

IDENTIFICATION OF TEACHING COMPETENCIES OF ADULT LITERACY  
TEACHERS AS PERCEIVED BY THE SUPERVISORS AND THE  
TEACHERS OF ADULT LITERACY IN KENYA

by

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(ABSTRACT)

The purpose of this study was to identify the teaching competencies of adult literacy teachers as perceived by supervisors and teachers of adult literacy in Kenya. The two research questions that guided the survey focused on perceptions that respondents considered to be most important in enabling the literacy teachers to be effective; and commonalities between supervisors' and teachers' perceptions.

The questionnaire was the main method of gathering data. The instrument for the study was developed via teachers, supervisors, and administrators who were familiar with adult literacy in Kenya. The research instrument was pilot-tested. From the Department of Adult Education records, a sample of 86 supervisors and 328 teachers was selected. A 67 percent rate of return was attained.

The participants of the study ranked the attributes on a 7 point Likert scale according to the degree to which they

perceived these attributes to be important for teachers to function effectively in a Kenyan setting. Findings are reported by mean scores and descriptive narrative.

The results of the study indicated that the following competencies were critical for effective teacher performance: (a) thorough knowledge of subject matter in: child care and child development, family planning, nutrition, family health and agriculture; (b) keeping class records; (c) making and using lesson plans; (d) being confident while teaching and outside the classroom; (e) not being late for class; (f) ability to work with community leaders and government employees; (g) identifying the students' learning needs; (h) teaching students at their levels of understanding; and (i) encouraging students to participate during the teaching process. Teachers indicated that literacy teachers who believe in students' potential were more likely to be successful in teaching whereas supervisors viewed teacher behavior to be critical in influencing teaching effectiveness.

Administrative constraints that need to be improved to enhance teacher effectiveness, and the implications of the findings are discussed. Recommendations on how to improve the teacher training program, and research considerations for further studies in literacy development are made.

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## CHAPTER 1

### INTRODUCTION

The purpose of this study was to identify the attributes that are perceived as essential for effective job performance of adult literacy teachers by the supervisors and the teachers of adult literacy in Kenya.

#### Background of the Problem

The Republic of Kenya was a British colony for about 70 years, until 12 December, 1963 when she attained independence. It is a developing country with a population of 23 million people and occupies an area of 224,961 square miles (582,646 square kilometers). There are 42 ethnic groups in the country. Administratively the country is divided into seven provinces. The provinces, with the exception of Nairobi, are divided into districts. The districts are divided into divisions, locations, and then sub-locations.

It is estimated that 87 percent of the population is concentrated on one third of the land which has agricultural potential, particularly Western, Nyanza, Central and Coast

provinces. About 80 percent of the people live in the rural areas.

The number of illiterates is increasing in spite of efforts by government and non-governmental agencies in initiating literacy classes. Primary education is free but not compulsory. About 150,000 children and youth join the ranks of illiterates every year (Kalweo & Macharia, 1983). More than half of the adult population is estimated to be illiterate (Republic of Kenya, 1988). From 1979 to 1988 about 2 million adults enrolled in adult literacy classes administered by the Department of Adult Education in the Ministry of Culture and Social Services. The situation is aggravated by the population growth rate of 3.8 percent per annum (Republic of Kenya, 1988).

The passage of the Adult Education Act in 1966 led to allocation of funds by the central government in support of the national literacy program. Also the Board of Adult Education (BAE) secretariat was established with responsibility to advise the minister in charge of adult education on all matters of literacy development.

A year after the passage of the Adult Education Act, the Division of Adult Education was created in the Ministry

of Education. The functions of the division, as outlined in its policy statement (Republic of Kenya, 1972a), were mainly to organize and to develop a national literacy program in the whole country.

According to Kalweo and Macharia (1983), in 1967 when the Kenya government started setting aside funds from the treasury for promotion of literacy in the country, student enrollment increased. In 1968 there were 583 government supported literacy classes in eight pilot districts. After 1968, the financial requirements for the large number of adults joining the adult literacy classes were beyond what the economy could bear (Macharia, 1985). As a result, each of the 41 districts had to be contented with its allocated quota of classes that were to receive government assistance. Some classes were closed due to lack of support from both the government and the communities. This situation led to lowering of the morale of the field officers and the teachers (Kalweo & Macharia, 1983).

