

**FACTORS INFLUENCING ADULT EDUCATION ENROLLEMENT IN THIKA SUB  
COUNTY, KIAMBU COUNTY, KENYA**

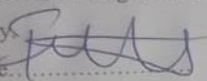
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**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION,  
HUMANITIES AND SOCIAL SCIENCES IN FULFILLMENT OF THE  
REQUIREMENT FOR THE AWARD OF DEGREE IN BACHELOR OF  
EDUCATION (ARTS) OF GREYSA UNIVERSITY**

**OCTOBER, 2025**

## DECLARATION

This project is our original work and has not been presented for the award of any degree in any university.

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
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
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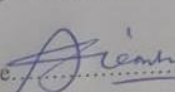
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## **ACKNOWLEDGEMENT**

We want to express our deepest gratitude to our supervisor, Dr. Joel Kiambi, for his endless efforts and support throughout this process. We also recognize our beloved parents' different forms of support, prayers, and unfailing love.

## **DEDICATION**

We would like to dedicate this work to the almighty God for giving us the strength, health, and knowledge to write this project. We dedicate this work to our parents for supporting us and being there for us during our education odyssey.

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## **ABBREVIATIONS**

<b>EFA</b>	Education for All
<b>GRALE</b>	Global Report on Adult Learning and Education
<b>KIE</b>	Kenya Institute of Education
<b>NGO</b>	Non-governmental Organisation
<b>SPSS</b>	Statistical Packages For Social Sciences
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organisation
<b>SPSS</b>	Statistical Packages For Social Sciences
<b>WEA</b>	Workers Education Association

## **OPERATIONAL DEFINITIONS OF TERMS**

**Adult-** this is a fully grown person who is legally responsible for their actions.

**Adult education** – is a program based at the Ministry of Education under basic education, offering a second chance to people who never managed to get an education. It also caters to out of school youths, children and the elderly.

**Enrolment-** the act of putting yourself or someone else onto the official list of members of a course, college or university, or a group.

**Medieval period-the** period of European history extending from about 500 to 1400-1500ce.it is also known as the middle ages.

**Vocational skills –it** is a skill or a set of skills that help a person get a job these skills are highly in demand and often not so expensive to trait

## **ABSTRACT**

The study's purpose was to investigate factors influencing enrolment in adult education in Thika subcounty, kiambu county. The study objectives were to study the prevalence of adult education and to study factors influencing enrolment. The target population for this study consisted of 110 respondents where 80 learners participated and 30 teachers also participated. The research methodology used was descriptive survey design. The sample was selected randomly, the study incorporated use of questionnaires which were structured into close ended questionnaires. Data was analysed using statistical package for social science(SPSS) through descriptive statistical technique .qualitative was categorized and presented in emergent themes and hence the findings presents using tables. The findings revealed the factors such as time availability, cost of education and family support had a great impact on enrolment in adult education centers.

## CHAPTER ONE: INTRODUCTION

### 1.0 Introduction

This chapter discussed the background of the Study, the statement of research problems, and the purpose of the Study. It also provided the Study's conceptual Framework, research questions, and objectives. The various hypotheses of the Study are also discussed in this chapter. Besides that, the significance of the Study, delimitation of the Study, and finally, the assumptions made.

### 1.1 Background of the Study

Adult education is the practice of teaching and engaging adults in learning activities that are purposeful, self-directed, and grounded in the learners' experiences and needs" (Merriam & Baumgartner, 2020, Learning in Adulthood: A Comprehensive Guide, 4th ed.). It comprises formal and informal learning that exposes individuals to new skills, improve existing ones, and enhances personal development.

In Kenya, the Kenya Institute of Education (KIE), defined adult education as a system of education that offers a second opportunity to people who never manage to acquire education at an early age due to factors like financial constraints, lack of support from family, motivation and in a conducive environment for learning. The primary function of introducing adult education centers was to impart skills on an individual, self-improvement, and social inclusion of people from marginalized groups, making them fit into contemporary society. Another function was for career enhancement, economic development, and productivity.

Jeremy William Bohonos (2023) explained that the root of adult education can be traced to various historical periods and geographical periods, including ancient civilization, which involves ancient Greece, Rome, and China, where learning took place through apprenticeship, mentorship and physiological discussions. Skills and knowledge were imparted from generation to generation.

The scribes and priests would teach readings and writing to adults for religious purposes. The medieval period was associated with religious institutions where they played a critical role in teaching reading, writing, and religious text to adults. This aimed at improving the intellectual ability and morality of adults in the community. In the 19th century, modern adult education began in Europe and North America due to the Industrial Revolution, which triggered the need for adult education, especially for workers. Organizations like the UK Worker's Educational Association (WEA) provided learning opportunities for adults intending to empower the working class in a formal education setup. In the 20th century,

modern adult education was introduced where universities and colleges started to offer adult extension programs. Contemporary adult education was spread worldwide through European movements, colonial influence, missionary education, social movements such as the United Nations Educational Scientific and Cultural Organization (UNESCO), and globalization. In Africa, adult education development has been revolutionized due to colonial legacies, post-independence reforms, and the influence of global education initiatives. Jeremy willian bohonos (2023) argues that colonial education was created after imparting Western cultural values. This meant that Africans were to live their old traditions and assimilate to the new norm brought to them by their colonizers. Adult education was not popular during this time, and it was delivered through missionary schools to reinforce colonial rule rather than to promote overall community development. Nyerere , former president of Tanzania, was a stout advocate of adult education. To him, the main aim of adult education was to foster self-improvement, poverty reduction, and economic growth. Kelvin .M.Roessger(2020) explained that between 2020 and 2021 there was a financial crisis in African countries, which contributed to reduced government expenditure on essential services such as education. As a result, adult education was neglected, affecting its accessibility and functionality. In 2000, there was a global view of education as a human right under movements such as Education for All (EFA). This social movement rejuvenated adult education in Africa and concentrated on lifelong running and individual empowerment. Adult education was viewed as a tool to eradicate poverty, eradicate gender disparities, and create job opportunities .Stella Chioma Nwizu(2023)

