

**INFLUENCE OF TEACHER PREPAREDNESS ON
IMPLEMENTATION OF ADULT EDUCATION
PROGRAMMES IN MANDERA CENTRAL SUB-COUNTY,
MANDERA COUNTY, KENYA**

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ABSTRACT

Purpose of the Study: The purpose of the study was to assess the influence of institutions' preparedness on implementation of adult education programmes in Mandera Central Sub-County, Mandera County, Kenya.

Statement of the Problem: Implementation of adult education programmes has not been without its fair share of shortcomings. Enrolment, attendance and completion rates of adult-learners in adult education centers has been dismal.

Methodology: The research utilized a mixed methodology approach and consequently employed a concurrent triangulation design. The target population was 400 comprising of 30 center managers, 119 adult education teachers, one adult education officer and 250 adult learners. Using the Central Limit Theorem, a sample of 9 Adult Education Centers, that is, 30% of 30 and 120 respondents, that is, 30% of 400, was selected. Stratified sampling was applied. Questionnaires were used to collect data from adult education teachers, interviews for center managers and education officer whereas focus group discussions were used to collect data from adult learners. Qualitative data were analyzed thematically and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies and percentages and inferentially using Pearson's Product Moment Correlation Analysis in Statistical Packages for Social Science (SPSS 23) and presented using tables.

Findings: The study established that there are few teachers who are not well prepared to undertake adult education programmes, whose consequence has been low enrolment of adult education learners.

Recommendations: The study recommends that the Ministry of Education should allocate a given number of trained teachers to adult education centers during any recruitment exercise. It is also recommended that the Ministry of Education implements a continuous professional development program tailored specifically for Adult Education Teachers. Additionally, collaborating with local universities and training institutions to offer specialized courses and certifications for adult education can further enhance the competency of these educators.

Keywords: *Teacher preparedness, implementation of adult education programmes, adult learners.*

INTRODUCTION

The provision of adult education is widely recognised as a crucial means of promoting a nation's progress. It is essential for every society to establish the necessary conditions for attaining fundamental and high-quality education. The resolution on Education For All, passed by the United Nations General Assembly in 2006, asserts the fundamental principle that every country has an obligation to ensure that all of its citizens have access to basic and high-quality education. Nevertheless, the achievement of equitable education and literacy levels among adults has encountered various obstacles, resulting in a less seamless realisation of these objectives than initially anticipated. According to the Adult Education Policy, it is expected that adults fulfil the roles of wealth producers and active contributors to community development. The successful execution of adult education initiatives holds significant importance not only for the social and educational progress of adults but also for sustaining their motivation to pursue advanced levels of learning (Sitlington, Clark & Kolstoe, 2000).

Trained professionals, including teachers, social workers, and other stakeholders in the field of education, have been recognised as significant contributors to the successful implementation of adult education programmes. In their work, Maxwell and Eller (2000) emphasise the importance of prioritising teacher practises that are contextually responsive when implementing adult education programmes. They argue against an excessive emphasis on strategies aimed solely at teaching adults specific skills to address their everyday challenges. A study conducted in the Netherlands involving 211 participants aimed to determine the impact

of teacher professionals on the effectiveness of adult education and literacy programmes. The findings by Donegan, Fink, Fowler, and Wischnowski (2000) indicate that the primary factor contributing to the success of these programmes is the presence of a highly skilled and adequately trained teacher. The study additionally revealed that the professionals' beliefs regarding adult education programmes and their comprehension of the challenges that hinder the implementation of these programmes significantly influence the outcomes of said programmes, whether they succeed or fail.

According to Mackenzie's (2012) research, the role of the teacher in adult learning situations is that of a facilitator or guide, rather than a director of the learning process. This phenomenon can be attributed to the potential disruption of adult learners' autonomy when a director assumes a prominent role. According to Jarvis (2002) and Williams (2000), it is widely accepted that the role of teachers is to facilitate the learning process for adult learners, including the creation of an environment conducive to learning. However, it is important to note that teachers do not have control over the ultimate outcome of the learning experience. According to Jarvis (2005), the process of facilitation poses challenges due to the open-ended nature of learning in adult education. As a result, learners may arrive at conclusions that differ from those held by the facilitator. During the process of instruction, educators employ diverse pedagogical methods in order to facilitate the acquisition of new knowledge by adult learners. This includes the acquisition of practical knowledge pertaining to processes, factual knowledge, as well as theoretical knowledge or conceptual understanding. The primary responsibility of adult educators is not to simply transmit knowledge, skills, or information, but rather to facilitate the process through which adult learners can independently acquire these attributes.

