "we need facilitators who are matured in age not young boys or girls with no life experience."* Again there is need to improve facilitators' motivation to prevent the programme shortage of facilitators and high staff turnover.

4.1.3: Professional Qualification of Managers and Facilitators Respondents

The study further sought information from the managers and facilitators concerning their professional qualification as this can explain the professional suitability of both managers and facilitators as the field agents of ACE programme in the area. The data obtained was statistically analyzed and the findings presented in Table 3.

Table 3: Distribution of Manager and Facilitators Respondents by Professional Qualification

Qualification	Managers (n=3)		Facilitators (n=7)	
	frequency	Percentage	frequency	percentage
Certificate in adult education (diploma)	2	66.7	5	71.4
Bachelors degree	1	33.3		
Untrained			2	28.6
Total	**3**	**100**	**7**	**100**

Table 3 above clearly shows that two of the managers had diploma while one had bachelor's degree. From the information gathered through questionnaires and informal interview with the managers, all the participant managers were trained and equipped with various courses pertaining managing ACE programme. This reveals that they are qualified and capable to manage ACE programme. For example they were all trained on adult education teacher's course, adult literacy monitoring and evaluation among others. However, there is need for Ministry of Gender, Sports, Culture and Social Services within which a board of adult education is established to encourage and empower these managers to take advantage of the school based degree programmes to upgrade themselves through sponsorship as a way of incentive.

Apparently, ACE managers should be social architects, designing supportive and meaningful environments where adult learners and facilitators feel a deep sense of commitment to doing what it takes to ensure proper learning. This is also in agreement with GoK(2012) which stated among others that lack of untrained literacy and adult education

teachers, a high turnover of staff and volunteer teachers has been one of the challenges that have affected ACE programme over the years. The same document recommended that the capacity of ACE and NFE trainers should be enhanced.

Again Table 3 indicates that 71.4% of the facilitators had certificate in adult education while 28.6% are untrained. This indicates that the highest qualification of facilitators was diploma certificate in adult education. This is a sign that facilitators were not adequately equipped to facilitate learners programme. This is even more serious where according to managers, facilitators and learners through both formal and informal interview revealed that newly recruited facilitators were not given induction course and there are limited in-service training. This does not concur with Sessional Paper No 1 (2005) on education that ACE is a vehicle for transformation and empowerment of individuals and society because facilitators were not academically empowered as to empower learners.

4.1.4: Work Experience and Job Application of Managers

Years of experience in any given organization helps portray the richness of human resource of that group. This study sought to find out the working experience of the managers because that will explain the degree of confidence and proficiency of the managers. Data collected from the same is analyzed, summarized and presented in Table 4.

Table 4: Distribution of Managers by Years of Experience **(n=3)**

Work Experience	**Frequency**	**percentage**
Between 1-5 years	2	66,7
Between 6-10 years	1	33.3
Total	**3**	**100**

Table 4 revealed that two managers had working experience between 1 and 5 years in managing adult education. One of the managers had experience of between 6 and 10 years. It indicates that one of the managers have been involved in ACE programme for more than 6 years. This is an indication that managers are still lacking in years of experience that would enable them to handle the many challenges associated with adult education programme.

Figure 3: Distribution of Managers by Job Application **(n=3)**

The study sought to find out whether the managers applied for the post or appointed so as to understand the conditions under which they were offered the post of manager. Data collected from the same is analyzed, summarized and presented in Figure 3.

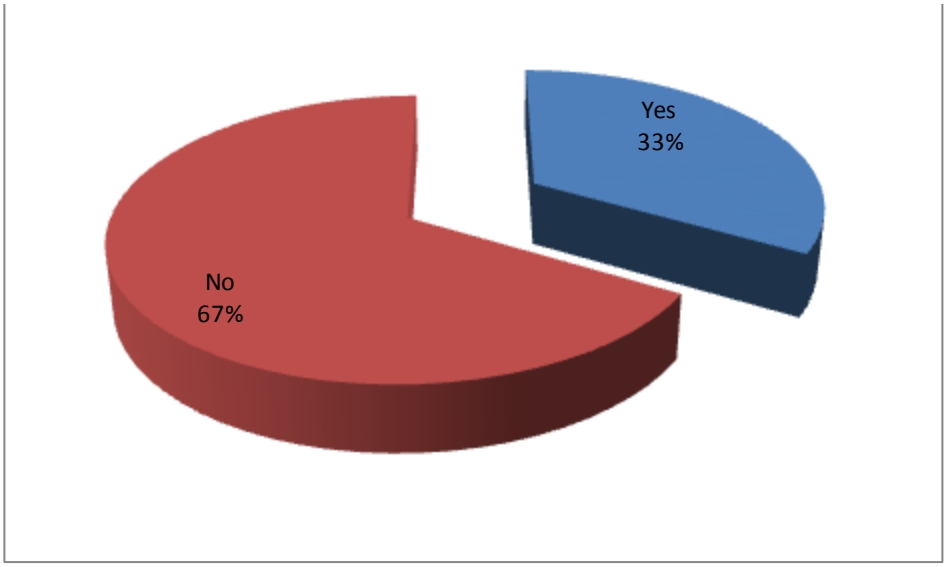


Figure 3 shows that two of the managers were appointed to the position of manager without their applying for it. Further investigation revealed that these managers have been working as field monitoring and evaluation officers, assistant programme coordinator and bible translator of Kiswahili to Ngaturkana language before their appointment as managers. It is an indication that these managers have been dealing with adults before being appointed to the position of manager. One of the managers attained the position through application. "*I got*

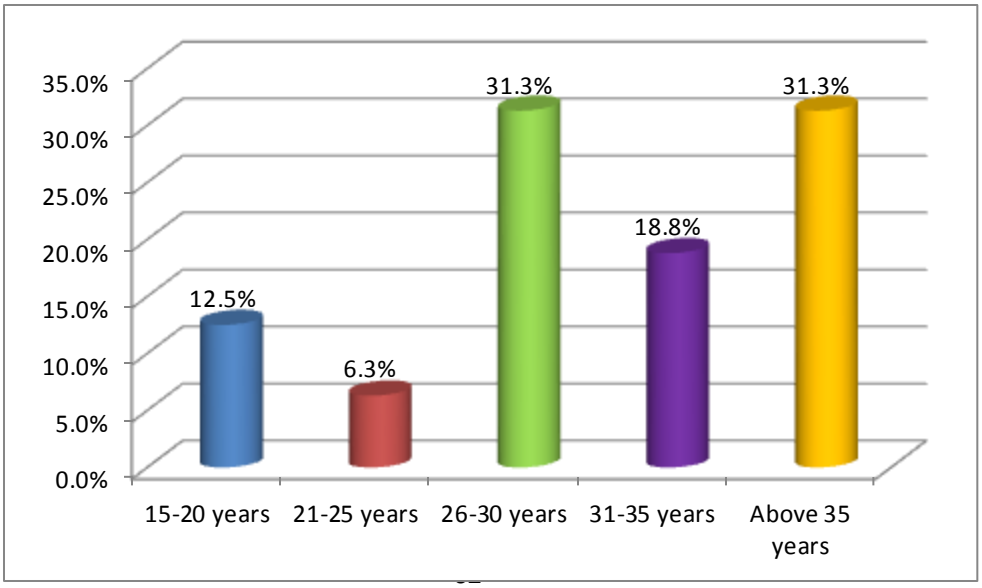
the job through a competitive advertisement followed by a vigorous interview by the public service commission of Kenya-Nairobi." This indicates that the managers are well grounded in managing adult education in the area.

This concurred with Ojo et al (2008) findings that leadership has become a very complex phenomenon because of the complexity of socio-political organization, globalization and technological advancement among others. However, there is an urgent need of providing induction courses and for further training for facilitators by the department of adult education. There is also need for regular supervision and supports to enable them grow in knowledge and confidence on their job.

4.1.5: Age, and Class Level of Learners

The study further collected data on the age and class level of the learners. This is to help establish whether there were problems of age and class level of the learners in the ACE programme. The data obtained from the field concerning the same are statistically analyzed, summarized and presented in figure 4.

Figure 4: Distribution of Learners' Age **(n=32)**



The findings from Figure 4, clearly indicates that the majority 31.3% of learners were aged between 26 and 30 years and above 35 years. Few 18.8% of learners were between 31 and 35 years, another minority 12.5% of learners were 15 and 20 years. The least category 6.3% of learners was between 21 and 25 years. This reveals that youths were fewer in number which is a clear indication of positive influence of Free Primary Education in the study area. Additionally, from the researcher's observation the initiation of bordering house schools for both primary and secondary school children in the division by non- governmental organizations especially Catholic church with little or no fees encouraged most parents to enrol their children. This is a positive move towards realization of MDGs and response to national call on EFA in Kenya.

Table 5: Distribution of Learners by Class Levels **(n=32)**

Class levels	**Frequency**	**percentage**
Initial stage	16	50
Middle stage	6	18.7
Advance stage	10	31.3
Total	**32**	**100**

Table 5 shows that majority 50% of the learners were at initial stage where they are taught to read and write simple words and numbers correctly. Minority 31.3% of learners were at advanced stage at which they are able to read long passages fluently with understanding in mother tongue. Another 18.8% of learners were at intermediate level where they are enabled to read short notices, road signs, newspaper headlines and ability to read and

write numbers up to three digits. This indicates that there are three different stages of basic adult literacy. This concurred with adult literacy curriculum which divided adult learners into three different stages. Table 5 also shows that more illiterate adults are participating in ACE programme maybe because of being aware of its huge benefits and because they are realizing their right to education.

> I observed positive change in the life style of few of my village mates who graduated from this programme; I became interested, and would want to be like them and that is why I have joined ACE programme.

4.2: Training Courses for Adult Education Managers

This section presents research question one. The researcher in this section, sought to find out training course for ACE managers before and after their appointment. It also sought to find out what ACE managers know about transformation and motivation theories. This is important information as it aids to establish whether managers had the right training and knowledge required relevant in their managerial position.

4.2.1: Managers' Responses on Course Training Undertaken Prior to Appointment

The study sought to find out what managers know about managing adult education before their appointment. This is to find out whether they are appointed on merit or otherwise. Data was collected on the same, analyzed and presented in Table 6.

Table 6: Distribution of Managers' Courses/Training undertaken Prior to Appointment (n=3)

Courses/Training	frequency	percentage
Adult education teacher's course	3	100
Adult literacy monitoring and evaluation	3	100
Leadership and community mobilization	3	100
Group dynamics and social development	2	66.7
Low cost material production	1	33.3
Incorporating geographical/environmental factors in teaching adults	1	33.3

Table 6 above indicates that all the three managers undertook adult education teacher's course, where they learned pedagogy of adult learning; adult literacy monitoring and evaluation, exposed them on how to supervise and coordinate ACE programme activities; leadership and community mobilization training aid them to corporate with the community leaders through guiding them to identify their problems and solutions. Two of the managers responses underwent group dynamics and social development course which is to equip them to identify both the facilitators and learners personality type and how to manage these diverse characters in the most effective and efficient manner.

Meanwhile, one of the managers undertook training on incorporating geographical and environmental factors in teaching adults. This is to equip the managers to be able to coup with harsh environmental conditions of such arid areas including being able to accommodate the people's way of live. The finding thus suggest that majority of the managers in the division were likely to be well informed about ACE programme and that makes it easy to introduce and implement appropriate changes in managing the programme.

4.2.2: Manager's Response on Course Training Managers Undertake After Appointment

The study sought to find out whether managers were provided with induction course and all the necessary training needed after appointment to enable them be effective in carrying out their managerial duty. Data were collected on this was analyzed and presented in Table 7.

Table 7: Distribution of Responses of Courses/Training of Managers after Appointment (n=3)

Courses/Training	frequency	percentage
Report and record keeping	3	100
Public human relations	2	66.7
Communication skill	3	100
ACE Management	3	100
Mobilization and marketing	2	66.7

From Table 7 above, findings revealed that all the managers after their appointment undertook training on report and record keeping; enabling them know what and how to write the programme reports such as annual and financial report. It also inculcates in them the importance of keeping records particularly that of the programme; Communication skill and adult education management is tools that will enhance their networking within and outside their organization. The knowledge gained from that enables them to effectively disseminate information accordingly recognizing the inevitable role of communication in any organization as asserted by Mbiti (2008) that communication is the life wire of any organization.

Further, the finding shows two of the respondents undertook training on public human relations and also on mobilization and marketing. This is a way of enhancing relational skills since they will be dealing with adults from different age, gender, family background, religion and personalities. Their knowledge of this course gives them the desired confidence needed to overcome the many challenges they encounter in the cause of performing their duty as ACE programme managers. This therefore, indicates that adult education managers in this division are well qualified and capable of effecting positive change in managing adult education in the area.