Judy M.Ndiku(2020) discussed the Kenya education system, analyzing its policy and implementation challenges. Adult education in Kenya has its roots in the early post-independent period. This was after the government recognized the need to address literacy and vocational skills among the population. In Kenya, different policies ensure that adult education is made effective. The first education policy was established in 1972 to ensure that adults who had missed formal schooling opportunities were considered. 1979, the Kenya Institute of Education (KIE) was established to oversee adult education program development. Over the years, diverse Non-Governmental organizations (NGOs) and community organizations have enhanced adult education in Kenya. During the 1980s to 1990s, the government invested in expanding adult education institutions and performed literacy campaigns to sensitize the importance of education, particularly the disadvantaged in terms of access to formal education. In early 2000, the implementation of adult education was included in the Vision 2030 national goals of education. To present, Kenya has adopted a

digital platform in adult education to use technology and access especially more learners opting for long distant learning

The curriculum used in adult education centers in Kenya generally comprises basic literacy and numerous skills, such as vocational training, life skills, and entrepreneurship. George (1993) argued that basic literacy and numeracy include reading, writing, and arithmetic. Lembana et al .,(2024) also argued that vocational and technical training focuses on practical or hands-on skills such as carpentry, masonry, embroidery, and blacksmithing. This skill exposes individuals to job opportunities that help them earn a living for themselves and their families. Entrepreneurship is emphasized to create gaps and self-employment since we cannot all fit in white-collar job offices.

The reception of adult education in Kenya has been successful, although it has faced challenges that various factors have contributed:lack of family support, time availability and high cost of the education system .Berteia (2020).

### **1.2 Statement of research Problem**

Despite a good reception of adult education in Kenya, various challenges have affected its implementation, resulting in a low turnout in these institutions. The most recent report revealed that in Thika Subcounty,there have been a significant decrease in the number of adult learners who recently enrolled, The number drouped from 518 in the year 2023 to 407 in the year 2024.

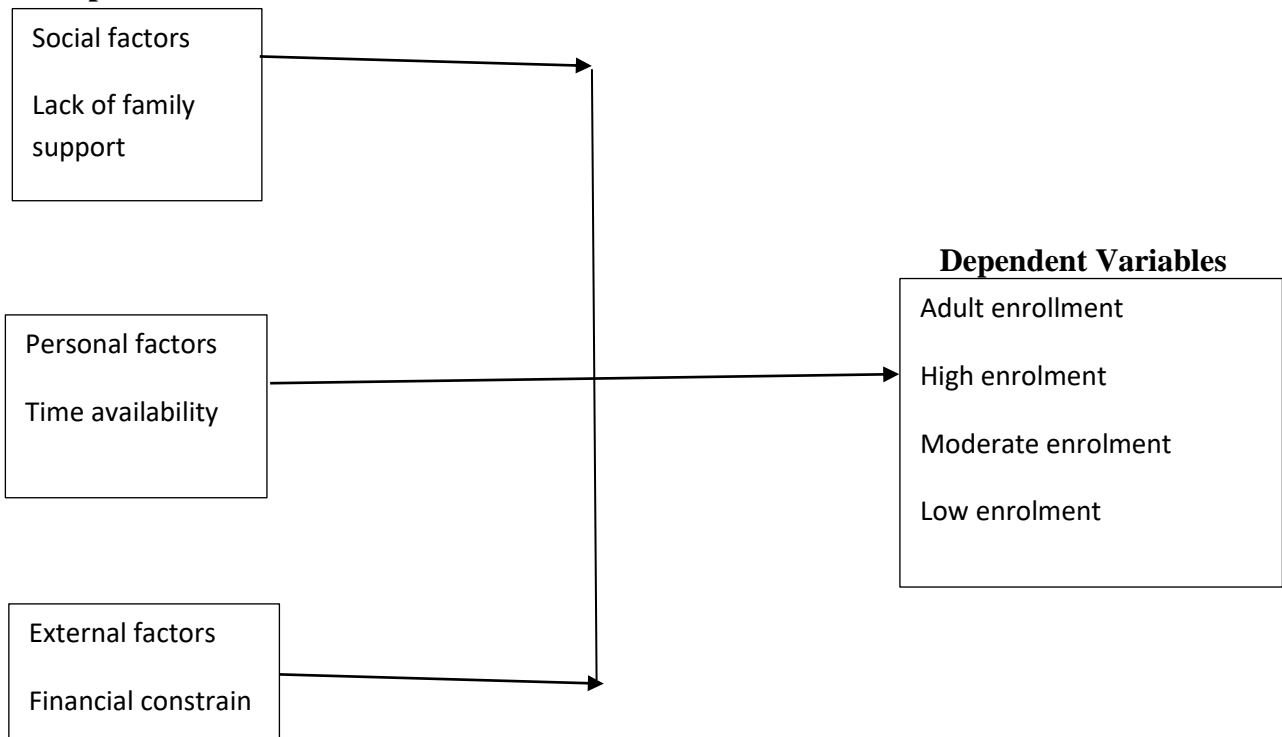
Various factors, such as lack of government support and the high cost of education, might have contributed to this challenge.Berteia(2020).

### **1.3 Purpose of the Study**

This Study examined factors influencing adult education enrolment in the Thika sub-county, Kiambu County.