In 1972 the country benefitted from the services of a United Nations Educational, Scientific, and Cultural Organization (UNESCO) expert who was assigned to the central government to give guidance on the establishment of functional literacy classes. With the assistance from

Unesco, the Kenyan government introduced functional literacy as part of the Special Rural Development Program in six selected divisions: Migori in South Nyanza; Msambweni in Kwale; Mbere in Embu; Tetu in Nyeri; Vihiga in Kakamega; and Kapenguria in West Pokot.

The functional literacy program combined teaching of literacy skills, Kiswahili language and knowledge of practical information in agriculture, health and household management. Extension workers employed by the central government departments taught illiterate adults, particularly helping them to understand specific themes covered in the literacy primers. An evaluation of the project, however, showed that the subject matter and the methods of teaching were inappropriate (Gakuru, Somerset & Willis, 1976). The evaluators noted that the program expectations were not realized to a large extent because the teachers and the assistant adult education officers had no clear understanding of the goals of the program. In spite of this apparent failure, the Unesco experiment was important because it created a further impetus for adult literacy development in the country (Macharia, 1985).

The national literacy program consists of three types of classes: (a) classes which receive government subsidy;

(b) self-help classes which are financed by the students; and (c) classes which are organized and financed by voluntary agencies. Each district is allocated funds from the central government to pay for teachers' salaries for a specific number of classes. The government subsidy includes supplies for text-books, exercise books, pencils and other teaching materials.

In 1978, during the 15th anniversary of Kenya's independence, the President of the country, His Excellency Daniel Arap Moi, directed that all literate Kenyans be involved in teaching adult literacy classes (Republic of Kenya, 1978). As he emphasized:

It is estimated that 35 percent of all male Kenyans above the age of 15, and 70 percent of all female Kenyans in the same age group, cannot read and write. The time has therefore come to mount a special programme for elimination of illiteracy within a specific period of time. In the actual implementation of the programme, the District Development Committees will be expected to be the main instrument for co-ordination at the local level. We shall expect full co-operation from private employers. (pp. 8-9)

As a result of the directive, literacy classes mushroomed everywhere in the country, but these efforts proved to be beyond the financial capability of the central government. Literate Kenyans expected that as soon as they organized classes, the government would employ teachers and provide teaching materials. There was no co-ordination,

however, between the then Division of Adult Education and agencies such as the churches, the political party, the trade unions, womens organizations and others who were involved in establishment of adult literacy classes.

In the early 1980s the central government gave additional support to the literacy program. The Department of Adult Education was created in the Ministry of Culture and Social Services through the merger of the Board of Adult Education and the Division of Adult Education. The Department of Adult Education was made responsible for formulating and effecting strategies of eradicating illiteracy in the country (Macharia, 1985). The annual government budget for the literacy program was increased in the 1979/80 financial year to US \$9,637, 929 (Kenya pounds 3,373,275) as compared to US \$972,000 (Kenya pounds 340,000) a year earlier.

The major commitment of the government was the achievement of universal adult literacy by the year 1983. In spite of the efforts by the government and non-governmental organizations to promote literacy, the government's target of universal adult literacy by 1983 was not realized (Republic of Kenya, 1987 ).

Several studies (Kalweo & Macharia, 1983; Macharia, 1985; Nzioki, 1983) have identified reasons for this

failure. These studies have indicated that the literacy program was characterized by high dropout rates, low percentage of students who passed the adult literacy tests, and general disintegration of adult classes. There was a general dissatisfaction with the teachers' performance of their jobs as indicated by complaints by the government workers and members of the public in the mass media (Mwasi, 1984). Inability to understand and to respond to the needs of the students and the teachers were some of the concerns mentioned (Gakuru et al., 1976; Nzioki, 1983). Literacy teachers were alleged to use harsh language while communicating with students.