4.2.3: Managers Response on Knowledge and Understanding of Transformation Theory

The study further sought to find out how knowledgeable these managers were on transformation theory because that is the theoretical framework of this study and it is one of the most widely accepted theories on adult education. Data collected on same was analyzed and presented in the Table 8.

Table 8: Distribution of Managers' Knowledge of Transformation Theory (n=)

Managers' knowledge of Transformational Theory	frequency	percentage
Adults already posses wealth of knowledge and experience but need guidance	3	100
Learners should not be restricted to structured timetable	2	66.7
Adults learn best when the topic is interested and in a friendly environment	3	100
When curriculum is relevant to their context and can be put into immediate use	3	100

Table 8 shows that all the three managers indicated that they were aware that adults already posses wealth of knowledge on life experience but need guidance; awareness of this aids managers to perceive facilitators and learners as people who have some rich life experience to share and so they demand respect. That is why adult educators are referred to as facilitators and not teachers; adults learn best when the topic of discussion is interested and is conducted in a friendly environment, the knowledge of this fact challenges the managers to find out what each learner is interested in and organize the centre programme accordingly.

This is against the experiences of most of the learners in the area of study who during interview shared that they were never asked what they want and how they would like to be helped. *"They teach us like primary school children";* when curriculum is relevant to the learners' context and can be put into immediate use; this awareness expects that managers must as matter of fact involve other stakeholders including learners in curriculum development and other programme activities. That means that managers of adult education programme are encouraged to delegate and share responsibilities to enable the learners own the programme process. Majority 66.7% of learners are of the opinion that learners should not be restricted to structured timetable.

This reveals the need to plan programme activities according to the needs, interest and ability of the learners bearing in mind also their cultural activities and context. This is in agreement with EFA global monitoring report (2005), which asserts that assuring relevance in ACE programme implies local design of curriculum content, pedagogies and assessment. It implies that since all learners have rich sources of prior knowledge accumulated through a variety of experiences, which facilitators ought to identify and nourish, learners should play a role in defining their own curriculum.

4.2.4: Managers Response on Knowledge and Understanding of Motivation Theory

The study also sought to find out what knowledge these managers had about motivation theory because that will enhance the style and degree with which the motivate other stakeholders particularly the facilitators and learners. Data was collected on this, analyzed, summarized and presented in Table 9.

Table9: Managers' Knowledge of Motivation Theory (n=3)

Managers' knowledge of Motivation Theory	Frequency	percentage
Extrinsic motivation	3	100
Intrinsic motivation	3	100

Table 9 depicts that all the three coordinators had knowledge of extrinsic and intrinsic motivation. According to Whittington (2005), extrinsic job conditions include job security, wages, and benefits, working conditions, institution policies, quality of technical supervision and quality of interpersonal relations in the work place. While intrinsic job conditions are achievement, recognition, personal growth, responsibility, personal development and career advancement. Table 9 above shows that all the managers' respondents indicate having knowledge of extrinsic and intrinsic motivation. This indicate that the managers were knowledgeable on practical manners of motivating all the stakeholders particularly facilitators and learners' for improvement of adult education management in the division.

This indicates that the managers are expected to establish working conditions and environment that is staff and learner friendly. And this can be possible when all the stakeholders are represented in the drafting of centre policies, being interested in the issues that concern facilitators' progress like being their mouth piece in salary increment, allowances

and other incentives. Additionally, the managers are required to give performance appraisal that is bias free, give recommendations for promotion or career development to staff and learners who deserve it, delegate and even give public recognition and affirmation to any of the stakeholders who merit such.

4.3: Major Roles of Adult Education Managers

This section sought questions on the major roles of adult education managers. According to UNESCO (2008), Kenyan government management of ACE is centralized. But for the implementation and monitoring of programmes, there are relevant field officers (coordinators) at various levels with authority to implement and monitor programmes and make decisions at the County and Division levels. The study therefore, sought to find out respondents' perceptions of major responsibilities of managers. It also sought to find out whether ACE programme in this area are attaining quality.

4.3.1: Major Roles of Adult Education Managers

The study sought to find out respondents' perceptions of managerial roles of ACE programme coordinators. This is to establish the fact that managers and other stakeholder are aware of the managers' role. Data was collected on this, analyzed, summarized and presented in Table 10.

Table 10: Roles of Manager According to Manager and Facilitator

Major roles of Manager	Manager (n=3) frequency	percentage	Facilitators (n=7) frequency	percentage
Staff management	3	100	5	71.4
School community relations	2	66.7	3	42.9
Learners' management	2	66.7	2	28.6
Financial management	1	33.3	3	42.9
Curriculum /instruction management	2	66.7	3	42.9

Table 10 above shows that all the managers and 71.4% of facilitators indicated that staff management is one of the main responsibilities of managers. This is in agreement with a number of policy documents on education by Kenyan government. The document states among others that development of a teacher-friendly monitoring and supervision system, raising teacher morale and motivation and improving centre climate and participatory management in order to improve quality education.

The study reveals that one of the managers and 42.9% of facilitators indicates financial management as part of managers' role. This is in agreement with Lunenburg (2010) assertion that every institute has a single administrative officer, who is responsible for the school operations. Although functions vary by location and size, the manager is primarily responsible for administering all aspects of school's operations. For the fact that one of the managers and some of the facilitators did not view financial management as part of manager's role is indication that there is problem with the funding of the programme.

Furthermore, two of the managers and 42.9% of the facilitators indicate school community relation and curriculum and instruction management as managerial roles. For the mere fact that some managers and facilitators fail to indicate these as part of manager's role is a clear sign of lack of awareness of what roles managers play in the programme. Again, it could be that the managers were not committed to playing these roles. Furthermore, it could be that ACE coordinators are managers in portfolio which does not concur with the decision made by UNESCO (2008). The document state that implementation and monitoring of programmes should be left to the relevant field officers (manager/coordinators) at various levels with authority not only to implement and monitor but to make decisions at county levels.

Table 10 also reveals that two of the managers and 28.6% of the facilitators indicate learner management as major roles of adult education coordinator. Again, this is a sign of lack of knowledge of one's responsibility since yet some of the respondents fail to recognize learner management as manager's role. This therefore gives the reason why one of the respondents complained: *"The managers have no one to supervise them, they are answerable to no one so they do whatever they like."* From observation, interview and questionnaire responses, there seem to be knowledge gap on what roles managers play in ACE programme. Thus, it is clear indication that attention needs to be paid to management of ACE in terms of stating clearly the roles of coordinators and making sure that they carry out these roles.

4.3.2: Quality Attainment of Adult Education Centres.

The researcher sought to find out the perception of the respondents about quality adult education programme and whether they feel their centres were offering quality ACE

programme. Question on the same was posed and information collected was analyzed and presented in Table 11 below.

Table 11: Distribution of Quality Attained in ACE by Manager and facilitator Respondents

Attained Quality	**Manager frequency (n=3)**	**percentage**	**Facilitator frequency (n=7)**	**percentage**
Yes	1	33.3	4	57.1
No	2	66.7	3	42.9
Total	**3**	**100**	**7**	**100**

Table 11 shows one of managers and 57.1% of facilitators purported their centres have attained quality adult education programme. While two of the managers and 42.9% of the facilitators indicated otherwise. According to Ziegler and Bingman (2007), the National Literacy Act of 1991 emphasized quality as a value for adult education programme. There are six indicators that addressed programme components such as programme planning, curriculum and instruction, staff development, support services, recruitment and retention.

Another two indicators addressed learners' outcomes such as progress in attaining basic skills and advancement and completion of educational credentials. Further, UNESCO (2005) asserts that in adult education tradition, experience and critical reflection in learning is an important aspect of quality. From the researcher's observation it was noted that none of the centre had quality ACE programme. This is because the centres class instructions are conducted in a borrowed environment, buildings and even under the thorn tree. The classes are conducted either inside the church /church hall or in a nursery primary school with furniture very uncomfortable for adults. No wonder one of the learners said:

> Please help us to tell them in Nairobi that we are willing to participate but trekking from a very distant place after a heavy day work to site on 4 years watutu seat sometimes with a very low table and other time without is discouraging our active participation, it is most uncomfortable.

More so, there is nothing like critical reflection in the programme activities; the curriculum and mood of instruction are no different from those of primary and secondary schools. Apparently, one of the coordinators and 57.1% of the facilitators claimed their centre attain quality because for them, they purported that they have teaching/learning materials, positive school community relations, discipline, learner sponsorship and regular monitoring and evaluation of both facilitators and learners. This reveals that such centre had managers who carry out their duty responsibly despite the challenges such as inadequate physical facilities. For such management to improve the providers of ACE programme of these centres ought to motive the managers and facilitators through reward and other forms of incentives. However, majority of the respondents acknowledged the truth of falling short of expected quality attainment.

4.4: Managerial Practices of Adult Education Managers

This section sought answers on the managerial practices of adult education managers. Items here seek to find what activities managers actually put in place as daily routine so as to be committed to their managerial roles for effective management of adult education programme in the division. The questions contained in this section include managerial activities, the constancy of the practices, and involvement of the stakeholders and how they were involvement by ACE programme manager.

4.4.1: Managerial Activities of the Managers

The study sought to find out the activities managers engaged on that enable them carry out their duties comprehensively. Data was collected on the same; analyzed data from the field is as presented in Table 12.

Table 12: Distribution of Managers' Activities According to Managers and Facilitators

Items	Manager frequency (n=3)	percentage	Facilitators frequency (n=7)	percentage
General supervision of programme activities	3	100	6	85.7
Dealing with financial operation	2	66.7	2	28.6
Coordination of instructional programme	3	100	5	71.4
Planning and conducting various programme meetings.	3	100	5	71.4
Coordinating and directing seminars for staff	2	66.7	4	57.1

From Table 12, it can be observed that all the three managers engaged effectively on supervision and 85.7% of facilitators agreed to that. This indicates that supervision of programme activities is taken serious by the manager. Although, this does not agree with the researchers observation and the information from learners interview where 68% of the learners purported that they do not know who their centre manager was and expressed the need for regular supervision of both learners and facilitators activities. This concurs with Lydiah et al (2009) findings that head teachers from high performing schools supervise teachers and students work and ensure that all departments had enough teachers.

Further, two of the managers and 28.6% of facilitators indicate dealing with financial operations. This indicates that there was no adequate fund for the programme. This is true because the researcher observed a scenery where one of the managers was scheduling staff meeting and the staff there present said: "*we hope this will not be like other meetings without even a bottle of soda, we trek from long distance and should be given lunch after the meeting."* The manager replied: "*you know if there is money that is the proper thing to do unless if you would contribute from your salary so that we entertain ourselves whenever we have such meetings."* This does not agree with Udey et al (2009) findings which recommended that there should be proper funding of education by the government and non-governmental organizations because according to the study, no meaningful management can take place without adequate funding.

Again Table 12 shows that all the managers and 71.4% of facilitators indicated coordination of instructional programme and planning and conducting various programme meetings as managerial activities. This indicates that managers are committed to planning for the programme activities including conducting meeting with different stakeholders where matters concerning the programme are discussed.

Concerning coordinating and directing seminars for staff, two of the managers and 57.1% of the facilitators indicated it as among the activities managers engaged on. Although managers perform such activities, the findings depict that managers did not give the much needed attention to it as they should be given its inevitable role in ACE programme. This does not concur with Jasman et al (2011) research finding that adult educators should be equipped to enable them prepare adult learners for present and future challenges that is facing our ever dynamic world.

The respondents besides the above named managerial activities added through further probing, interview and observation that managers should initiate income generating activities for learners. Majority 85% of the respondents were of the opinion that there should be project for every centre to enable them solve their financial problems and also as a means of enhancing collaboration between the programme and the community. Quoting from one of the managers:

> There is inadequate funds for the programme but should we have the support of the programme providers to initiate income generating project it will go a long way to solving some of the programme's financial problems including offering of scholarship to some of the learners.

4.4.2: Frequency of Managers' Activities

The study further sought for information on how often managers carry out these activities in different centres. Data were collected and analyzed on the same and the results are as displayed in Table 13.

Table 13: Distribution of Respondents on the Frequency of Managerial Activities

Items	Manager frequency (n=3)	percentage	Facilitator frequency (n=7)	Percentage	Learner frequency (n=32)	percentage
Once in a month	1	33.3	4	57.1	20	62.5
Once in a term	1	33.3	1	14.3	9	28.1
Once in a year	1	33.3	-	-	3	9.4
Daily	-	-	2	28.6	-	-
Total	**3**	**100**	**7**	**100**	**32**	**100**

From Table 13, it shows that each of the manager carry out the activities differently. This reveals that there is no consistency in the manner at which managers carry out their responsibilities. More worrisome is to realize that a manager supervises the centres only once

in a year as indicated in Table 13 above. This definitely revealed that managers did not carry out their activities as regularly as they should and this affects the progress of the programme.