## 1.4 Conceptual Framework

### Independent Variables



**Figure 1**

## 1.5 Research Questions

1. What was the prevalence of adult education enrolment in Thika sub-county, Kiambu County?
2. What factors influenced adult education enrolment in Thika sub-county, Kiambu County?

## 1.6 Research Objectives

The following were the objectives of the Study;

1. To show the prevalence of adult education enrolment in Thika sub-county, Kiambu County.
2. To determine factors influencing adult education enrolment in Thika Sub-county, Kiambu County.

## 1.7 Significance of the Study

This Study was significant because it was of benefit to several critical areas

It helped identify challenges or obstacles that prevent adults from enrolling in educational programs such as financial limitations, family responsibilities or limited access to flexible

learning options that help educators and policymakers design targeted inventions. stakeholders can also create strategies to improve enrolment by reducing the obstacles

This Study is helpful to the local economy because education for adults is mainly for the acquisition of skills for development and growth, particularly in areas where workforce demand is high. Insights from Thika Sub-county can support policies that encourage more adults to enroll in schools

Findings from this Study help inform decisions at both county and national levels in Kenya regarding resource allocation, scholarship opportunities, and flexible class schedules; these contribute to improved retention and completion rates among adult learners.

### **1.8 Delimitations of the Study**

The Study focused extensively on the Thika sub-county. The research targeted adult learners in Thika sub-county, involving already enrolled secondary or higher education learners as well as those who do not meet the criteria for adult education. The Study was limited to factors such as family support, time availability, and education costs. The Study was done within three months.

### **1.9 Limitations of the Study**

The anticipated constraints Were the selection of adult learners may not fully represent the diversity of learners in terms of socioeconomic background and gender.

Respondents were reluctant and biased in response to avoid ruining their reputations or even evoking their past emotional experiences.

Illiteracy and language barriers were experienced in our data collection process.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter presents a review of previous literature related to this Study. The review was done on factors affecting adult education enrolment in the Thika sub-county.

### **2.2 Prevalence of Adult Education in Thika Sub-county**

The mission of adult education was to eradicate illiterate learning among adults and out-of-school youths to enable them to make informed decisions, become self-reliant, and improve their livelihood. Therefore, adult education had become increasingly prevalent due to various factors. The government has played a significant role in ensuring that the literacy gaps are identified and the skills of her citizens are developed; hence, economic growth is achieved. The government has ensured that the program for improving literacy levels has been included in the Vision 2030 strategic plan. Kenya's Basic Education Act of 2013 provides a legal framework for Adult and Continuing Education (ACE). This government initiative was established to ensure that there is enough support for adult learning programs. Kamau (2021) argues that adult education is a means of empowerment for people from rural areas. This motivates the majority of people from rural regions, making them develop an interest in seeking further learning. To them, empowerment means exposure to more job opportunities and hence improving their well-being.

Even though there are efforts to ensure that adult education programs are implemented, there are several limitations that make the programs less popular. John Kamau (2021) highlights that inadequate budget allocations have limited program effectiveness. This means that the adult learners will lack enough materials and insufficient personnel. From the office of education, Thika sub-county, it is evident that the whole sub-county has seven teachers. This means that the government has not played its role in ensuring there is enough workforce to help meet the needs of every adult learner.

### **2.3 Factors Influencing Adult Education Enrolment**

It is argued that adult learners are disproportionately affected by the high cost of education compared to young learners. Adult learners are expected to meet their contemporary financial responsibilities, such as health care, housing, and school fees for their children. At the same time, they are expected to provide for their education. Most adult learners prefer private adult education centers for various reasons, such as flexible schedules, smaller class sizes, faster enrollment, and course completion. However, the tuition fees for those private institutions are very high, making them feel discouraged from enrolling in these education centers because

the return on the investment may not be proportional to the opportunities out here. (Levin and Garcia, 2021)

Agostino (2020) proposed that adult learners are more disadvantaged than young learners while investing in education. He argued that adult learners have a lower life expectancy than young learners, meaning that they have a limited working life to recover their educational investments. As a result, they find it not worth sacrificing a lot of their resources for investments with no returns.

Brookfield and Hofs (2019) observed that some adults working in low-income brackets are required to work full-time or hold multiple jobs to finance their families, hence making them unable to cover additional educational expenses. He also said that most adult learners do not get the advantages of financial aid, such as bursary subsidies (government education loans), as compared to young full-time students.

Chan, R., et al. 2023, Toward high-quality adult online learning. A systematic review of empirical studies in Education Sciences. This Study provides an analysis of flexible learning trends and the role of technology in enhancing time availability for adult learners.

(Lin, Q., and Huang, Y.2021) They discuss the point of time available in the paper, Research on Management Systems in Adult Education. This paper examines the impact of traditional education systems on adult learners' time management and the need for flexible, supportive policies.

(Carney Crompton, S., and Tan, J.2022) They discussed this in the Adult Learning Journal (Institutional and dispositional barriers in adult education). This paper examines the effects of institutional and dispositional challenges on adult learners' ability to manage time appropriately and effectively while also balancing life responsibilities, as it is known that once you're an adult, responsibilities are a daily task in your day-to-day life

(Naylor et. al.2021) Found out that adults who lack familial encouragement often go through lower motivation to enrol in educational programs. Lack of support from family thus limits their ability to pursue education.

(Park and Choi, 2020) in their Study, it is seen that adults who have to deal with work and also family responsibilities are significantly hindered in their educational pursuits when they don't receive family support. Their Study highlighted that adults without supportive family structures often prioritize immediate work obligations over education.

(Johnson et al.2022) His article emphasizes that the social capital gained from family support aligns with higher enrolment and persistence rates in adult education programs. Individuals lacking such support struggle with navigating educational opportunities.