#### Training of the Adult Literacy Teachers

In the 1960s the training of the adult literacy teachers was the responsibility of the assistant adult education officers. They organized short weekend courses for the teachers who were mainly part-time employees in the literacy program. The teachers were mainly recruited from the primary school teaching staff. Adults who had acquired basic reading and writing skills were also hired to teach in the adult literacy classes.

There were two main problems inherent in the teacher training efforts. First, the assistant adult education officers who trained the literacy teachers had little training

and experience in literacy training techniques. The majority had been trained as primary teachers. Second, the primary school teachers had no training in methods of facilitating adult literacy classes. Kalweo and Macharia (1983) report that the primary school teachers found it difficult to change their child-oriented methods to adult-centered methods. The Board of Adult Education Decade Report (Republic of Kenya, 1972a) succinctly describes the situation thus:

The adults enrolled in the literacy classes had to withstand the drudgery of the primary school syllabus, use of the childish reading materials and had to tolerate the undiluted methods of primary and secondary school teachers who had no training in adult education. (p. 8)

The first director of the Division of Adult Education, Mwandia (1972) recognized the problem of using persons as literacy teachers who themselves have no more than minimum formal education. Teachers should be mature, and of good reputation in the community. They should be conversant with the aims and goals of adult literacy and be committed to the literacy program. He argues that teachers should be recruited and trained efficiently to produce dedicated and knowledgeable instructors.

Before the establishment of the Department of Adult Education, the backbone of the literacy program was part-time teachers. In 1982, for the first time, full time teachers were hired to teach in the adult literacy classes

(Nzioki, 1983). The recruitment of 3,000 teachers was nation-wide. It was also a government measure to reduce unemployment of the school leavers (Kalweo & Macharia, 1983).

To help the teachers acquire competencies in teaching adults, the Department of Adult Education in the Ministry of Culture and Social Services initiated a training program for literacy teachers who were newly recruited. The first phase of the training was a two week pre-service crash program which introduced the teacher trainees into the following subjects: (a) methods of helping adults learn; (b) how to teach reading, writing and number-work; (c) psychology of adult learning; and (d) how the Department of Adult Education in the Ministry of Culture and Social Services operates.

The second phase of training is a compulsory correspondence course in which eight courses are offered. Radio broadcasts supplement correspondence material. The courses offered are: (a) Methods of Teaching Adults; (b) Curriculum Development, Planning and Administration; (c) Effective Evaluation of Adult Education; (d) Policy and Philosophy of Adult Education; (e) Human Relations and Communication; (f) Psychology of Adult Learning; and (g) Introduction to Kiswahili language.

The correspondence materials are prepared at the Department of Distance Studies in the College of Education and External Studies (CEES), University of Nairobi. Lessons in unit form are sent to teacher trainees each unit at a time. Teachers are expected to study the units and to respond to self-administered tests as well as written assignments. The marked scripts with comments by the instructors are then returned to the literacy teachers.

The third phase of training consists of practical teaching while the teachers are still participating in the correspondence course. Teachers are assessed while teaching at least six lessons by the assistant adult education officers (supervisors) who are the immediate supervisors of all the literacy teachers in the division.

#### Effectiveness of the Program

One perspective of assessing the effectiveness of a literacy program is by evaluating the role of the adult literacy program in helping individuals function in the day-to-day world of work. Anders (1981) suggests the need for a more holistic way of measuring functional literacy by using an ongoing profile of the adult learner's functioning in the literacy environment. In Kenya, the adult literacy proficiency test is administered to test the literacy level

of students.

The literacy program has had problems ranging from structural to administrative and implementation. The then Division of Adult Education had structural problems in that it was repeatedly transferred from one ministry to the other. Transfers were within the ministries of Education, Social Services, Labor, Cooperatives, Housing and Culture. One interpretation of these transfers could be an indication of the peripheral status given to the literacy program by the central government in the first decade of independence. Kalweo and Macharia (1983) mention the relatively low impact of the literacy program in the 1960s and 1970s.

In his study of the literacy program in the Machakos District, Nzioki (1983) singled out administrative and implementation related problems that led to ineffectiveness in teaching adults such as: (a) lack of trained teachers; (b) insufficient funds for effective supervision and co-ordination of the program; (c) irregular attendance of the students; (d) lack of support from the local political leadership in motivating students to remain in the program; and (e) lack of teaching materials and equipment in some centers.

