

**INFLUENCE OF CLASS ATTENDANCE ON IMPLEMENTATION OF ADULT
EDUCATION PROGRAMME IN ADULT EDUCATION CENTERS IN LIKUYANI
SUB-COUNTY, KENYA**

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ABSTRACT

The purpose of this study was to assess the influence of class attendance on implementation of adult education programs in adult education centres in Likuyani Sub-County in Kenya. The study problem was low literacy level due to poor class attendance in the program that contributes to high poverty and food shortages. The study sought to establish the factors affecting class attendance and their influence on implementation of adult education programs and found out possible ways of improving attendance of learners in the program. The research was based on the theory of “implementation of curriculum innovations” by Gross; Giacquinta & Berustain in 1971. The study adopted the descriptive survey design. Census, simple random and stratified sampling technique were used to select a sample size of 215 respondents from the target population of 425 adult education learners, teachers, education officers, and sponsors, from 19 adult learning centers in Likuyani. Data was collected by use of questionnaire, observation, interview guide and documentary analysis guide. The instruments for data collection were piloted in two centers outside the Sub County, validated by experts from Mount Kenya University and Test-re test method used to test tools reliability. Data was analyzed using both descriptive and inferential statistics. Descriptive statistics included frequencies and percentages while inferential statistics was chi-square. Data was presented in the form of graphs, charts, and tables. The study findings showed that majority 140(77.6%) learners believed that insufficient financial funding from GoK influenced negatively class attendance in the program. It also emerged that majority 140(77.6%) learners reported that Poor Physical facilities influenced class attendance and retention of learners in adult education program. Moreover, majority 163 (91.5%) of the respondents had a positive attitude towards the government of Kenya on the provision of adult literacy program. It was therefore recommended that there was need for increased Government funding to enhance class attendance. In addition, there was need for increased awareness using village elders and other local administrators to enhance class attendance amongst adult learners. Further there was need for teachers to be increased and trained in andragogy to enhance class attendance amongst adult learners. The study provides useful information for the education planners and policy makers to produce relevant learning resources and course books for the teachers. The Government of Kenya (GoK) could use the findings to consider increasing funding to the adult education centers and improve teacher preparedness through professional training, monitoring and supervision services to ensure that the programs are effectively implemented in all the Adult Education centers. Parents/adults on the other hand would be enlightened on the need for adult education necessitating their attendance in the programs in order to improve their standard of living. The study concluded that awareness, increased financial allocation, more teachers to be trained and increased, and stakeholders to develop positive attitude to support the program. The study recommended that GoK should increase funding, NGOs to increase their participation, awareness to be stepped up, teachers to be trained, paid well and increased, physical facilities and teaching / learning resources to be provided on time as adults are enrolled in different schools from those of children in order to increase class attendance for the implementation of adult education programs to be successful.