(National center for education statistics, 2023) A report revealed that adults with strong family support are more likely to engage in even community education programs. In contrast, those adults who lack family support tend to avoid educational opportunities, hence showing the impact of family support on the enrolment of adults in academic centers.

### **2.3. Theoretical Framework**

The following theories will guide this Study: Maslow's hierarchy of needs by Abraham Maslow and Human capital theory by Gary Boxer.

#### **2.3.1 Maslow's Hierarchy of Need**

Maslow's hierarchy of needs theory was be applicable to our research topic. Maslow's hierarchy of needs is a psychological theory proposed by Abraham Maslow in 1943. He postulated that human behavior is motivated by a series of hierarchical needs. The needs are arranged chronologically- that is, from bottom to top. This, therefore, implied that lower-level needs must be met first before proceeding to the higher-level needs. These levels are physiological needs and deal with basic needs and safety needs. Once the physiological needs are met, an individual requires security. Belongingness needs- at this level, people tirelessly seek their identity and self-actualization needs. This is a point at which an individual focuses on personal growth and fulfilling his ambitions and aspirations. Maslow's theory of hierarchy needs is applicable to our topic because if the basic needs, security needs, and social needs are met, it is automatic that those seeking self-actualization (adult education) will acquire it without limitation.

#### **2.3.2 Human Capital Theory**

Economists like Gary Boxer popularised this theory in the 1960's. He suggests that individuals invest in their career development because this would expose them to a lot of opportunities, which would earn them high-income rates. At times, adult learners would view career investments as an exercise that requires high input. Still, with low income, especially in the contemporary world, there are many skilled personnel, whereas job opportunities are few. This controversy discourages adult learners from advancing their careers.

Alan Taylor (2024). Argued that adults enroll in education programs when they can see a clear economic return, such as better jobs and higher salaries. Adults struggle to balance their family responsibilities, work, and education, and therefore, the financial returns must outweigh the costs incurred and the sacrifices made.

#### **2.4 Identified Gaps in the Reviewed Literature**

Merriam, S.B, and Bierema (2021) Discussed theories of adult learning and examined barriers and motivation for adult education. There has been ineffectiveness in awareness campaigns; hence, there is slight sensitization of adult education programs in the Thika region. Lack of family support, services such as flexibility of education programs, and inadequate financial assistance directly target adult learners.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

This chapter covered the research methodology, area of Study, the population of Study, sampling technique, sample size, operationalization of variables, instruments of data collection, validity and reliability of the measure, the procedure for data collection, data analysis, practical and methodological considerations, and research ethics.

### **3.2 Research Design**

Research design entails the structure plan and strategy for the investigation. In this research description, a survey research design was adopted. Wailter(2021) argued that descriptive survey design as a method is used to systematically gather information from a larger sample to describe characteristics, behaviors, attitudes, or opinions within a population Walter(2021) says that descriptive surveys are ideals for making generalizations within a population based on a representative sample.

A descriptive survey design suited factors affecting adult education enrollment in Thika Sub-county, Kiambu County because this method ensures data collection was efficient and had broad applicability. It was versatile as it can be applied across different fields. It ensured that the findings were generalized because sampling ensures the diversity of data.

### **3.3 Study Area**

The Study was carried out in Thika Sub County, Kiambu County. Thika town was preferred because of the high adult population. This was a result of the existing industries' demand for casual laborers. This phenomenon attracts individuals from diverse communities who may have their reasons for enrolling in adult education institutions. Thika sub-county has nine existing adult education centers, which gives our research a more realistic environment for the Study to gather information directly from adult learners, educators, and administrators to understand enrollment challenges and opportunities.

### **3.4 Target population**

The population of interest was adult learners, educators, and administrators in Thika Sub-county. a population of of around 150 adult learners were targeted with in thika subcounty. There are a number of schools where adult learners were gathered. Our target population consisted of 30 educators, and 80 adult learners.

### **3.5 Sampling Technique**

A simple random sampling procedure was used to select participants for the Study. Noor et al(2022) defines simple random sampling as selecting representatives of samples from a

larger population where each member has an equal chance of being selected. First, the population of interest was chosen, and each member was given a unique identifier. Dhaya Alex(2024) views simple random sampling as the best method because it minimizes biases and is easy to implement. It enabled us to use a straightforward statistical analysis method, which makes the research valid.

### **3.6 Sample Size.**

Sample size is the smaller group selected from a whole population chosen for study. The researcher used the simplified formula by Yamane (1976:886) to calculate sample size as it provides a systematic approach to determine the appropriate sample size for conducting survey in the population

Yamanes formula

$$n = \frac{N}{1 + N(e)^2}$$

Where n is the sample size and N is the total population from the nine selected school (200), e is the margin error of 0.05

$$n = \frac{150}{1 + 150(0.05)^2}$$

n= 109 respondents

### 3.7 Measurement of Variables

*Table 1 Measurement of Variables*

Variables	Measures/indicators	Measurement scale
Dependent variable Adult enrolment status	Binary categorical variables	Nominal (Yes=1, no=0)
Independent variable Family support	Ordinal variable	Ordinal (none, low, moderate, high)
Time availability	Continuous variable	Ordinal (no time, limited time, ample time)
Financial constraint	Ordinal variable	Ordinal (low, medium, high)

### 3.8 Research Instruments

The choice of research instrument was crucial to effectively gather information that provided insights into factors affecting adult education enrolment.

Interviews were used to gather in-depth qualitative data from key stakeholders, local government officials, and community leaders. It also provided a platform for the participants to share their views on the problem and solutions for increasing enrolment.