More so, it also confirms what some of the learners said during interview that the managers have nobody to monitor and evaluate their activities from the Board of Adult Education. On the other hand, 57.1% of the facilitators and 62.5% learners indicated that managerial activities were carried out ones in a month in their centres. It is sign that some coordinators are more committed than others. This is also an indication that some centres are more quality standard than their counterparts.

4.4.3: Involvement of Stakeholders

The study was interested in finding out whether managers involve stakeholders in carrying out the programme activities and how do they involve them. Data on the same was collected. The analyzed data from the field is as presented in Table 14.

Table 14: Distribution of Respondents by Involvement of Stakeholders

Stakeholders involvement	**Mangers**		**Facilitators**		**Learners**	
	frequency (n=3)	**percentage**	**frequency (n=7)**	**percentage**	**frequency (n=32)**	**percentage**
Yes	3	100	6	85.7	4	12.5
No	-	-	1	14.3	28	87.5

The Table 14 above reveals that all the managers involve stakeholders in the running of the programme. This indicates that all the stakeholders were represented in major decision-makings regarding the programme. However, interviews with the learners and observation

proved otherwise. Lydiah at el (2009) reported that the management of high performing schools encouraged teamwork as one of the secret of their success. It therefore means that manager of ACE programme in this area should work harder to establishing teamwork where ideas and experiences of other team players are welcomed and respected.

Further, 85.7% of the facilitators agreed that stakeholders are involved in programme management but just a few 14.3% of the facilitators denied involvement of other stakeholder in running the programme. Though it is a minority it could be that some of the stakeholders were left at the corridor because they challenge the management or maybe because they are nobody according to the manager's judgment. Care should therefore be taken to avoid exclusion of any member representative in decision making at different levels to enable collaborative effort and responsibilities.

Table 14 also revealed that majority 87.5% of the learners indicated that they were not involved in the programme activities. From the response gathered during interview with the learners, one of them shared*: "Nobody asked me what I wanted they just teach us like school children"*. Another said*: "My teacher was good she was the one who asked me what I wanted and she has been trying to help me and am happy".* Yet another said: *"I joined the programme because I saw difference between myself and those who graduated from ACE programme; they have different life style and I want to be like them".* And good number of learners said; *"we are not involved in the planning of any programme activities but we take initiative to organize how to keep our classroom, toilet and compound clean."*

4.4.4: Level of Managerial Practices According to Managers

This study soughs to find out the extent at which managers practice the listed managerial activities. Data collected on the same were analyzed and presented in Table 15.

Table15: Distribution of Managerial Practices from the Managers' Perception (n=3)

Items	VE freq	per	E freq	per	FE freq	Per	I freq	per	VI freq	per
Plan schedules for meeting with stakeholders			1	33.3	1	33.3	1	33.3		
Encourage patriotic behaviour among learners	2	66.7			1	33.3				
Ensures presence and punctuality of facilitators and learners	1	33.3	1	33.3	1	33.3				
Acquisition of relevant teaching materials	1	33.3			1	33.3	1	33.3		
Induction of new earners/facilitators			1	33.3	2	66.7				
Effective regular communication With other stakeholders			1	33.3	2	66.7				
Encourages school Community relations	1	33.3	2	66.7						
Maintains respect and confidence among learner			2	66.7	1	33.3				

The findings as shown in Table 15 above indicates a general agreement among the managers on the different activities they are involved in order to improve ACE management. Concerning encouraging school community relations, all the managers indicate that they encourage positive centre climate. Encouraging school community relations is a sign that managers involve other stakeholders in running the programme. However, none of them was very effective in doing that as Table 15 indicated. This is a sign that there is need for managers to improve more on enhancing school community relations. Coordinators can do

this by involving learners and community leaders more than before through regular meeting as that will definitely affect learners' participation positively since adults learn better in a friendly environment.

Again two of the managers indicate that they encourage patriotic behaviour among learners, ensures presence and punctuality of facilitators and learners. *"I am happy with the manager for he is a good man and because he does not only encourage us to go to class on time but he also makes sure that teachers are there to teach us"* one of the learners said. This indicates that some of the managers are commitment to their job and that is a sign that ACE programme in the division has some good managers.

Regarding acquisition of relevant teaching materials, only one of the managers are very effective in providing that. This is very agreeable with the responses from most of the respondents that there is acute shortage of teaching learning materials. And this equally concur with the researcher's observation where in some centres, facilitators use only a1metre by 1 metre chalk board to write for all the three categories of learners.

On the other hand, it is very unfortunate that two of the three managers show that they are fairly effective in induction of new learners and facilitators. This indicates that there is no proper classroom instruction and learning in some ACE centres. This is not in agreement with Udey et al (2009) recommendation that there should be compulsory continuous training and retraining of all educational managers, policy-makers and implementers inform of workshop, conference and seminars.

There is also the issue of two of the managers being fairly effective in communication with other stakeholders. Communication according to Mbiti (2008) mean the method used to let others know what is taking place and when such a thing is taking place. It

therefore, indicates that without communication, it will be impossible for adult education coordinators to run effective activities of the programme.

Furthermore, all the three managers indicate that they are very effective in encouraging school community relations. This contradicts with the same Table 15 where majority of the managers indicated that they are not very effective in communication which is the life-blood of any successful organization. This reveals that there is gap between the managers and other stakeholder as one of the learners said:"*I do not know any other manager except my teacher because my teacher was the one who welcomed me and has been trying to meet up with my learning needs."*

Another two of the managers show that they are effective in maintaining respect and confidence among learners while one indicated fairly effective on the same. This reveals that some of the managers are not carrying out their responsibilities as they ought to. This therefore, concurs with what some of the learners rightly expressed that because managers have nobody to monitor their activities, they focus only on their office work. This calls for urgent overhauling of procedures for implementation of programme activities by the Ministry of Education through the broad of adult education.

4.4.5: Level of Managerial Practices According to Facilitator

This study soughs to find out facilitators' view on the extent to which managers conduct their managerial practices for effective management of ACE programme in the County. Data was collected on the same; analyzed and presented in Table 16.

***Table 16: Distribution of Managerial Practices from Facilitators' Perception* (n=7)**

Items	VE freq	per	E freq	per	FE freq	per	I freq	per	VI freq	per
Plan schedule for meeting with stakeholders	2	28.6	4	57.1	1	14.3				
Encourage patriotic behaviour among learners	3	42.9	2	28.6	1	14.3	1	14.3		
Ensures presence and punctuality of facilitators and learners	3	42.9	2	28.6	2	28.6				
Acquisition of relevant teaching materials	2	28.6	2	28.6	2	28.6	1	14.3		
Induction of new learners	2	28.6	3	42.9	2	28.6				
Regular communication with other stakeholders	1	14.3	4	57.1		28.6				
Encourages school community relations	4	57.1	3	42.9						
Maintains respect and confidence among learner	4	57.1	2	28.6	1	14.3				

The finding summarized in Table 16 above shows a general agreement among the facilitators on different practices of ACE managers. On the issue that managers encourage school community relations 100% of the facilitators indicate that managers does that very well. It is an indication that facilitators are happy with their working environment meaning that they are motivated to be committed to their work and as such learners are likely to learn better.

While acquisition of relevant teaching/learning materials has 42.9% of the facilitators indicating that managers practices that. This reveals that teaching/ learning materials are not in adequate supply. This concurs with the researcher's observation in almost all the centres where the facilitator had only one torn English text book "premier" for herself and non for the

learners. A learner shared: *"the situation is so bad that I had to share exercise book with my child in form two because they were given enough writing materials."*

Other managerial practices as indicated in Table 16 is induction of new learners/facilitators, effective communication, maintenance of respect and confidence among learners and ensuring presence and punctuality of both facilitators and learners have 57.2% of facilitators each indicating that managers put them into practice. This is an indication that managers are doing their level best to improve ACE programme in the division.

4.5: Challenges of Managing Adult Education Programme

This section investigated on challenges of managing adult education programme. Turkana County according to Ruto et al (2009) is in category A arid lands in Kenya. The researcher sought to find out the challenges managers of ACE programme in this environment encounter in various aspects such as teaching/learning facilities, funding, government policy and implementation, in-service training and others.

4.5.1: Challenges of Carrying Out Managerial Roles

The study further sought to find out the obstacles managers face as they go about their administrative duties. The study sampled four factors that are likely to impose challenge for managers and the participants are expected to respond to that and also offer additional opinion if any. Data regarding these were collected, analyzed and findings reported as shown in Table 17.

Table 17: Distribution of respondents Information on Managerial Challenges (42)

Items	frequency	percentage
Limited teaching/learning material resources	39	92.8
Poor funding	38	90.4
Poor government policy and implementation	15	35.7
Limited chances for in-service training	39	92.8
Poverty	40	95.2
Distance	36	85.7
Lack of communication	32	76.1
Language barrier	5	11.9

In relation to Table 17 above, 92.8% of the respondents indicated that limited teaching/learning facilities are one of the challenges managers encounter in the process. Inadequate teaching learning facilities is an indication that the programme lacks quality because no proper learning will take place without learning materials. This agrees with a policy framework for education which asserts that though the government established the directorate of adult and continuing education to coordinate the relevant programmes, it has not been adequately resourced; the lack of teaching and learning materials among others leaves the subsector in need of major reform and resourcing. From observation the situation is so bad that learners share exercise books with one another and some even use their children.

On the other hand, 90.4% of the respondents purported poor funding as one of the major challenges. According to the GOK (2003), the main sources of funding for adult education programmes are the Government, NGOs, development partners (donors), local authorities and communities. However, Table 19 shows that ACE programme lacks financial

support and that affects the effectiveness of the management and the entire programme. This does not correlate with member state framework recommendation that the total allocation of funds to adult education should cover at least for provision of suitable facilities or adaptation of existing facilities, production of all kind of learning materials, remuneration and further training of facilitators and tuition and where necessary and if possible accommodation and travel costs of trainees among others.

Consequently, ACE programme is facing serious limited resource allocation and infrastructure. To improve management of the programme, the government should develop an ACE strategic and implementation plan with sustainable funding including an analysis of cost-sharing options. From interview and observation, most of the learners were poor and many were orphans living with their old grandmothers. The government should consider giving total free adult education to the people living in areas such as this.

Further, 35.7% of the respondents indicate poor government policy on adult education programme and implementation as part of the obstacles managers encounter. Policy being a document that provides guide line for order of procedure should provide clear universal way of dealing with ACE programme. Consideration should be the context of the learners while providing practical information and teaching/learning facilities. This reveals the urgent need to review and enact draft document on adult and continuing education policy guideline in order to create a sense of ownership (GoK , 2003).

According to one of the respondents *"Adult Education policy is vague and lacks implementation"*. Since the government recognizes the importance of ACE programmes in achieving Millennium Development Goals (MDGs), there is need to put in place adequate basic education programmes to cater for adults and youths who cannot access education in the

formal school system due to their age, economic, regional or socio-cultural reasons. This also concurs with the recommendation that civil society organization should integrate adult education in their community driven programme implementation GoK (2005).

Table 17 also reveals that a limited chance for in-service training has 92.8% respondents. This is an indication that ACE staff particularly facilitators are not provided with staff development. Unfortunately, the finding disagrees with the GoK (2005) policy document on improving the quality education in Kenya which states that teachers are required to visit teachers' resource centres for skill enhancement, developing teaching/learning resources and for references.

The document further emphasized that in-service training for serving trained facilitators is vital for skills' improvement and the acquisition of new knowledge for tackling emerging issues in education. In view of the above statement and for the fact that achievement of EFA and MDGs largely depend on having a well-trained, well-educated and well-disciplined teacher force, there is urgent call for Kenya government to provide a dynamic, responsive and well-coordinated system of in-service training for adult education staff particularly the facilitators.

Furthermore, Table 17 shows that most 95.2% respondents felt that poverty is a major challenge for ACE programme managers in the division. Consequently, the finding concur with a recent report from the United Nations Development (UNDP) which indicated that 96% of Turkana people are poor compared to the rest of the communities in Kenya (Gisesa, 2010 as cited in Ng'asike, 2011). The majority of Turkana people depend entirely on relief food provided by the NGOs. Hence, as a result of poverty, Turkana people have remained behind in education as families cannot afford to pay school levies or build schools for children.

According to the researcher's observation and in-depth interview majority of the learners knew no barrier to ACE programme except that they (learners) were hungry.