The various approaches to pedagogy can be classified into three distinct categories: presentation, participatory, and discovery. Furthermore, the utilisation of tests and quizzes as a pedagogical approach and as a tool for continued learning has been acknowledged (Alan, 2006). Proficiency assessments are administered to adult learners, following which a certificate is granted to acknowledge their attainment of basic literacy skills. According to Ukpokodu (2002), it has been proposed in Ghana that teachers possess a conceptual understanding of parental figures and their associated responsibilities in facilitating their students' transition into the educational setting. Educators employ these visual representations as standards by which they assess and evaluate individuals who have recently become parents. The study additionally posited that optimal pedagogical strategies for instructors in adult education programmes entail

acquiring comprehensive knowledge and training in evidence-based instructional methods and behavioural techniques. This is crucial to facilitate adult learners in achieving their therapeutic and educational objectives.

Therefore, given that a significant proportion of adult learners spend substantial amounts of time in mainstream educational environments, it is imperative for adult education instructors to possess a comprehensive understanding of the fundamental traits of adult learners, effective teaching methods supported by empirical evidence, as well as general strategies for facilitating learning within adult education centres. This knowledge is crucial for ensuring the success of all adult learners. Ngau (2007) conducted a study in Kenya to examine the level of preparedness among general education teachers in implementing adult education programmes. The study recognised the significant advantages of such programmes and the research-based necessity for adults to receive targeted interventions and therapies over extended periods of time.

However, these findings are in contrast to the research conducted by Dempsey and Foreman (2001), which suggested that despite receiving academic instruction and professional development training pertaining to the adult education system, general education teachers still do not feel adequately equipped to teach adults. The implementation of adult education programmes in Mandera Central Sub-county is encountering significant challenges, despite the crucial role played by identifying observable aspects of professionals and teacher preparedness as determinants of programme implementation in adult education. The aforementioned challenge arises from the difficulty encountered in previous studies conducted by Donegan et al (2000) and Ukpokodu (2002) in identifying the precise set of skills and training that adult education professionals should possess in order to optimise their effectiveness in implementing adult education programmes. There is a scarcity of evidence regarding the correlation between teachers' professional training and their ability to effectively implement adult education programmes. These research gaps have piqued the researcher's curiosity, prompting them to address this issue.

STATEMENT OF THE PROBLEM

Teachers are crucial in the implementation of adult education programmes. However, the implementation of adult education programmes in Mandera Central Sub-County has not yielded the expected level of success. As previously mentioned, a report conducted by the

Ministry of Education in 2012 reveals that the rates of enrollment, attendance, and completion among adult learners in Mandera Central Sub- County are notably low. Specifically, the report indicates that only 136 adult learners have enrolled in the adult and continuing Education Programmes across 31 centres. However, there is a limited body of research that has examined the impact of teachers' preparedness on the implementation of adult education programmes. The existence of this research and knowledge gap influenced the researcher's intention.

RESEARCH OBJECTIVE

The objective of the study was to determine the influence of teacher preparedness on implementation of adult education programmes in Mandera Central Sub- County, Mandera County, Kenya.

THEORETICAL FRAMEWORK

This study was guided by the Systems Theory which was postulated by Luhmann Nklas (2004). According to this theory, an institution is a managed system that converts inputs like raw materials, people, and other resources into outputs like the goods and services that comprise its products. One of its key concepts is that school management must interact with the environment to gather inputs and return the output of its production.

Teaching, learning and management are acts of planning, organizing and administration of education process. It spans from classroom instruction to the issuance of certificate. This means that teachers, administrators and adult-learners are part of teaching-learning process and thus determine institutions' preparedness. Implementation of adult education programmes requires marshalling and organizing all the material and human resources needed for such outcomes and therefore, the quality of adult education teaching dictates the expected outcomes. Thus, the rationale of using this theory in this study is that it underscores the fact that effective management of institutions' resources such as teachers are critical to implementation of adult education programmes. The study was also guided by the Paul Freire's Adult Education Theory which was postulated in 1973 by Paul Freire whose idea of adult education emerged against the background of the oppression of the masses in Brazil by the elite who reflect the dominant values of a non-Brazilian culture.