Construction: semi-structured interview guides were developed to allow flexibility in questioning while ensuring key topics are covered. Questions were open-ended, enabling respondents to elaborate on their views. That was helpful to obtain details from stakeholders and identify solutions and strategies for improving enrolment rates. It also helped explore the perception of adult education from the local authorities and educational staff.

Focus group discussions were used to explore group dynamics and collective perceptions regarding adult education. It was helpful in understanding shared experience, community attitude, and social factors

Construction: a set of guiding questions was prepared to prompt discussion. Questions were focus on attitudes toward adult education, social and familial barriers, and suggestions for community-based solutions, which helped to understand community-level factors that affect enrolment, such as cultural attitude, family support, and peer influence

### 3.9 Validity of Measurement

Validity of measurement refers to the accuracy and appropriateness of conclusions drawn from the data Ruth A. wieclaw (2024). In our research, the validity of measurement ensured

that the findings genuinely represent these factors and their influence on enrolment. Face validity was achieved by providing our survey questions and reviewing them by educational experts to ensure relevance. A comprehensive review of the literature and input from education professionals was to ensure content validity is achieved in our research study

### **3.10 Reliability of Measurement**

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The reliability test was crucial to our research as it ensured that the data collected was actually reflecting actual attitudes and opinions concerning enrolment decisions. Cronbach's alpha coefficient was applied to our Study to ensure that internal consistency and reliability are assessed. Tavakol (2011) states that Cronbach's factor analysis measures how closely related a set of items are as a group, with values ranging from 0 -1. In the questionnaire of our research, Cronbach's alpha assess whether questions about perceived benefits, accessibility, and educational needs consistently deflect participants' reasons for enrolling or not enrolling.

### **3.11 Data Collection Technique**

Data collection in Thika Sub County involved several systematic steps to gather both qualitative and quantitative data. questionnaires were designed to capture quantitative data. I questionnaires were given in the adult education institutions situated in the Thika sub-county. questionnaire was conducted with selected adults from the targeted population and key informants in the Thika town community, such as educators and administrators, for more detailed responses regarding personal challenges and motivations. Focus groups from different demographics was considered to provide insight into shared community attitudes or everyday challenges.

### **3.12 Data Analysis**

Data analysis involved processing both the qualitative and quantitative data collected through questionnaires. questionnaires were reviewed to generate data on participants' demographics, that is, age, gender, income level, and employment status and data analyzed using tables.

Categorization through reading the interview and focus group transcript helped identify recurring themes such as financial constraints and time constraints. This approach helped realize the participant's perception, experience, and community attitude

### **3.13 Logistical and Ethical Considerations**

The identity and personal information of the participants was protected by initiating the use of codes and pseudonyms instead of names. Data collected was strictly used for the stated research purpose.

Identifying and accessing potential participants of various socioeconomic backgrounds required collaborations with local government offices of Thika and the local adult education center

## CHAPTER FOUR:DATA, ANALYSIS PRESENTATION AND INTERPRETATION

### 4.1 Introduction

In this chapter, the data collected from teachers and students in the adult education centers in thika subcounty, kiambu county, kenya was presented and analysed .the primary goal was to analyse factors influencing enrollment in adult education based on the responces gathered from structured questionnaire. Descriptive statistics was used to summarise the response and ppresent the findings in tables for clarity and easy presentation. The analysis was divided into sections corresponding to the structure of the questionnaires covering demographic information, lack of family support, financial constrain and time availability. Both qualitative and quantitave data were discussed to provide a comprehensive understanding of the key determinant of enrollment in the study area.

### 4.2 Demographic Response( Learners)

#### 4.2.1 Gender response

The gender distribution showed a higher percentage of female learners (63.8%) compared to male learners(36.3%).This is a reflection of a trend of most institutions where female a densely populated than male

*Table 2 Gender response*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid FEMALE	51	52.0	63.8	63.8
Valid MALE	29	29.6	36.3	100.0
Total	80	81.6	100.0	
Missing System	18	18.4		
Total	98	100.0		

#### 4.2.2 Age response

Age distribution shows a balanced mix with a majority (73.8)% falling in 18-24 age group,(22%)falling under age group of 25-30, 2.5 % falling under age group 31-34 years and (1.3%) falling under the age group of over 35 years

*Table 3 Age response*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18-24	59	60.2	73.8	73.8
25-30	18	18.4	22.5	96.3
31-34	2	2.0	2.5	98.8
over 35	1	1.0	1.3	100.0
Total	80	81.6	100.0	
Missing System	18	18.4		
Total	98	100.0		

### 4.2.3 Marital Status

87.5% of the students are single while 12.5% of the learners are married

Table 4 MARITAL STATUS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MARRIED	10	10.2	12.5
	SINGLE	70	71.4	87.5
	Total	80	81.6	100.0
Missing System	18	18.4		
Total	98	100.0		

### 4.2.4 Employment Status Response

Majority of the learners were occupied by work responsibilities but they fall under different categories of modes of work. (61.3%) falls under those learners who work full time, (16.3%) were those who work part time, (20%) were self employed and (2.5%) were unemployed. This diversity determined their convenience in attending their classes

Table 5 Employment status response

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid full time	49	50.0	61.3	61.3
parttime	13	13.3	16.3	77.5
self employed	16	16.3	20.0	97.
unemployed	2	2.0	2.5	100.0
Total	80	81.6	100.0	
Missing System	18	18.4		
Total	98	100.0		

TABLE 4

#### 4.2.5 How Do Financial Difficulty Prevent You From Enrolling In Adult Education Centre

Majority of the learners (73.8%) are affected by financial constraints oftenly while (26.3%) are alaysaffectedfinancialconstraints