Despite the acknowledgement of adult education as playing a vital role in human resource development and also a key determinant of earnings and a necessary strategy for poverty reduction and economic recovery, little or no attention is given towards enhancing adult education in Turkana County. According to one of the learners: *"I do not see the manager having any challenge. It is we the learners who have challenges such as food security. Many of us come to school having not eaten for two days"*. Another learner suggested that Borden house be provided for them since the only meal most of them are sure of is the lunch provided for them at their centre.

> Most of us go to bed on an empty stomach and go to class next day without breakfast after trekking from a far distance to the centre, our centre only provides us lunch; how do you expect us to participate actively?

The researcher observed that Turkana is semi-desert and only a few crops can grow along the rivers through irrigation and this agrees with the appreciation gift of wild fruit offered to the researcher which according to the people is their only stable meal. From observation also majority of the learners are above sixty years and they participate in the programme for the sake of food distribution that takes place occasionally through some agencies or individuals. The situation in this division calls for political good will especially now that the constitution of Kenya has ushered in devolution government. The first governor of Turkana County and the Cabinet secretaries are tasked to do for their people what they have been expecting from distanced government.

Another 85.7% of the respondents indicate that managers encounter challenge emanating from distance. The findings reveal that centre proximity is affecting both learners and facilitators including making monitoring and supervision difficult for coordinators. Gladly,

concurring with GoK (2007) assertion that Arid and Semi-Arid Lands (ASAL) has low population density which poses challenges for service delivery such as vast distance to programme centres among others. This is a sign that learners participation, facilitators' punctuality was very poor and this definitely affects the programme management negatively.

This study concurs with Lydiah et al (2009) that distance of centres from learners is one major factor that affects learners' participation negatively. From the interview, some 45% of the learners shared that they find it difficult to participate as actively as they would have love to due to the fact they being the only bread winner of the family with all its daily demand, felt too tried to trek to their centres after their busy routine. Such condition depict that the county seems to be extremely marginalized maybe due to geographic conditions and policy developmental neglect. From observation there is very poor road network which if tackled will greatly bridge the distance between the learners and the programme centres.

Yet another 76.1% of the respondents indicate lack of communication impose obstacle to managers in the process of carrying out their duties. The issue here is not based only on managers not being able to communicate rather it is that medium of communication is very limited. For instance in one of the centres, respondents shared that in the whole of their community only one person had phone which all the villagers depended on for their communication. There is no easy way for the facilitator to communicate his absent so that learners do not trek to and fro the centre without having any class.

Apparently, there is poor networking among stakeholders and it affects the improvement of managing adult education in the division. The researcher through informal interview and observation find out that there was not enough required communication among adult education providers in the division. The government should empower the coordinators

to establish a committee that will coordinate the activities of ACE programme so as to enhance networking among different organization stakeholders particularly the sponsors.

Furthermore, the researcher through observation and informal interview with the coordinators learnt that two of the managers do not have computer at this computer age. One of the managers has no office secretary to help facilitate information. One of the managers who participated in the study has no office rather he operates from his multipurpose office which is far for both facilitator and learners to reach him as needed. Two of the managers have motor- bike and one has car but lacks funds for maintenance and fuel. This indicates lack of adequate support of the programme by the government and other ACE providers and does not concur with the government policy that adult education should be treated equally with other educational sectors.

Although minority 11.9% of the respondents most of whom are learners indicate that language barrier imposes great challenge to effective management of ACE in the area in the sense that some of the managers were not natives and as such does not understand the local language Ngaturkana. Paradoxically, majority of the learners communicate better in no other language order than Ngaturkana. This makes communication difficult for non Ngaturkana speakers. This confirms Ruto et al (2009) that inadequate attention has been given to the issue of language of education. Language is viewed as one of the strongest social resources and supporters of local language literacy argue that it increases inclusion and overall learning productivity. This concurs with what one of the learners said:

> They should teach us what is relevant to us with simple language so that we can understand; let them use simple language in the textbooks, though there is no single textbook for adult learners we are taught with primary school textbook (premier) and the language used is very difficult for us. Let them use simple language.

This reveals that the textbook used by the learners are not relevant to their context and as such the national book development council of Kenya should seek for alternative possibilities of providing learners with textbooks with potentials for increasing relevance. All these challenges concur with GoK (2010) policy framework for education which asserts that the absence of an all-inclusive ACE policy framework, poor strategic planning, lack of trained literacy and adult educators, a high turnover of staff and volunteer facilitators, limited resources and infrastructures have affected adult education programme over the years.

4.5.2: Root Causes of Managerial Challenges

The researcher in this question sought information on the causes of managerial challenges in ACE programme in the area of study. A question on what are the causes of managers' challenges were posed to the entire respondent. Data on the same were collected and analyzed and the findings are displayed in Figure 5

Figure 5: Distribution of Root Causes of Managerial Challenges

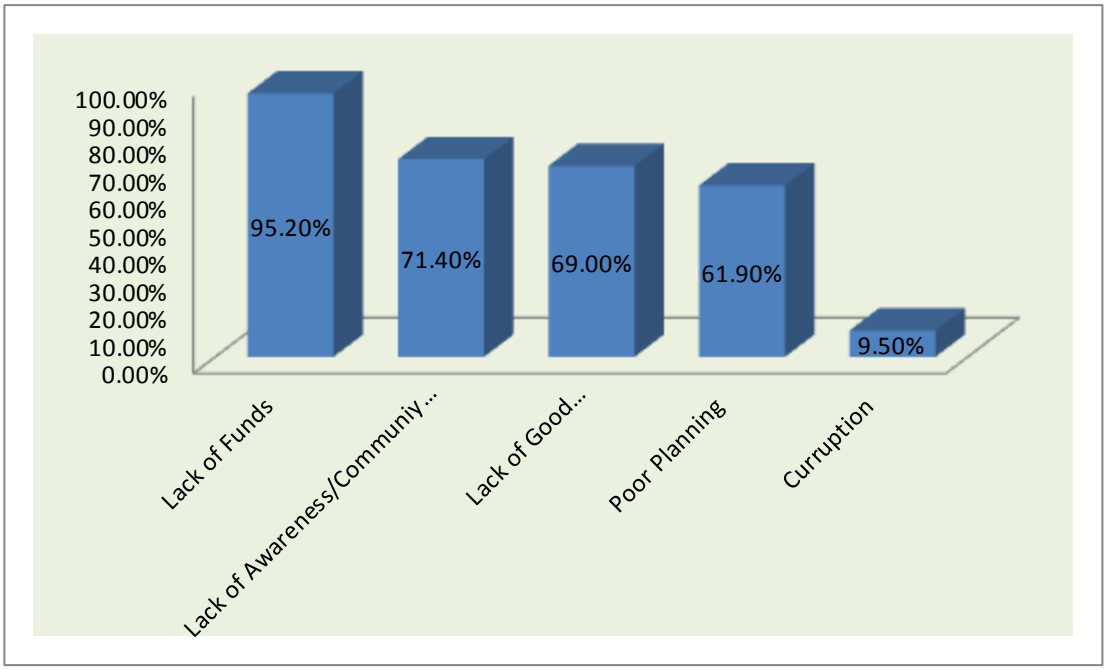


Figure 5 shows that 95.2% of the respondents indicated lack of funds as a major root causes of managerial challenges. From observation, ACE programme in the area is dependent on property owners like churches and schools for classroom, furniture and other needed facilities. Sometime it affects their class programmes because the owners need were making use of them. The programme is under staffed with one facilitator teaching all the subjects to advanced class as well as learners in both initial and middle levels within the allotted two hours class. Again, indicating that education delivery in such centres lacks quality. Facilitators were not only poorly paid but were paid late and this contributes to their lack of commitment which affects the management.

More than half of the respondents reported that there were no seminars, workshop and staff training for facilitators due to lack of funds. This does not agree with the Kenya Education Sector Support Programme that access to ABE programmes will be expanded particularly for women and people living in disadvantaged areas including ASALs, low potential and slum areas (Sessional Paper No. 1 2005)

This state of affair often time discourages management from embarking on activities that demand funds. According to informal interview with one of the managers, he receives between KSh 120,000 and KSh190, 000 to run all the programme expenditure excluding staff salary for six months. The challenge of funding therefore is a serious concern to the coordinators. Financing human resource development programs in centres involves huge funding. Sourcing for fund to cater for human resource development programs for the staff can really be inevitable challenge beyond managers and thus urgent cry for actions by the government through the board of adult education.

Secondly, lack of awareness and the community empowerment is considered by majority 71.4% as sources of hindrance to ACE managers because not enough sensitization has been done and many people including the government have not paid the much needed attention to the programme. As contained in Economic Recovery Strategy for Wealth and Employment (ERSWE), education enhances people's ability to take advantage of the opportunities that can improve their well being as individuals and be able to participate more effectively in the communities. It notes that education for mothers in particular, significantly affects the health status of the entire family. If this be the case, if adult education is deemed as such a relevant instrument of socio-economic development why would the government and other non-governmental providers not launch awareness campaign as that will aid the effective management of ACE programme?

Thirdly, Figure 5 shows 69% of respondents indicated lack of good relationship and communication among stakeholders as another major obstacle to improving managing adult education. Positive school climate has been highlighted as one of the instrument of effective, efficient and successful management. Transformation theory has it that learning should be liberating, should provide adult learners with a voice to name the world, and should be a place where every one's experience and opinion is respected.

Mohajeran and Ghaleei (2008) emphasized on the inclusion of other stakeholders (learners, community representatives, facilitators, sponsors and relevant others) because facilitators and sponsors consultation and collaboration in the programme decision-making creates the climate for greatest fulfilment of learners potentials. The nature of the relationship between manager and facilitators influences willingness to be involved among stakeholder. It was observed that learners have limited say in some school decisions and often only relatively

few learners are however rarely involved in core decisions such as on pedagogy and learners organization.

From observation, questionnaire guide, interview with the learners and informal interview with the managers and some of the facilitators indicate that majority of the respondents were of the opinion that class management committee be initiated in every centre and to revive those that are no longer operational. This therefore indicates that managers are not practicing the knowledge gained from transformation theory maybe because there was no money to sponsor such meetings. Also given the fact that facilitators were poorly and lately paid, lack of motivation in terms of reward such as staff development could cause low level of commitment and thus create sour relationship making it impossible for managers to effect any positive change in managing the programme.

Fourthly, Figure 5 clearly demonstrated that the majority 61.9% of the respondent including the managers were of the opinion that poor planning is yet another sources of obstacle to managers' performance. This information on challenges due to lack of proper planning is a pointer to the administrative problems encountered by programme coordinators which need to be addressed in the most urgent way possible. According to Alabi et al (2012) the need to plan for quality education reform in any nation cannot be over- emphasized. When educational reform is adequately planned, it accelerates structural integration of a plural society by equalizing economic, social and political opportunities. This calls for urgent review of strategic plan and action plan by the Ministry of Gender, Sports, Culture and Social Service through the Board of Adult Education as that will save the coordinators from unnecessary stress, avoid wasted action, mistakes and help to set priorities so that the really important things happen as they ought to.

Finally, minority 9.5% of the respondents indicated corruption as another obstacle to managing adult education in the area in the sense that some of them felt that the money meant for the programme were diverted to different sector other than ACE. This is in agreement with UNESCO (2009) that in some African countries, budget allocation does not necessarily guarantee availability of funds. For instance in Mail between 2004 to 2008, non-formal educations was supposed to receive 0.6% to 2.9% of education budget but received o.4% of the allocated budget instead. It is a serious legal issue that calls for immediate attention and action. Kenyan government should ensure that adult education sector receives the stipulated annual allocation so as to enhance the programme management.

4.6: Suggestions on How to Improve Management of Adult Education Programme

This section sought suggestions on how to improve management of adult education programme. In this research question, the study sought to find out how managing adult education programme in the division can be improved. Questions were asked on course training for coordinators, staff management, learner management, centre community relations, finance management and other areas for improvement as deemed necessary by the respondents.

4.6.1: Improvement of Training Course for Managers

The study sought to find out from the respondents particularly the managers suggestions on training that will be necessary in enhancing managers' managing skills in the adult and continuing education programme. Question was posed on the same. Data collected were analyzed and presented in the Table 18.

Table 18: Distribution Training course Improvement

Training course	Managers frequency (n=3)	percentage	Facilitators frequency (n=7)	percentage
Administration and leadership course	3	100	5	71.4
Human resource development	2	66.7	4	57.1
Curriculum planning and implementation	3	100	5	71.4
Effective monitoring and evaluation	2	66.7	7	100
Financial accounting management	1	33.3	3	42.8

Table 18 above shows that all the three managers and 71.4% of facilitators identify training on leadership/administration course as vital tool to equipping the managers in carrying out their duties. Government and other ACE provider are adviced to train managers on business management since adult education programme is a complex one that includes education of learners whose sole interest is not only on literacy and numeracy but also on how to run successful business.