According to this theory, the role of a teacher is to facilitate the experience upon which reflection occurs which thus becomes a learning process. To Freire (1973), the facilitator or teacher should be able to stimulate the learning process rather than one who teaches the correct knowledge and values which have to be acquired. This model locates individuals in their social-cultural milieu and regards learners as recipients of cultural information and experiences transmitted through personal or interpersonal means. It also considers the learners as able to act upon the environment in order to change it. Freire, therefore emphasized on the teacher-learner and the learner-teacher dialogue which is similar to the two-way human dialogue. This is because his model concentrates on the humanity of the learners and places great value on the human being. This theory is relevant to the research study since it supports participation of adult learners in the society which the researcher expects to be the fruits of adult education programme.

RESEARCH METHODOLOGY

The study applied mixed methodology and thus adopted concurrent triangulation design. The target population was 400 comprising 30 center managers, 119 adult education teachers, one adult education officer and 250 adult learners. The sample size consisted of 400 individuals, including 30 centre managers, 119 adult education teachers, one adult education officer, and 250 adult learners. The Central Limit Theorem was utilized to select a sample of 9 Adult Education Centres, which represents 30% of the total population of 30 centres. Additionally, a sample of 120 respondents, equivalent to 30% of the total population of 400, was included in the study. The utilisation of stratified sampling was employed to establish five distinct strata, which were determined based on the number of zones present within Mandera Central Sub-County. Purposive sampling was employed to select two centre managers, seven adult education teachers, and one adult education officer from each zone. In order to mitigate potential bias, a simple random sampling technique was employed to select a sample of 16 adult learners from the adult education centres under consideration. Data collection methods employed in this study encompassed the use of questionnaires to gather information from adult education teachers, interviews conducted with centre managers and education officers, and focus group discussions conducted with adult learners. The qualitative data underwent thematic analysis in accordance with the research objectives and were subsequently presented in narrative format. Qualitative data were analyzed thematically along the objectives and presented in narrative forms. Quantitative data were analyzed descriptively using frequencies

and percentages and inferentially using Pearson’s Product Moment Correlation Analysis in Statistical Packages for Social Science (SPSS 23) and presented using tables.

RESULTS AND DISCUSSIONS

This section presents the findings of the study based on the objective. It also outlines the methods of presentation of the study findings and discussions.

Response Rate

In the present study, a total of 36 questionnaires were distributed among a group of Adult Education Teachers. However, a total of 31 questionnaires were completed and subsequently returned. The researcher conducted interviews with 8 managers from Adult Education Centres and 1 Adult Education Officer. Additionally, focus group discussions were held with 56 Adult Education Learners. The response rates obtained are presented in Table 1.

Table 1: Response Rates

Respondents	Sampled Respondents	Those Who Participated	Achieved Return Rate (%)
Adult Education Center Managers	9	8	88.9
Adult Education Teachers	36	31	86.1
Adult Education Officer	1	1	100.0
Adult Education Learners	74	56	75.7
Total	120	96	80.0

Source: Field Data (2023)

Table 1 shows that Adult Education Center Managers registered a response rate of 88.9%, Adult Education Teachers registered 86.1%, Adult Education Officer registered a response rate of 100.0% whereas Adult Education Learners registered a response rate of 75.7%. The obtained results indicate an average response rate of 80.0%, aligning with Creswell's (2014) claim that a response rate exceeding 75.0% can be considered satisfactory.

Teacher Preparedness and Implementation of Adult Education Programmes

The study sought to establish how provision of Adult Education Teachers and their preparedness influences implementation of Adult Education programmes. Data were collected on the number of Adult Education Teachers and results are shown in Table 2;

Table 2: Number of Adult Education Teachers

Number of Teachers	Frequency	
	f	%
Below 5 teachers	28	70.0
Between 5-10 teachers	8	20.0
Above 10 teachers	4	10.0

Table 2 shows that 70.0% of the Adult Education Teachers indicated that teachers in adult education centers are just below 5. They stated that 20.0% of the Adult Education centers had between 5-10 teachers whereas only 10.0% had teachers above 10. The results of this study support the claims made by Maxwell and Eller (2000) regarding the significant role of trained teachers in the successful implementation of adult literacy programmes. Furthermore, the study emphasises the importance of tailoring teacher practises to the specific context in which adult literacy programmes are being implemented, rather than solely focusing on teaching adults specific skills to address their daily challenges. According to the statements provided by the centre managers and education officer during the interviews, it was observed that there has been a scarcity in the quantity of adult education teachers. Center Manager, CM1, noted;

In my adult education center, I have only one teacher for all the adult education learners. This has made the implementation of the programmes very difficult.