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid always	21	21.4	26.3	26.3
often	59	60.2	73.8	100.0
Total	80	81.6	100.0	
Missing System	18	18.4		
Total	98	100.0		

**4.2.6 Do You Receive Any Financial Assistance E.G Bursaries And Scholarships**

(10%) of the learners population receive bursaries or education scholarships while (90%) who were the majority applied for scholarships and bursaries but they did not get any

*Table 6 Do you receive any financial assistance e.g bursaries and scholarships*

		y	Percent	Valid Percent	Cumulative Percent
	yes, partially	8	8.2	10.0	10.0
Valid	no but applied	72	73.5	90.0	100.0
	Total	80	81.6	100.0	
Missing	System	18	18.4		
Total		98	100.0		

**4.2.7 How Much Time Do You Have Available For Attending Adult Education Classe**

Majority of the learners (81.6%)responded by saying they have very limited time available for attending adult education classes while (18.4%) have limited ,but managed time to attend adult education classes

*Table 7 How much time do you have available for attending adult education classe*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid limited	80	81.6	100.0	100.0
Missing System	18	18.4		
Total	98	100.0		

TABLE 7

**4.2.8 What Prevented You From Attending Adult Education Classes Regularly?**

(78.8%) Of learners had other personal commitments which prevented them from attending classes,(16.3%) had work responsibilities which prevented them from attending classes and (5.0%) had household duties which prevented them from attending classes.

Table 8 what prevented you from attending adult education classes regularly?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Work	13	13.3	16.3	16.3
household duties	4	4.1	5.0	21.3
Valid other personal commitment	63	64.3	78.8	100.0
Total	80	81.6	100.0	
Missing System	18	18.4		
Total	98	100.0		

**4.2.9 Which Class Schedule Would Best Suit You Availability**

(91.3%) of learners preferred weekend classes when they are free from work responsibilities,(7 5% ) preferred evening after their daily commitments and (1.3%) preferred afternoon classes as they were convenient to them

*Table 9 which class schedule would best suit you availability*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid afternoon	1	1.0	1.3	1.3
Valid evening	6	6.1	7.5	8.8
Valid weekend	73	74.5	91.3	100.0
Valid Total	80	81.6	100.0	
Missing System	18	18.4		
Total	98	100.0		

**4.2.10 How Supportive Is Your Family About Your Decision To Continue With Adult Education**

(80% ) of the learner responded by saying that (81.6%) had family members who did not support their decision to enroll in adult education while (18.4%) had family members who rarely supported their decision to enroll in adult education

*Table 10 How supportive is your family about your decision to continue with adult education*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not supportive	80	81.6	100.0	100.0
Missing System	18	18.4		
Total	98	100.0		

**4.2.11 Do Family Obligations Interfere With Your Ability To Attend Classes**

Majority of the learners (98.8 %) always had family obligations that interfered with their ability to attend classes while (1.3%) had family obligation that oftenly interfered with their ability to attend classes.

*Table 11 Do family obligations interfere with your ability to attend classes*

	Frequency	Percent	Valid Percent	Cumulative Percent
always	79	80.6	98.8	98.8
Valid often	1	1.0	1.3	100.0
Total	80	81.6	100.0	
Missing System	18	18.4		
Total	98	100.0		

TABLE 12

**4 .2.12 Has Your Family Ever Discouraged You From Enrolling and Continuing With Adult Education**

(92.5 %) fell under the category of those people who were slightly discouraged,(6.3%) had no opinion shared and (1.3%) had family members who encouraged them to enroll or rather continue with adult education

*Table 12 Has your family ever discouraged you from enrolling and continuing with adult education*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	74	75.5	92.5	92.5
slightly discouraged				
no opinion shared	5	5.1	6.3	98.8
encouraged me	1	1.0	1.3	100.0
Total	80	81.6	100.0	
Missing System	18	18.4		
Total	98	100.0		

### **4.3 Demographic Response (Teachers)**

#### **4.3.1 What Is Your Gender**

The female teachers were leading with a percentage of 63.3% as compared to the male teachers who are 36.7% were involved in the adult education enrolment according the data collected

Table 13 what is your gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	11	31.4	36.7	36.7
Valid female	19	54.3	63.3	100.0
Total	30	85.7	100.0	
Missing System	5	14.3		
Total	35	100.0		

#### 4.3.2 Years Of Experience In Teaching Adult Education

A larger percentage of teachers 53.3 had less than one year experience in teaching followed by a percentage of 33.3 who have worked between 1 to 3 years and a percentage of 6.7 of the teachers who had worked for 4 years and above

*Table 14 years of experience in teaching adult education*

	less than one year	16	45.7	53.3
	1-3 years	10	28.6	33.3
Valid	4-6years	2	5.7	6.7
	more than 6 years	2	5.7	6.7
	Total	30	85.7	100.0
Missing	System	5	14.3	
Total		35	100.0	

#### **4.3.3 How Often Do Adults Fail To Enroll Due To Lack Of Money For Fee**

According to teachers 80% of the adult learners very often fail to enrol due to lack of money for fee as 16% follows in failing to enrol and therefore so many adult learners fail to enrol for the adult education

*Table 15 How often do adults fail to enroll due to lack of money for fee*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very often	24	68.6	80.0	80.0
Valid often	5	14.3	16.7	96.7
Valid rarely	1	2.9	3.3	100.0
Valid Total	30	85.7	100.0	
Missing System	5	14.3		
Total	35	100.0		

#### **4.3.4 How Affordable Is Adult Education For Most Learners**

83% of adult learners found adult education slightly affordable compared to the 16% who found it not affordable at all