Two of the managers and 57.1% of facilitators indicated training on human resource development as one of the courses managers need. Human resource development is a major responsibility of every manager. It is therefore important for coordinator to undertake the training to enable them recruit/recommend the right staff in the right place and at the right time. It will also enhance the managers' human relations skills which will enable him/her manage and encourage staff development accordingly.

The same Table 18 shows three of the managers and 71.4% of facilitators indicated that training on curriculum planning and implementation is important tools that aid coordinators in effective interpretation and implementation of the curriculum. Managers are expected to be curriculum specialist because the knowledge will give them confidence to direct the facilitators on the better way to implement the curriculum. Additionally, the managers will be enabled to translate the curriculum within the learners' context for effective learning.

Further, two of the managers and most 100% of facilitators indicate that every manager must be trained on effective monitoring and evaluation so that they can carry out their supervisory role in a friendly manner. Agreeably, knowledge of supervisor's function and qualities will enable the managers create conducive friendly environment for fruitful monitoring and supervision for both learners and facilitators. The feedback from such supervision will also enhance future planning and implementation.

Another one of the managers and 42.8% of facilitators suggested that coordinators should be trained on financial accounting management to enhance their style of budgeting and spending. The advantage of such skill enables the managers to establish trust among stakeholders through proper delivery of annual/quarterly/monthly account. Further, such act will encourage the sponsors to contribute more towards the programme. Again, transparency is assured.

4.6.2: Suggestions on Staff Management Improvement

The researcher sought to find out from the respondents practical suggestions on how managers can improve staff management in the programme. Question on the same was asked and data collected were summarized and presented in the Table 19.

***Table 19: Distribution of Staff Management Improvement* (n=42)**

Items	frequency	percentage
Facilitators' involvement	35	83.3
Recruitment of qualified staff	32	76.1
Regular supervision of staff	39	92.8
Staff motivation/reward	40	95.2

Staff management is one of the key roles of ACE managers. Table 19 revealed that majority 83.3% of the respondents indicated that for manager to be effective in staff management, they should involve stakeholders particularly the facilitators in the planning of programme activities. This is an indication that facilitators were not adequately involved in planning programme activities. Candidly, staff involvement will increase their interest and make them own the programme.

Meanwhile, 76.1% of the respondents indicated hiring of the qualified staff will improve staff management. Harrison and Kessels (2004) suggested that for any organization to compete successfully in a global economy, it is important to hire sufficiently educated and skilled employees and provide them with lifelong learning.

Further, 92.8% of the respondents suggested the need for regular supervision of staff activities within the programme. An indication that adequate supervision is needed to find out teachers instructional methodology, teacher/learner relationship and the areas of improvement. The respondents also added that regular supervision will give right direction to the kind of workshops/seminars facilitators should be provided with.

This concurs with Lydiah and Nasongo (2009) findings that head teachers from high performing schools supervise teachers and learners work and ensure that all departments had enough teacher. School heads are also involved in internal classroom supervision and aid in eradicating cheating among learners and monitor learners discipline.

Again, 95.2% of the respondents identified staff motivation and reward as vital to improving staff management. According to most of the respondents ACE programme can never achieve its goal with the kind of pocket money facilitators receive as their monthly salary. Hence, for effective management of staff, the government and non-governmental organizations providing education in this division should as matter of urgency improve adult educator's salary and allowances to match with those of their counterpart in other education sectors. Additionally, promotion should be given to those who have been facilitating for more than 10 years as part of reward which will in turn help to reduce lack of staff and high staff turn-over. One of the respondents during informal interview purported:

> We adult educators are not treated like our mates in other educational sectors. My effort and commitment to this job has not been appreciated in the sense that I have been on this job for almost 10 years without promotion and have not received any reward or incentive of any kind. It is not encouraging.

4.6.3: Suggestions on Learners' Management Improvement

The study sought to find out the respondents the possible ways of improving learners' management in the programme. Question on the same was asked and data collected were summarized and presented in Figure 6.

***Figure 6: Distribution of Suggestions on Learners' Management Improvement* (n=42)**

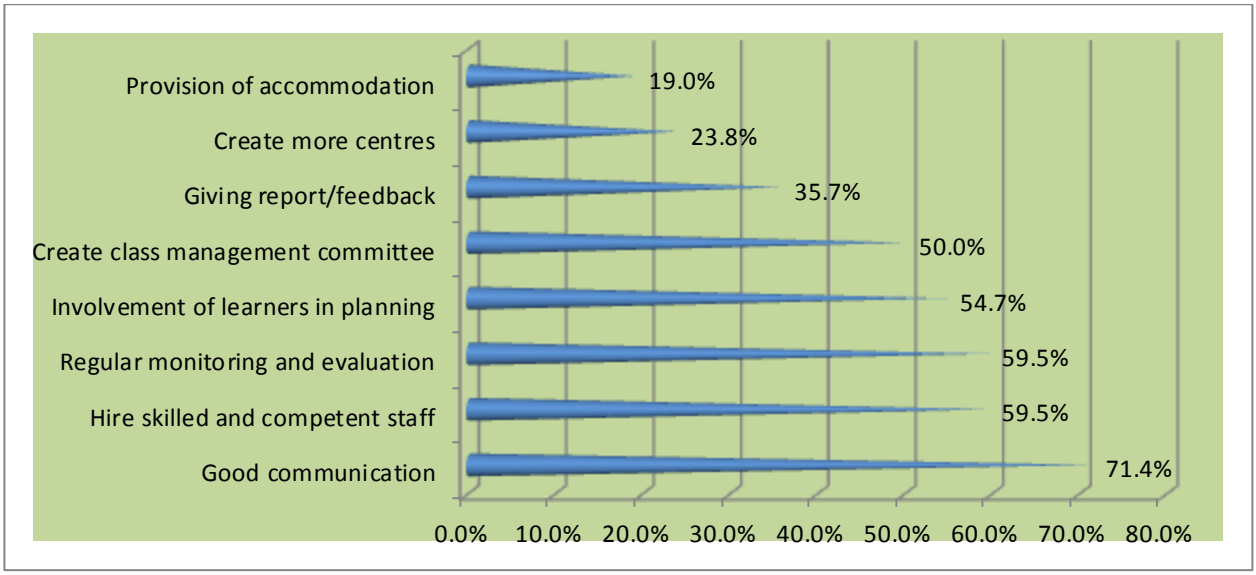


Figure 6 clearly demonstrates that the most prevalent area of improvement for learner management in the programme is good communication with 71.4%. This could be taken to mean that communication flow between the manager and learners is poor and as such learners are left in the dark on information concerning the part they should play for the smooth running of the programme. Consequently, a good number of the learners said:

> They do not give information on time like sometimes we missed lesson because we have to trek back home to collect materials for filling examination form but if we were informed earlier we would have been ready. Some of us will miss lesson for days because of the late information.

Concerning hiring skilled and competent staff, 59.5% of the respondents felt that it has positive effects on learners' improvement. This is because with competent and skilled staff, learners will be well engaged with relevant activities rather than having a facilitator who lacks maturity in both age and manner of presentation.

With regard to regular monitoring and evaluation of facilitators 59.5% of the respondents indicated that there is poor supervision of centre activities by the manager and

this definitely affects learners' management. Respondents were of the opinion that regular supervision at the centres will improve learners' management. This underscores the importance of supervision in any organization or programme and as such calls for immediate practical action from the Board of Adult Education and adult education coordinators .

On the issue of learners involvement in the planning of centres programme 54.7% of respondents indicated it is a prevalent issue. Learners felt that not involving them in planning activities that concern them is a way of undermining their interest and as such does not attract their interest and commitment. For example, one of the learners said: *"Nobody asks you what you want they just teach us like primary school children."* Furthermore, about 68% of the learners are concerned about their future and they posit:

> Some of us are orphans and not all of us in the advance level will pass external exams and even if we all pass what will happen to those of us who have no money to sponsor ourselves to colleges? Is there plan to send us to polytechnics and any other place where we can acquire skills and training to be self reliance? What is the way forward for us after finishing here?

Regarding initiation of class management committee, 50% of the respondents indicated that it is important to initiate class management committee where learners can be free to discuss matters concerning their progress, that of the programme and the community at large. This is in total agreement with Freire's theory of transformation that adult perform better in an environment of freedom where they are giving listening ears and their opinion respected.

According to one of the managers, class management committee is very vital to improving learners' management because it is the key decision–making body where learners share and deliberate on matters concerning them with the programme coordinator. This implies that this body serves as voice for the voiceless learners and as such should be mandated to function in every adult education programme centre.

Concerning creation of more centres, 23.8% learners were of the opinion that having more centres will improve learners' management because learners' absenteeism and lateness will be minimized because centres are close to both learners and facilitators. This concur with According to one of the learners:

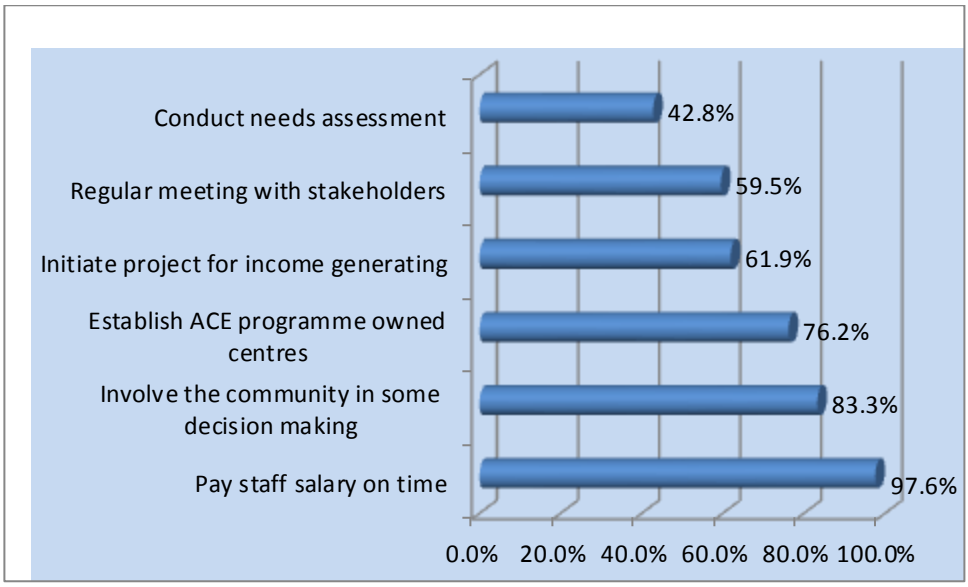
> Some of us and our facilitator trek from very long distance under the heat of the sun to the centre very tried to concentrate for the lesson and the facilitator also is too tired to teach us. So sometimes we are there for formality sake.

On the side of provision of accommodation, 19% of the respondents indicated the need for the programme to consider providing learners with border house so that they live close to their centres. This will also solve the issue of hunger since the programme will take care of them. Hence a sign that hunger is actually the under tone reason behind their seeking for accommodation and a proof that learners lack this basic need which would enable them participate actively in the programme. From observation and informal interview with some respondents from Bible Society learning centre about 50% of the learners participate in the programme so that they could get their share of food whenever it's distributed. Accordingly, Maslow's theory of hierarchy of needs was right to say that there is need to solve human basic needs before higher ones. It is therefore urgent for ACE providers in this division to consider ways of taking care of this necessary need as they provide education, which equally is basic human right and practical way of eradicating poverty.

4.6.4: Suggestions on Centre Community Relations Improvement

The researcher in this question sought suggestions on the improvement of centre community relations in the area of study. A question on this area is imposed on the respondents, data on the same were collected and analyzed, and the findings are displayed in Figure 7.

Figure 7: Distribution of Suggestions on Centre Community Relations Improvement **(n=42)**



From Figure 7 above it is clear that majority 97.6% of the respondents feel that if staff especially facilitators were paid on time it would improve centre community relation. Late payment may cause lack of interest and commitment, which might lead to negative relationship towards other stakeholders including the manager. They may even ignore any instruction from the manager because they feel their interest and right are not respected.

As for involving of community in some decision making, majority 83.3% of the respondents are of the opinion that the programme will benefit a lot should the community be represented through their leaders as this will arouse their self important and sense of belonging and move them to do all they could to promote the program. At the age we are the future success of any organizations relies on the ability to develop and manage diverse body of talented persons that can bring innovative ideas, perspectives and views to work. In order to effectively manage ACE centre diversity, there is need to create positive community relations.