During the focus group discussion, the adult education learners also indicated that the number of teachers is very low and, on many occasions, they spend a whole day without a teacher. These findings point to the inadequacy of the number of adult education teachers as a challenge to the successful implementation of adult education programmes.

Table 3: Views of Adult Education Teachers on Influence of Provision of Teachers on Implementation of Adult Education Programmes

Test Items	Ratings				
	SA	A	U	D	SD
	%	%	%	%	%
There are below 5 teachers in adult education centers which has affected enrolment, attendance and performance of adults in literacy	87.5	7.5	1.1	3.1	0.8
There are between 5-10 teachers in adult education centers which has not increased enrolment, attendance and performance of adults in literacy	75.0	17.1	1.2	3.2	3.5
There are over 10 teachers in adult education centers which has not improved enrolment, attendance and performance of adults in literacy	62.5	19.8	2.8	10.2	4.7
There are no enough teachers for adult literacy classes which has not improved enrolment, attendance and performance of adults in literacy	62.5	9.9	3.7	13.7	10.2

Table 3 reveals that majority (87.5%) of the teachers strongly agreed with the view that there are below 5 teachers in adult education centers which has affected enrolment, attendance and performance of adults in literacy as did 7.5% who agreed. However, only a paltry 1.1% were undecided, 3.1% disagreed whereas 1.5% disagreed whereas 0.8% strongly disagreed. The results presented in this study support the findings of a previous study conducted in the Netherlands, which involved 211 participants. The objective of that study was to examine the impact of teacher professionals on the effectiveness of adult education and literacy programmes.

Donegan et al. (2000) identified the availability of a well-prepared and competent teacher as the most crucial factor contributing to the success of such programmes. According to the findings of Donegan et al (2000), the beliefs held by professionals regarding adult literacy programmes, as well as their comprehension of the challenges associated with implementing such programmes, significantly influence the outcomes and effectiveness of these initiatives. The study also found out that three-quarters (75.0%) of the teachers strongly agreed with the

view that there are between 5-10 teachers in adult education centers which has not increased enrolment, attendance and performance of adults in literacy. At the same time, 17.1% agreed. However, 1.2% were undecided, 3.2% disagreed whereas 3.5% strongly disagreed.

These findings lend credence to the assertions of Ngau (2007) that a well-prepared teacher is critical in the implementation of an adult educational program. Majority (62.5%) of the teachers strongly agreed with the view that there are over 10 teachers in adult education centers which has not improved enrolment, attendance and performance of adults in literacy while 19.8% agreed. However, 2.8% were undecided, 10.2% disagreed whereas 4.7% strongly disagreed. These findings are consistent with the assertions of Jarvis (2002) and Williams (2000) that the teachers' work is to assist the adult learners to learn even to the extent of creating an environment in which that learning may occur, but it is never one who dictates the outcome of learning experience. Jarvis (2005) states that facilitation is difficult in that learning in adult education is open-ended and therefore the learners may reach conclusions which are different from those held by the facilitator. In the course of teaching, teachers adopt varied teaching approaches because the adult learner needs to acquire new knowledge: practical knowledge of processes, factual knowledge and theoretical knowledge or concepts. These findings thus affirm the fact that the adult teachers' work is not to impart knowledge, skills or information but to help adult learners acquire these for themselves.

Most (62.5%) of the teachers strongly agreed with the view that there are no enough teachers for adult literacy classes which has not improved enrolment, attendance and performance of adults in literacy while 9.9% teachers agreed, 3.7% were undecided, 13.7% disagreed and 10.2% strongly disagreed. These findings lend credence to the assertions of Ukpokodu (2002) that there are no enough teachers with specific mode of skills and training in order to enhance their effectiveness in implementation of adult literacy programmes. This implies that successful implementation of adult literacy programmes depends largely on the provision of teachers. That is, with majority of adult learners spending large portions of their school day in education settings, teachers must be knowledgeable of adults' core characteristics, relevant evidence-based teaching strategies, as well general strategies for educating within an adult education center to ensure that all adults succeed.