*Table 16 How affordable is adult education for most learners*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not affordable	5	14.3	16.7	16.7
Valid slightly affordable	25	71.4	83.3	100.0
Total	30	85.7	100.0	
Missing System	5	14.3		
Total	35	100.0		

**4.3.5 To What Extent Do Economic Responsibility Prevent Adult From Enrolling**

Economic responsibility prevented adult from enrolling at greater extent with a percentage of 76.7% while 23.3% to only some extent

*Table 17 To what extent do economic responsibility prevent adult from enrolling*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid great extent	23	65.7	76.7	76.7
Valid some extent	7	20.0	23.3	100.0
Total	30	85.7	100.0	
Missing System	5	14.3		
Total	35	100.0		

**4.3.6 How Is Likely An Adult To Drop Out Of School Due To Financial Hardship**

60% of adult learners were very likely to drop out of school as compared to 40% who were somehow likely to drop

*Table 18 How is likely an adult to drop out of school due to financial hardship*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid      very likely	18	51.4	60.0	60.0
Valid      likely	12	34.3	40.0	100.0
Valid      Total	30	85.7	100.0	
Missing System	5	14.3		
Total	35	100.0		

#### 4.3.7 How Does The Attitude Of Family Members Affect An Adult To Enroll

According to teachers 76.7 of the learners were slightly discouraged by the attitude of their family membersto enroll as 23.3% were strongly discouraged

*Table 19 How does the attitude of family members affect an adult to enroll*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly discourages	7	20.0	23.3	23.3
Valid slightly discourages	23	65.7	76.7	100.0
Total	30	85.7	100.0	
Missing System	5	14.3		
Total	35	100.0		

#### 4.3.8 How Often Do Adult Face Pressure From Family To Abandon Their Studies

80% of the adult learners occasionally faced pressure from their family to abandon their studies while 20% faced the pressure very often to abandon their studies

Table 20 How often do adult face pressure from family to abandon their studies

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid very often	6	17.1	20.0	20.0
Valid occasionally	24	68.6	80.0	100.0
Total	30	85.7	100.0	
Missing System	5	14.3		
Total	35	100.0		

**4.3.9 To What Extent Do Family Obligation Interfere With Schooling**  
 family obligations interfered with adult school 100%

Table 21 To what extent do family obligation interfere with schooling

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid great extent	30	85.7	100.0	100.0
Missing System	5	14.3		
Total	35	100.0		

**4.3.1 How Often Do Adults Site Lack Of Time As A Reason For Not Enrollong In Education Programme**

60% of the adults oftenly cited lack of time as a reason for not enrolling in the adult education programme

Table 22 How often do adults site lack of time as a reason for not enrollong in education programme

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid often	18	51.4	60.0	60.0
Valid very often	12	34.3	40.0	100.0
Total	30	85.7	100.0	
Missing System	5	14.3		
Total	35	100.0		

#### **4.3.11 How Flexible Is The Current Timetable For Adult Learners Who Have Jobs And Family**

The current timetable was not flexible for 60% of the adult learners who had jobs as it is moderately flexible for 23.3% of the adult learners

*Table 23 How flexible is the current timetable for adult learners who have jobs and family*

	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	not flexible	18	51.4	60.0	60.0
	slightly flexible	5	14.3	16.7	76.7
	moderatly flexible	7	20.0	23.3	100.0
	Total	30	85.7	100.0	
Missing	System	5	14.3		

**4.3.12 In Your Experience How Effective Are Weekends And Evening Classes In Solving Time Conflict For Adults**

According to teachers 100% of the weekends and evening classes were solving time conflict for adults

*Table 24 In your experience how effective are weekends and evening classes in solving time conflict for adults*

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very effective	30	85.7	100.0
Missing	System	5	14.3	
Total		35	100.0	

## **CHAPTER 5:SUMMARY,CONCLUSIONS AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter provided a comprehensive overview of research findings offering a comprehensive summary of results from the data analysis conducted in chapter 4. This chapter involved Synthesizing key insights from the study, draw meaningful conclusions and provide recommendations for improving enrollment in adult education centres in Thika subcounty, Kiambu county. The recommendations were directed towards various stake Holders such as administrators, teachers, government to help address the issue of low enrollment in adult education centres

### **5.1 Summary**

The research aimed at investigating factors influencing enrollment in adult education centres Thika subcounty, kiambu county. Data was collected from 80 learners and 30 teachers detailed questionnaires. The findings were summarized as follows:

#### **5.1.1 Financial Constrains**

A significant percentage of learners cited that financial constraints is an overwhelming Universal challenge to potential adult learners in the studied population. Majority of the learners faced financial challenges which affected their ability to afford tuition fees, learning materials and transport costs to the learning institutions. Majority struggle to afford the cost of education while some cannot afford at all due to heavy burden of economic responsibilities.

#### **5.1. 2 Time Availability**

From our findings it was evident that Majority of the students had inadequate time to attend adult through classes and hence time inavailability becomes a factor in restraining them from enrolling in adult education classes. Most of our respondents fell under the category of employed full time and self employed. This means that they are burden with work responsibilities. Inflexibility of the class schedules makes it hard for the adult students to balance their work responsibilities, family responsibilities and class attendance.

#### **5.1.3 Family Support**

From our research findings it was evident that majority of our respondents' decision of enrollment in adult education centres is immensely affected by the negative attitude their families have towards them. This makes them feel insufficient and not fit for adult education empowerment. Majority did not get help from their families to help them manage work, classes and family responsibilities. This made them feel discouraged from enrolling in

adult education programmes. Despite of having a majority of the students lacking family support, there some few of them who got help from their families when necessary

## **5.2 Conclusion**

Based on the findings, several conclusions were made on factors influencing enrollment in adult education centres in Thika subcounty. Financial challenges, cost of education and learning materials significantly impacted enrollment in adult education centres. Time inavailability and tight class schedules hampered enrollment in adult education centres. They found it difficult to manage their time effectively. Family support had a great impact on enrollment. One's family acts as a driving force towards making exploits. Majority of the students lacked family support and this reduced their morale in seeking further education

## **5.3 Recommendations**

### **5.3.1 Financial**

Flexible payment plans- flexible payment plans can be introduced to enable the learners afford tuition fees. They can be allowed to pay in installments.