Figure 7 shows that majority 76.2% of the respondents indicated establishment of adult education programme owned centres that is physical structure that totally belong to the programme. Such will go a long way to helping the management of ACE in this division as they will no longer depend on the mercy of their land lords.

Concerning initiation of project for income generating 61.9%, of the respondents indicated that this is important as it will assist the centre to take care of some their financial needs and boost the relation among stakeholders. It can also be practical knowledge for the learners who join the programme for acquiring skills to set their own business.

On regular meeting with stakeholders, 59.5% of the respondents revealed that there is need for stakeholders to meet on regular basis to discuss the progress of the programme and the way forward. This is because the challenge that sometimes occur as a result of workplace diversity due to varied talents, divers cultural background, gender, age and lifestyles, can help educational institutions to respond to opportunities more rapidly and creatively, especially in the global education arena.

Conduct needs assessment recorded least 42.8%. This does not undermine its importance because it is a vital tool of empowering the community to identify their needs and various solutions to them. Conducting needs assessment will also guide the management towards satisfying the people's needs and thereby empower them accordingly.

4.6.5: Suggestions on Curriculum/Instruction Management

The researcher in this question sought information on how to improve curriculum that is relevant to the people's context and best pedagogy to implement the curriculum. A question on possible solutions to improving curriculum and instruction management was asked. Data on the same were collected and analyzed and the findings are displayed in Table 20.

Table 20: Distribution of suggestions on Curriculum/Instruction management Improvement

Areas of improvement	frequency	percentage (n=42)
Use of relevant teaching/learning materials	38	90.4
Employ trained educators	35	83.3
Conduct survey on curriculum and the implementation	31	73.8
Provide staff training and development	18	42.8

From the above Table 20 it is clear that most participants 90.4% think that the use of relevant teaching/ learning materials will improve curriculum content and make instruction more effective and productive. From observation, some of ACE programme are using primary school curriculum and textbook for instruction, which will not produce the much-needed positive result from the programme. This concurs with the researcher's observation where 99% of the learners have no textbook. There was no teaching aid to enhance facilitators' explanations and it is evidence that the adult learners were being taught with same methodology as nursery children where teachers use repetition method without pictures or wall chart. For instance most of the class lesson goes like this:

Ngemia	*ekaal*	*camel*
Inge	*ekuutan*	*scorpion*
Ngombe	*aite*	*cow*

At this age and era it does not show that ACE providers including the government took the report of Master Plan on Education and Training (MPET) 1997-2010 into action. The document recommended strengthening and expansion of the Adult Basic Literacy Programme

(ABLP) to cater for adults and out of school youth and links education with the national development goal of industrialization by the year 2020. Since Kenya government regards education as a human right, one wonders what prevents her from taking the responsibility and core function to provide quality basic education to its citizens including adult learners particularly those in ASALs.

Another large 83.3% group of respondent indicated that employing of trained teachers is part of the solution to improve curriculum and instruction management because they understood curriculum and methodologies and such be in position to use the best method of instruction to implement the demands of the curriculum. They also will employ relevant teaching and learning materials for learners' active participation. This is important because employing untrained teachers will rein the best curriculum the best curriculum in the world no matter how wonderful.

Concerning conducting survey on curriculum and its implementation, 73.8% revealed that it would enable the curriculum developer through the manager to know the how effective the curriculum is for the learners in this division. The research of this nature will prove the whether it is curriculum or the method of its implementation that is wrong. According to adult education policy of 2010 curriculum development committee should make sure that all arms of Stakeholders are represented in the curriculum development process. This is to ensure that community interest including that of the learners are well captured as such will arouse the interest of staff and other beneficiaries of the programme. Otherwise, the result will be negative for the participants and the government.

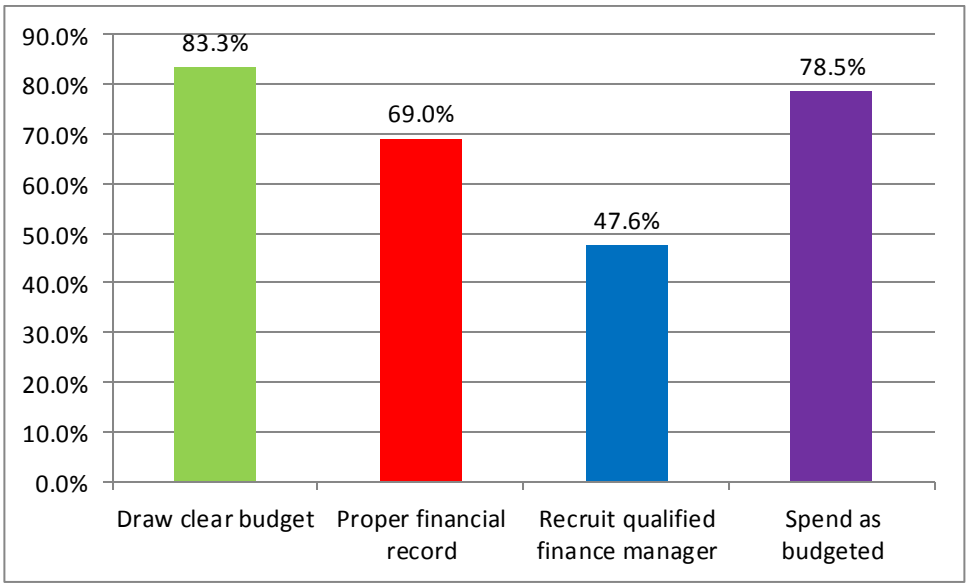
The same Table 20 also shows that less than half 42.8% of the respondents are of the opinion that provision of staff training and development will enhance curriculum and instruction

management. Considering the fact that during the cause of training the facilitators will be updated on curriculum content, the implementation, methodology and best teaching learning materials that will produce the expected result.

4.6.6: Suggestions on Financial Management Improvement

In this research question, the researcher sought to find out the possible solution to improve financial management of the programme. A question was asked on the same. Data were collected, analyzed and the findings summarized in Figure 8.

Figure 8: Distribution of Respondent Suggestions on Financial Management **(n=42)**



The findings from Figure 8 revealed that the majority 83.3% of respondents are of the view that drawing clear budget will help managers to improve in handling the programme funds. Conversely, enhances planning strategically and priotization of needs. Drawing clear budget will ensure that funds are spent according to budget plan. According to Teklemariam and Nam (2011), the programme manager should strive to maintain the existing school physical facilities since maintenance is much cheaper than new acquisition altogether,. The

coordinator can achieve this objective by inculcating and promoting a maintenance culture by encouraging the right attitude among all the members of the school community. For example, to minimize repair costs on furniture, learners can be encouraged to demonstrate an increased sense of responsibility while using the programme facilities.

Proper financing record has 69% respondents indicating that keeping proper financial record will go a long way in helping to improve financial management. Such condition will clear doubts on how the allotted funds is spent and aid managers to win the trust of stakeholders especially the sponsors. In other words, donors might double their effort and donate more generously towards the programme

Concerning seeking for more funds, 75.5% respondents indicated that there is need for managers to find ways of raising money for the running of the programme. From interview it was revealed that the need to initiate income generating project which would help solve some of the numerous financial dilemma the programme is facing and also serve as source of practical field experience for the learners.

On recruitment of qualified finance manager, 47.6% of the respondents view that as important because according to them absence of good account officer might hinder proper accountability and transparency of the programme funds. Besides, with the presence of account officer, managers will be well assisted in budgeting, spending and delivery of financial report.

4.6.7: General Suggestions on Adult Education Programme Improvement

The researcher sought to find out from the respondents other aspects of adult education programme that need enhancement and the possible practical suggestions. A question was

imposed on the same. Data were collected, analyzed and the findings summarized in Table 21 below.

Table 21: Distribution of General Suggestions on ACE Programme Improvement

General improvement	frequency (n=42)	Percentage
Motivation of staff and learners	38	90.4
Extra-curriculum activities	26	61.9
Use of simple language	9	21.4
Provide free ACE programme	39	92.8
Provide transport	11	26.1
Encourage team work	16	38.0

Table 21 above indicates 90.4% of the respondents are of the view that motivation of staff and learners is one of the major key to improve management of adult education in the division. Motivation of any kind will arouse positive completion among the learners and attract more illiterate adults to the programme. A manager said: "*if there is money I will either give scholarship or anything that will be of value to the best performed learners so as to encourage others to work hard."* Another manager during informal interview said: "*I pity these facilitators because some of them work so hard but are paid little compared to what they do and even though their salary is equivalent to pocket money, they receive it late".*

This indicates that there is lack of motivation for both staff and learners in adult education programme and it is an indication that managing adult education in this division will be difficult and this calls for urgent attention of the government and other ACE

programme providers. I also learnt through interview that best performed learners were given gifts during the event of literacy day but that is at the national and at the centre level.

Table 21 reveals 61.9% of the respondents indicate extra- curriculum activities as important tool for improving ACE programme. The respondents argued that it is important because the learners will be helped to develop their talents and skills as not everybody is gifted in the area of literacy and numeracy. They revealed that it could serve as means of advert and promotion of the program. This is a sign that learners' needs are not met yet and as long as their interest and demands are not reached it will be difficult to manage ACE programme effectively because it will be lacking active participation of the learners.

Minority 21.4% of the respondents feel that language barrier is also problem that should be looked into to enable managerial efforts yield the desired fruit. *"The language in the English textbook is very high for us and that discouraged some of us from continuing."* One of the learners complained. This reveals that some of the adult learners' teaching-learning materials are not within the learners' context and demand urgent intervention of government, curriculum developers and publishers. According to one of the managers, "*There has not been any single adult education textbook published; government is not serious yet with adult education."*

Concerning free adult education programme, majority 92.8% of the respondents indicated that if adult education is made free, many learners would participate actively and this would boost the management. According to one of the learners: If education is for all why should adult education not be part of the beneficiaries free education. This indicates that Kenyan government might not achieve her objective of reducing literacy level by 50% by year 2015.

On the case of provision of transport, few 26.1% of the respondents indicate that this would help to improve learners and facilitators' participation and managers' commitment to the programme because they do not need always to trek very long distance to get to their various centres. That could be alternative to initiating centres closer to the learners and facilitators home and will also enhance monitoring and supervision of the programme.

Teamwork has maximum of 38.0% respondents suggesting it to be important element of effective management. This indicates that there is little or no team spirit among ACE programme staff. Though this is suggested by few respondents, studies have revealed that teamwork has been one of the most vital tools used by successful school leaders to achieve their institutional goals. The theory of motivation clearly stated that employees are motivated in different ways: intrinsically and extrinsically. This is to say that staff of adult education programme could be motivated by including them in decision-making especially the one that concerns them.

Teamwork according to Habegger (2008) can also be seen in light of creating a positive school culture that enables the other areas such as designing instruction to also achieve noteworthy outcomes. Habegger purports that such act gives sense of belonging to the learners, gives parents and community room to make their contributions, and provides clear direction for facilitators. Paradoxically, most stakeholders of adult education programme especially the learners and facilitators remain strangers to the programme as some respondents posited:

> I do not know what and how the programme activities are planned. All I do is come to the centre and join others to do what they are doing. I want to learn though I do not know if my needs will be met. I knew nothing about this programme order than that it is adult school programme. They teach with the textbooks our children use in their own school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, SUGGESTIONS AND RECOMMENDATIONS OF THE STUDY

5.1: Introduction

This chapter presents a summary of the research findings. It gives conclusions and suggestions derived from the study and finally recommends and gives its suggestions for further studies. The purpose of this study was to investigate managing adult education in semi-arid environment case of Turkana County, Kenya. The study sought to understand the trainings managers received before and after appointment, the managerial roles, practices, challenges and suggestions for improvement of managing adult education in the area.

To attain the desired objectives of the study, the following procedures were undertaken: dependent and independent variables were identified, research paradigm, which was mixed method (quantitative and qualitative), was adopted in order to present a more complementary and comprehensive view of the study. Instrument for data collection were developed; questionnaires were designed and distributed to relevant sample. Interview guides and observation guides were set and finally the data was analyzed, interpreted and discussed.

The study was carried out in five centres from three different organizations namely; Kenya Government: 2 centres, Catholic church: 2 centres and Bible Society: 2 centres. The samples of the study were Managers (coordinators), facilitators (teachers) and learners. The sampling procedures used were purposive, stratified and simple random sampling. To gather the information needed for the study from the sampled populations, questionnaires were provided to managers and facilitators. Interview guides were conducted for the learners.