Inferential Analysis

To verify the influence of provision of teachers on implementation of adult education programmes, data were collected on the number of teachers available in adult education centers and the number of adult education learners for the last five years (2017-2021). The results are shown in Table 4:

Table 4: Number of Teachers and the Number of Adult Education Learners for the Period Between 2017 and 2021

Number of Adult Education Teachers	Number of Adult Education Learners
1	40
4	139
3	114
2	138
1	77
1	79
2	130
5	163

Source: Field Data (2023)

Table 4 shows that the higher the number of teachers, the higher the enrollment of adult education learners in adult education centers. In other words, adult education centers which have a higher number of teachers have a relatively higher number of adult education learners. The results in Table 8 were subjected to Pearson’s Product Moment Correlation Analysis and the results are shown in Table 5:

Table 5: Relationship between Provision of Teachers and Implementation of Adult Education Programmes

		Number of Adult Education Teachers	Number of Adult Education Learners
Number of Adult Education Teachers	Pearson Correlation	1.000	
	Sig. (2-tailed)		
	N	8	
Number of Adult Education Learners	Pearson Correlation	.820*	1.000
	Sig. (2-tailed)	.013	
	N	8	8

*. Correlation is significant at the 0.05 level (2-tailed).

According to the findings presented in Table 5, a significant positive correlation was observed between the number of adult education teachers and the number of adult education learners ($r(8) = 0.820$, $p = 0.013$ at $\alpha = 0.05$). These findings provide additional support for the assertion that teachers play a crucial role in the effective execution of adult education initiatives.

Thematic Analysis

During the interviews and focus group discussions, the Center Managers, Adult Education Officer and adult education learners also responded in favor of the view that most teachers in adult education centers are below 5 teachers which has affected enrolment, attendance and performance of adults in literacy. The adult education officer, AEO1, noted,

The adult education literacy programmes have not been effective in achieving its objectives due to availability of few teachers. Such a scenario has negatively impacted on enrolment of adults and even registered low performance.

Just like in quantitative findings, these views further corroborate the findings of a study conducted in the Netherlands amongst 211 respondents to establish the efficacy of teacher professionals on performance of adult education and literacy programmes in which Donegan et al (2000) indicated that the most important variable in such success is the availability of a well-prepared and capable teacher. The interviewees and discussants concurred with the assertions of Donegan et al (2000) who further indicated that beliefs the professionals have about adult literacy programmes and his or her understanding of the challenges bedeviling the

implementation of the adult literacy programmes impact on the success or failure of the programmes. The interviewees and discussants however, noted that, in some centers, the number of adult education centers range between 5 and 10 and sometimes above 10. However, according to them, this not increased enrolment, attendance or performance.

These views lend credence to the viewpoints of Ngau (2007), Jarvis (2002) and Williams (2000) that a well-prepared teacher is critical in the implementation of an adult educational program. That is, the teachers' work is to assist the adult learners to learn even to the extent of creating an environment in which that learning may occur, but it is never one who dictates the outcome of learning experience. Just like in quantitative findings, these views attest to the fact that the adult teachers' work is not to impart knowledge, skills or information but to help adult learners acquire these for themselves. However, there are no enough teachers with specific mode of skills and training in order to enhance their effectiveness in implementation of adult literacy programmes.

CONCLUSION

The findings of the study indicate that the availability of Adult Education Teachers in Adult Education centres has a significant impact on the delivery of adult education programming. However, according to the findings of the study, the number of teachers is not sufficient, and those that are available are not adequately prepared to deliver high-quality adult education programmes.

RECOMMENDATIONS

The study recommends that the Ministry of Education should make it a priority during any recruitment drive to provide adult education centres with a predetermined number of qualified teachers. This will go a long way towards lowering the number of students to teachers, and as a result, improving the overall quality of adult education programmes. It is also recommended that the Ministry of Education implements a continuous professional development program tailored specifically for Adult Education Teachers. By ensuring that teachers are regularly updated with the latest pedagogical methods, tools, and best practices for adult learners, the standard of teaching in these centres can be elevated. Additionally, collaborating with local universities and training institutions to offer specialized courses and certifications for adult education can further enhance the competency of these educators.

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