Subsidies and scholarships- government can extend its scholarship programmes to adult learners. They can also be included in the bursaries and fee waivers program

Learning materials support - government supports the formal education system with free learning materials. The same can be done to adult education centres to make learning easy for them

### **5.3.2 Time**

Flexible learning schedules - the involved adult learning institutions can consult their learners on the most appropriate time for them to conduct their learning activities. It can come up with a schedule that favours students who prefer weekend classes, morning, afternoon and evening classes

Modular learning- the adult education institution can introduce short term courses which enables learners conduct studies at their own pace

Blended learning- blended learning involves integrating physical classes and online classes to avoid physical classes from time to time. This will enable them conduct their studies at any time and any place

### **5.3.3 Family Support**

Involves families in school events such as open days and graduations. This will help them appreciate their loved one decision to enroll and motivate them to support one of them morally and physically. Family awareness- campaigns can be conducted to inform people on the relevance of adult education. They can be provided with guidance and counseling services to help them embrace and appreciate their family members' decision to seek education at old age.

## APPENDICES

### INTRODUCTION

On factors affecting enrolment of adult education centres. Kindly respond to all questions with as much truth as possible. All responses will be treated with anonymity in accordance with the policy on personal information act. Kindly indicate (Tick) the information (S) relevant to you (S).

### QUESTIONNAIRE FOR LEARNERS

What is your gender

(a)Male

(b)Female

What is your age

(a)18-25 years

(b)25-30 years

(c)30-35 years

(d)Over 35 years

What is your marital status

(a)Married

(b)Single

(c)Widowed

(d)Divorced

What is your employment status

- (a) full time
- (b)Employed part time
- (c)Self employed
- (d)Unemployed

How often do financial difficulties prevent you from enrolling in an adult education course

- (a)Always
- (b)Often
- (c)Sometimes
- (d)Never

Which of the following best describes your ability tuition fees for adult education

- (a)I cannot afford at all
- (b)I struggle to pay
- (c)I manage with difficulties
- (d)I can afford easily

Do you receive any financial assistance ( bursaries ,scholarships)

- (a)Yes,fully funded
- (b)Yes,partially funded
- (c)No but i have applied
- (d)No i don't receive any support

How much time do you have available for attending adult education classes

Very limited time

(a)Limited, but manageable

(b)Adequate time

(c)Plenty of time

What prevents you most from attending classes regularly

(a)Work responsibilities

(b)House hold duties

(c)Other personal commitments

(d)I have no time related issues

Can you balance your daily responsibilities with attending adult education classes

(a)Not at all

(b)With great difficulties

(c)With some effort

(d)Easily

Which class schedule will best suit your availability

(a)Morning classes

(b)Afternoon

(c)Evening

(d)Weekends

How supportive is your family concerning your decision to enroll in adult education

(a)Not supportive at all

(b)Rarely supportive

(c)Supportive to some extent

(d)Very supportive

Does your family help you manage responsibilities to enable you attend classes

(a)No help at all

(b)Help only when necessary

(c)Occasionally

(d)Regularly

Do family obligations interfere with your ability to attend classes

(a)Always

(b)Often

(c)Sometimes

(d)Never

Has your family ever discouraged you from continuing with adult education

(a)Yes ,strongly discouraged

(b)Slightly discouraged

(c)No opinion shared

(d)No they encouraged me

## QUESTIONNAIRE FOR TEACHERS

What is your gender

- (a)Male
- (b)Female

What is your highest education leve

- (a)Diploma
- (b)Degree
- (c)Masters
- (d)Phd

Years of experience in teaching adult education

- (a)Les than 1 year
- (b)1-3 years
- (c)4-6 years
- (d)More than 6 years

How often do adult fail to enroll due to lack of money for school fees

- (a)Very often
- (b)Often
- (c)Rarely
- (d)Never

How affordable is adult education for most potential learners

- (a) Not affordable at all
- (b) Slightly affordable
- (c) Moderately affordable
- (d) Very affordable

To what extent do economic responsibilities prevent adults from enrolling

- (a) To a great extent
- (b) To some extent
- (c) To a small extent
- (d) not at all

How likely is an adult to drop out of school due to financial hardship

- (a) Very likely
- (b) Likely
- (c) Unlikely
- (d) Very unlikely

How does the attitude of family members affect an adult decision to enroll

- (a) Strongly discourages
- (b) Slightly discourages
- (c) Has no effect
- (d) Encourages

How often do adult face pressure from family to abandon their studies

- (a)Very often
- (b)Occasionally
- (c)rarely
- (d)never

To what extent do family obligations interfere with schooling

- (a)To a great extent
- (b)Moderate extent
- (c)Small extent
- (d)No extent

How often do adults cite lack of time as a reason for not enrolling in adult education programme

- (a)Very often
- (b)often
- (c)rarely
- (d)never

How flexible is the current timetable for adult learners who have jobs or families

- (a)Not flexible at all
- (b)slightly flexible
- (c)Moderately flexible
- (d)very flexible

In your experience how effective are weekends or evening classes in solving time conflict for adults

(a)Very effective

(b)somewhat effective

(c)slightly effective

(d)Not effective

;\'

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