The research instruments were validated through collegial supervision, review by experts within and outside CUEA. Pilot testing was done before the actual study in the closely related environment. the instruments were later revised before they were administered. The reliability of the instruments was also confirmed through the pilot testing. Data were collected and analyzed using descriptive statistics and presented in tables, charts, narrative and direct quotations using frequencies and percentages. The following major findings were obtained.

5.2: Summary of the Findings

The following are the key findings of the study according to each research question:

The professional training course adult education managers receive in preparation for adult education programme management.

In Africa and particularly in Kenya, adult and continuing education has witnessed tremendous growth. This is because most of the adult education programme staff such as managers are trained and equipped professionally to qualify them to serve as coordinators. The managers were trained in different managerial skills on adult education teachers' course, andragogy of adult education, literacy monitoring and evaluation. They also learned about leadership and management, group dynamics, environmental factors in teaching adult.

The managers were aware of the transformational and motivational theories and the benefits of applying them in their day-to-day running of the programme.

The major roles of adult education programme managers.

According to the findings, the key managerial role of adult education programme manager is staff management with an estimated 80% of respondents. Other roles include

school community relations, learners' management, finance management and curriculum/instruction management.

On the issue of attaining quality, majority purported that their centres are not performing as expected. The reasons given are because of Lack of induction course for newly recruited staff, lack of in-service training/development of staff, inadequate teaching/learning facilities, poor and late payment of staff, inadequate funding, lack of proper monitoring and supervision, Lack of commitment by both staff and learners, communication problem and poor centre community relations.

while a few claimed that they deliver quality ACE programme and they are able to achieve through: Close follow-up of both facilitators and learners by the manager, development of materials which focuses on the needs of the learners, training of facilitators on the better methodologies, awareness campaign programme, and availability of teaching and learning materials.

Managerial practices adult education programme managers engage in.

The findings revealed in descending order that majority of the respondents indicated that managers engage mostly on supervision of the programme activities, coordination of instructional programme, planning and conducting of various programme meetings, coordinating and directing of seminars for staff and dealing with financial matters.

Additional contributions from the respondents include initiation of income-generating project for centres to enable each centre solve some of their financial problems including offering of scholarship to learners.

Most of the respondents indicated that managers carry out these responsibilities on monthly bases while few perform it on term bases and yet others do that annually.

The result also shows that majority of the respondents agreed that coordinators involve stakeholders in the operation of the programme.

On the internal practices of the manager, findings indicates that managers are very effective in; encouraging of centre community relations, encouraging patriotic behaviour among learners, ensuring presence and punctuality of facilitators and learners and acquisition of relevant teaching materials. The facilitators on their side observed that managers are effective on encouraging centre community relations, planning schedules of meetings, encourage patriotic behaviour among learners and ensuring presence and punctuality of facilitators and learners.

Challenges encountered by the managers of adult education programme.

Inadequate funding is found to be most challenging factor in managing ACE programme in the area. This is followed by limited chance of in-service training for the staff, inadequate teaching/learning material resources and finally poor government policy and implementation. Other challenges include poverty with prevalent percentage of 95.2%, centre proximity, poor communication and language barrier. The root causes of these challenges are based on poor funding, lack of awareness, poor networking among stakeholders, poor planning and finally corruption.

Suggestions that will improve adult education programme management.

The respondents maintained that continuous updating of ACE staff particularly managers on the courses like leadership and management, pedagogies and others enhance management effectiveness of ACE programme in the area. They also suggested that managers should be equipped tobe curriculum developer experts.

Concerning staff management, managers are advised to ensure that right people are recruited in the right position at the right time. Managers should enhance monitoring and supervision of curriculum implementation and method of instruction in the centres. Planning strategically and matching it with right action plan and also improve facilitators' salary and incentives will definitely improve staff management.

Many suggestions were made towards improving learners' management and they include communication, hiring of competent staff, regular monitoring and evaluation of the programme, involving learners in some decision making, creating class management committee and others.

Majority of the respondents identified prompt payment of staff, community and other stakeholders' involvement in activity plan; establishing ACE building centres will go a long way to enhance the management of centre climate. Many of the respondents recommended regular meeting with stakeholders. They further suggested that needs assessment be carried out to know the community needs and interest.

Most of the respondents are of the opinion that use of relevant teaching-learning materials and recruiting of trained facilitators will improve instruction and curriculum implementation. Majority also identified that survey on curriculum and its implementation be conducted to find area of improvement. Good number suggested that staff training and development be taken serious as that is a sure way of ensuring proper curriculum/instruction management.

Drawings of clear budget, proper financial record are cited by many respondents as crucial towards improving finance management. Still majority indicated that forming a finance committee in each centre or organization who will aid in the mobilization of funds.

There is suggestion to employ qualified account officer who will see to it that all income and expenditures is properly recorded and made available to stakeholders.

Other suggestions that came up are motivation of staff and learners, extra-class curriculum activities and use of simple language. Provision of free ACE education, transport availability and working as team are also among other areas of improvement that according to the respondents will ensure effective and efficient ACE programme management in the division.

5.3: Conclusions

Based on the findings of this study, it is evident that there are more male staff than female while female gender is more than male learners in the area of study. The age of the managers and majority of facilitators is fitting to their respective positions. The study found that majority of learners is really adults and that there were just few youths which are as a result of free primary education. Most of the coordinators have more than 5 years experiences and have been exposed to relevant trainings that equipped them for the management position. It is also true from the result of the study that majority of both management and teaching staff poses the required professional certificate for teaching adult learners.

There are major roles of the managers as the study reveals and they are curriculum and instruction management, staff management, learners' management, school community relations and financial management. Majority of the study participants indicated that their centres have not attained the required quality because there is no induction course for newly employed facilitators, inadequate teaching-learning material resources, lack of classroom of their own, poor payment of teachers, inadequate funding and lack of regular monitoring and supervision of facilitators and learners activities. The few that purported that their centres are

doing well posit so because they feel they are better funded, availability of teaching-learning materials, regular supervision and monitoring of programme activities and others.

According to the findings, there are managerial practices that enable the managers to achieve their role and these include general supervision of the programme, dealing with finance operations, coordination of instruction and directing of seminars for the staff and planning for programme meetings. The managers are also expected to initiate income-generating project. The frequency of these practices is revealed to be mostly once in a month by majority of the respondents. It also revealed that programme managers involve stakeholders in the running of programme activities. There are other internal practices of mangers indicated by the study to be more in practice by the managers than others and they are encouraging centre community relations, encouraging patriotic behaviour among learners, ensure presence and punctuality of facilitators and learners, maintenance of respect and confidence among learners and planning of meeting schedules.

Despite all these practices, the study revealed that managers of ACE in this area are faced with many challenges, which include limited teaching-learning material resources, inadequate funds, poor government policy and limited chances of in-service training. There are other obstacles such as poverty, centre proximity, lack of communication and language barrier. The root causes of these challenges have to do with insufficient funds, lack of awareness, poor planning, lack of positive centre climate and corruption.

The findings recorded many suggestions toward improving ACE programme management. The recommendations include the required training for managers to enhance their performance, how to improve staff management, learner management, positive centre climate, curriculum and instruction and finance management. Other areas of improvement are

motivation of staff especially facilitators, provision of extra class curriculum, use of simple language, provision of free ACE programme, availability of transport facilities and team work.

5.4: Recommendation

Based on the findings of the research study, experience and observations, the study makes the following recommendations aimed at improving managing adult and continuing education in semi-arid environment the case of Turkana County.

Effort should be made to ensure that there are female managers in the programme because this will balance the mood of carrying out managerial roles and will also serve of model of encouragement to female learners. The importance of education of mothers cannot be over emphasized due to the vital role mothers play in the family.

The government should seriously consider building adult education centre at list one or two in each county. This centre should comprise of different departments that will take care of various needs of adult learners in terms of literacy and numeracy, entrepreneurship, skill development and others. More effort should be made to provide total free education for those in basic ACE in order to attract more learners. BAE through the coordinator should ensure that class management committee is initiated in every centre and revitalize those that are weak since according the findings that is forum where learners discuss issues concerning them and the programme.

The government and other ACE programme providers should engage in more serious dialogue and collaborations to create uniform standard for the programme so that national recognized certificate could be issued to the learners at the completion of the programme. The planning of programme course outline and other activities should include learners and

facilitator point of view. It is also of utmost importance to ensure that befitting method of teaching adult is in place to avoid out dated traditional form of teaching that is no longer effective even for children.

In view of the above mentioned, the government should seek and engage qualified persons to write textbooks for adult learners because teaching them with primary school teaching learning material makes the whole programme a child's play. The board of adult education can be mandated to set ACE examination board to set alternative exams that is equivalent to that of KCSE and KCPE.

The government should decentralize ACE programme in practice with authorization given to each county board of adult education to develop the curriculum according to their reality, interest and relevance of the community.

There is urgent need to view adult education staff the same with staff of other educational sectors in the government and treat them equal because it will reduce high turnover of ACE staff particularly the facilitators.

Finally, I recommend that study in this region should be conducted when there is no upcoming event such as national elections because it influenced greatly the poor participation of both educators and learners in the region.

5.5: Suggestions for further Research

The current study investigated managing adult education in semi-arid environment the case of Turkana, county. It is vital that study be conducted on the following areas:

- The relevance of adult education curriculum towards the socio-economic growth in Turkana County.
- Investigation on influence of centre community relations on adult education programme.

- Centre management committee: how relevant to effective adult education programme management?
- The advantages of having autonomous classroom block for adult education programme.
- Adult education methodology: how effective to the learners' context?
- Investigation into the financial involvement of adult education providers.

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APPENDIX 1

QUESTIONNAIRE FOR MANAGERS

Dear Sir/Madam,

I am a student at the Catholic University of Eastern Africa in Lang'ata –Nairobi Campus, where I am undertaking a Master's Degree in Educational Administration and Planning. Presently I am undertaking a research project on *Managing Adult Education Programme in Semi-Arid Environment Case of Turkana County*.

I kindly request you to assist me in filling the questionnaires attached to the best of your knowledge. The information provided will be treated with strict confidentiality and only for the purpose of the study.

Thanks in anticipation.

Theresa Nneka Anikwata

Address

Catholic University of Eastern Africa,

P.O. Box 62157-00200

Nairobi

Email: alijekwu@gmail.com

SECTION A: Demographic Information

Please put a tick [ ] in the bracket to indicate the answer you chose and where explanation is required, use the space provided below the item. Answer all the questions in order of their appearance.

1. Sex: a) Female [ ] b) Male [ ]

2. Age:

   Between 35 – 40 years [ ] Between 41 – 45 years [ ]

   Between 46 – 50 years [ ] Above 50 years [ ]

3. How long have you been the coordinator of this Zone?

   Between 1- 5 years [ ] Between 6-10 years [ ] Above 10 years [ ]

4. Highest academic qualification

   Diploma [ ] Bachelors Degree [ ] untrained [ ]

   Any other …….

5. Did you apply for adult education programme manager?

   Yes [ ] No [ ]

   Please specify how you became an adult education programme manager.

   ……

   ……

SECTION B: Information Related to Adult Education Managerial Training

6. What areas of training did you receive in adult education programme management?

   A. Prior to appointment as adult education coordinator?

   I . …….

   ii. ……

iii ……

B. After appointment as an adult education programme coordinator?

i. ……..

ii. ……

iii. ……

7. What do you know about transformation theories?

i. ……

ii. ……

iii. ……

8. What do you know about motivational theories ?s?

i. ……

ii. ……

iii ……

SECTION C: Information on Management roles

9. What are the major management roles of the managers?

a) Curriculum/instruction management [ ] b) Staff management [ ]

c) Learners' management [ ] d) School community relations [ ]

e) Financial management [ ]

Any other please (specify)

i) ----------

ii) ----------

iii) ----------

10. Do you feel your centre has been attaining quality adult education for the past two years?

    Yes [ ] No [ ]

    If yes, what factors do you think contributed to the success?

    i) ----------

    ii) ----------

    iii) ----------

    If no, what do you think were the reasons?

    i) ……..

    ii) ……..

    iii) ……..

SECTION D: Information Related to Managerial Practices

11. What managerial activities do you engage in carrying out these roles?

    a) General supervision of the programme activities [ ]

    b) Dealing with financial operations [ ]

    c) Coordination of instructional programmes [ ]

    d) Planning and conducting various programme meetings [ ]

    e) Coordinating and directing seminars for the staff [ ]

    Any other, Please (specify) ……..

    …….

12. How often do you carry out these activities?

    a) Once in a month [ ] b) Once in a term [ ]

    c) Once in a year [ ] d) Daily [ ]

13. Do you involve stakeholders in solving some of the centre managerial problems?

Yes [ ] No [ ]

If yes, how do you involve them?

i. ……

ii. ……

iii ……

Please read the following questions on the perception of adult education coordinators in tasks mentioned. Indicate your response by ticking [ ] in one of the boxes provided to the right of each task on a scale 5-1. Only one response is required for every question. See the key below:

VE: Very effective - 5 E: Effective - 4

F: Fairly effective - 3 I: Ineffective - 2

VI: Very ineffective - 1

14. How would you rate the degree at which you practice the following managerial roles?

	Items	VE	E	FE	I	VI
A	Plan schedules of meeting with stakeholders	5	4	3	2	1
B	Encourage patriotic behaviour among learners					
C	Ensures presence and punctuality of facilitators / learners					
D	Acquisition of relevant teaching materials					
E	Induction of new earners/facilitators					
F	Regular communication with other stakeholders					
G	Encourages school Community relations					
H	Maintains respect and confidence among learners					

SECTION E: Challenges Adult Education Managers Encounter in their attempt to Ensuring Improved Adult Education Programme management

15. What challenges do you face as you carry out your managerial duties?

a) Limited teaching/learning material resources [ ] b) Poor financing [ ]

c) Poor government policy and implementation [ ]

d) Limited chances for in-service training [ ]

16. What are the probable causes of these managerial challenges in managing adult education programme?

i) ……..

ii) …….

iii) ……

SECTION F: Suggestions that will Improve Adult Education Programme Management

17. In your opinion what form of training would you recommend for current and prospective adult education programme coordinator?

a) ----------

b) ----------

c) ----------

18. What do you think need to be done to improve staff management in your centres?

a) ----------

b) ----------

c) ----------

19. What suggestions can you give to improve learners' management in your centres?

a) ----------

b) ----------

c) ----------

20. What suggestions can you give to improve centre community relations in your adult education programme centres?

a) ----------

b) ----------

21. What suggestions can you give to improve curriculum/instruction management in your centres?

a) ----------

b) ----------

c) ----------

22. What suggestions can you give to improve financial management in your centres?

a) ----------

b) ----------

23. What other suggestions in your opinion will improve adult education programme management in your centres?

a) ----------

b) ----------

c) ----------

Thank you

APPENDIX 1I

QUESTIONNAIRE FOR FACILITATORS

Dear Sir/Madam,

I am a student at the Catholic University of Eastern Africa in Lang'ata –Nairobi Campus, where I am undertaking a Master's Degree in Educational Administration and Planning. Presently I am undertaking a research project on *Managing Adult Education Programme in Semi-Arid Environment Case of Turkana County*.

I kindly request you to assist me in filling the questionnaires attached to the best of your knowledge. The information provided will be treated with strict confidentiality and only for the purpose of the study.

Thanks in anticipation.

Theresa Nneka Anikwata

Address

Catholic University of Eastern Africa,

P.O. Box 62157-00200

Nairobi

Email: alijekwu@gmail.com

SECTION A: Demographic Information

Please put a tick [ ] in the bracket to indicate the answer you chose and where explanation is required, use the space provided below the item. Answer all the questions in order of their appearance.

1. Sex: a) Female [ ] b) Male [ ]

2. Age:

   a) Between 25 – 30 years [ ] b) Between 31 – 35 years [ ]

   c) Between 36 – 40 years [ ] d) Between 41- 45 years [ ]

3. Highest academic qualification

   a) Diploma in Education [ ] b) Bachelors in Education [ ]

   c) Certificate in adult education [ ]

4. How long have you been facilitating in this centre?

   a) Below one year b) Between 1 – 5 years [ ] c) Between 6 – 10 years [ ]

   c) Between 11 – 15 years [ ]

SECTION B: Information on the Major Roles Adult Education Programme Managers

5. What are the major roles of adult education programme coordinators?

   a) Staff management [ ] b) School community relations [ ]

   e) Learners' management [ ] c) Financial management [ ]

   d) Curriculum and Instruction management [ ]

   Any other please (specify)

   i) ……..

   ii) ……

   iii) ……..

6. Do you feel your centre has been attaining quality adult education for the past two years?

   Yes [ ] No [ ]

   If yes, what factors do you think contributed to the success?

   i) ----------

   ii) ----------

   iii) ----------

   If no, what do you think were the reasons?

   i) ……..

   ii) ……..

   iii) ……..

SECTION C: Information Related to Managerial Practices of Adult Education Programme Managers

7. What managerial activities does your coordinator engage in carrying out these roles?

   a) General supervision of the programme activities [ ]

   b) Dealing with daily financial management operations [ ]

   c) Coordination of instructional programmes in the centres [ ]

   d) Planning and conducting programme meetings for various programme activities [ ]

   e) Coordinating and directing seminars for the staff as a way of staff development [ ]

   Any other, Please (specify) ……..

   …….

8. How often does he/she carry out these activities?

   a) Once in a week [ ] b) Once in a month [ ] c) Once in a term [ ]

   d) Once in a year [ ] e) Daily [ ]

9. Does the coordinator involve stakeholders in solving some of the managerial problems?

Yes [ ] No [ ]

If yes, how does he/she involve them?

i. ……

ii. ……

iii ……

Please read the following questions on the perception of adult education coordinators in tasks mentioned. Indicate your response by ticking [ ] in one of the boxes provided to the right of each task on a scale 5-1. Only one response is required for every question. See the key below:

VE: Very effective - 5 E: Effective - 4

F: Fairly effective - 3 I: Ineffective - 2

VI: Very ineffective - 1

10. How would you rate the degree at which adult education manager of you centre practice the following managerial roles?

	Items	VE	E	FE	I	VI
	Plan schedule of meeting with stakeholders	5	4	3	2	1
A	Encourage patriotic behaviour among learners					
B	Ensures presence and punctuality of facilitators/learners					
C	Acquisition of relevant teaching materials					
D	Induction of new learners/facilitators					
E	Regular communication with other stakeholders					
F	Encourages school community relations					
G	Maintains respect and confidence among learner					
H	Plan schedule of meeting with stakeholders					

SECTION D: Information on Challenges Adult Education Managers Encounter as They Carry out Their Managerial Roles

11. What challenges do you think managers face as they carry out their managerial duties?

a) Limited teaching/learning material resources [ ] b) Poor financing [ ]

c) Poor government policy and implementation [ ]

d) Limited chances for in-service training [ ]

Any other, please (specify)

i) ----------

ii) ----------

iv ----------

12. What in your opinion are the probable causes of these managerial challenges in adult education programme management?

i)……..

ii …….

iii ……

SECTION E: Suggestions to Improve Adult Education Programme Management

13. What in your opinion would you recommend for current and prospective adult education programme coordinators?

i) ----------

ii) ----------

iii) ----------

14. What would the manager need to do to improve planning and conducting of various programme meetings in your centres?

a) ----------

b) ----------

c) ----------

15. What would the manager need to do to improve general supervision of programme activities in your centres?

a) ----------

b) ----------

c) ----------

16. What does the manager need to do to improve coordination and controlling of instructional programmes in your adult education programme centre?

a) ----------

b) ----------

c) ----------

17. What need to be done to improve financial management in your centres?

a) ----------

b) ----------

c) ----------

18. What other suggestions in your opinion will improve adult education programme management in your centres?

a) ----------

b) ----------

c) ----------

Thank you.

APPENDIX 1II

INTERVIEW GUIDE FOR LEARNERS

SECTION A: Demographic Information

1. Sex: a) Female [ ] b) Male [ ]
2. Age rang

   Between 15 - 20 years [ ] Between 21 – 25 years [ ] Between 26 – 30 years [ ]

   Between 31 – 35 [ ] Above 35 years [ ]

SECTIONB: Perception of the Learners towards the Managerial roles of adult education Programme Coordinator

3. Who is the manager of your learning centre?
4. What does he normally do whenever he/she visits?
5. When last did you see the manager in your centre?
6. What is your opinion about your manager?
7. How are you involved in the programme activities?
8. Which of these managerial practices have you observed from your manager?

SECTION C: Information on Challenges Adult Education Managers Encounter as They Carry out Their Managerial Roles

9. What challenges do you think the manager encounter as he/she carries out his/her managerial duties?

SECTION D: Suggestions that will Improve Adult Education Programme Management

10. What in your opinion would you recommend for current and prospective adult education programme coordinators?

APPENDIX IV

OBSERVATION / CHECK LIST SCHEDULE

Facility	Available No.	Not Available	Well maintained	Not well maintained
Classrooms				
Staff office				
Manager's office				
Text books				
Library				
Computers				
Workshops				
Hall				
Laboratory				
Tables				
Chairs				
Toilets				
Water supply				
Electricity				
Others				

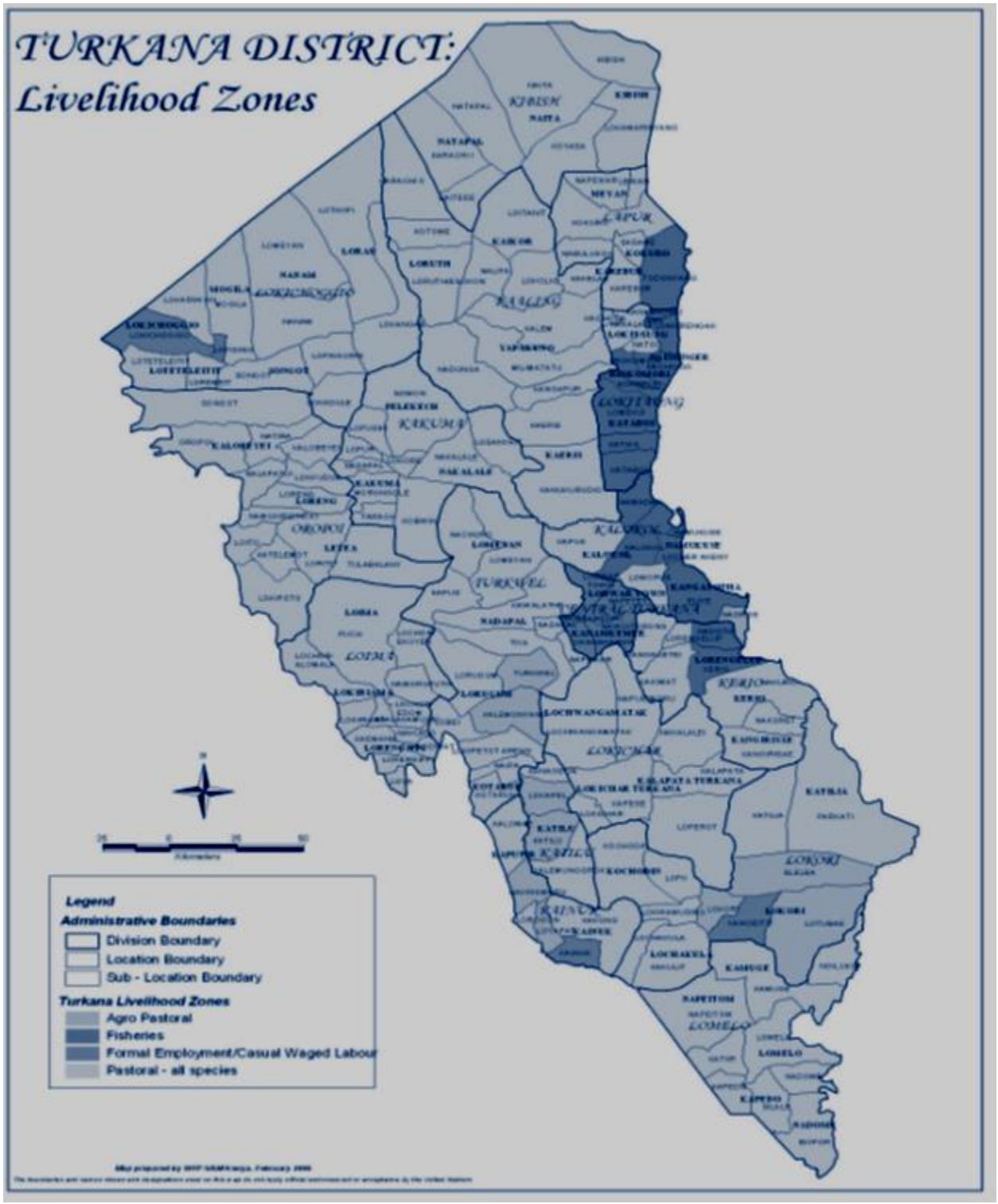
APPENDIX V

MAP OF KENYA SHOWING TURKANA COUNTY



APPENDIX VI

TURKANA MAP



APPENDIX VII

ADULT EDUCATION CENTRE



One of Adult education Centres in Turkana County

APPENDIX VIII

ADULT EDUCATION LEARNERS



Adult Learners