Kalweo and Macharia (1983) highlighted problems encountered in promotion of adult literacy which were

similar to Nzioki's (1983). They noted that the program lacked teachers competent to identify the adult students' learning needs and to facilitate learning effectively. The other concern raised was inadequate teaching materials such as the literacy primers, notebooks, teaching equipment and aids. Macharia (1985) mentions that insufficient financial allocation for the supervisors curtailed their travel to supervise the literacy classes.

#### Statement of the Problem

Teachers and supervisors are the main actors in implementation of the national literacy program. Both the Assistant Minister in the Ministry of Culture and Social Services and the Director of the Department of Adult Education emphasized during an international seminar that the success of the literacy program depends largely on the performance of the teachers in facilitating learning (Kalweo & Macharia, 1983). In spite of the recognition of the importance of competent teachers, there are no clearly delineated competencies that administrators and trainers can refer to in training of literacy teachers.

The in-service correspondence course for the adult literacy teachers has been developed without the input of the literacy teachers and their supervisors to establish competencies that prospective teachers and the incumbents

require in order to perform their teaching roles effectively. Trainers who develop the teacher training curriculum rely more on their experiences and personal opinions. Consequently, the problem investigated in this study was the teachers' and the supervisors' perspectives of competencies perceived to be essential for effective teaching by the adult literacy teachers in Kenya.

#### Purpose of the Study

The purpose of the study was to: (a) identify competencies that adult literacy teachers in Kenya require in order to perform their teaching effectively; (b) identify similarities in perceptions by teachers and supervisors on competencies that are commonly reported to be essential for adult literacy teachers; and (c) make recommendations for modifying and improving the present teacher training program on the basis of the findings.

#### The Research Questions

In order to achieve the purpose of the study, answers to the research problem were sought by addressing the following questions:

1. What are the teaching competencies most commonly reported by the supervisors and the teachers in adult literacy in Kenya as essential for adult literacy teachers?

2. What are the commonalities between supervisors and the teachers in their perceptions of the attributes most commonly reported to be essential for adult literacy teachers in order for them to be effective in their teaching roles?

### Significance of the Study

The study identified the adult literacy teachers' competencies in performance of their teaching roles using the Kenyan supervisors' and teachers' perspectives. The experiences of the adult literacy teachers and supervisors were used to identify and to validate competencies that would be required by prospective adult literacy teachers.

In recognition of the critical role that effective teachers play in conducting literacy classes (Gakuru, et al., 1976; Kalweo & Macharia, 1983; Macharia, 1985; Mwandia, 1972; Nzioki, 1983), this study recommended guidelines in preparation of relevant and appropriate pre-service and in-service teacher education.

Literature reviewed has given insight on competencies needed by adult literacy teachers in the United States and other countries. Competencies identified in the literature, however, have not addressed the Kenyan situation because the cultural, political, and social context of the adult literacy in Kenya is different, hence the need for a

Kenyan culturally based identification of teachers' competencies. Teacher trainers at the Department of Adult Education in the Ministry of Culture and Social Services at national, provincial, district, and divisional levels may utilize the results of the study.

Government appointed commissions (Republic of Kenya, 1972b; Republic of Kenya, 1976) emphasized the importance of hiring competent teachers. The study by Thomas (1971) in Kenya which was commissioned by the Board of Adult Education recommended: (a) a comprehensive and co-ordinated program for training of literacy teachers; and (b) as a basis for such a training program, a study should be done to determine the competencies that instructors need in order to be effective in the literacy program. Findings from the study will add to the scant literature on adult literacy teachers' competencies in Kenya.

The data from the study will make a contribution in designing or helping to re-define the current teacher education programs. Specific recommendations will be made to the Kenyan government.

#### Assumptions

There are three main assumptions in this study:

1. That the adult literacy teachers and supervisors would respond to the questionnaire with candor in

expressing their perceptions based on their experiences and beliefs and not on the basis of what they believed the researcher wanted to hear.

2. That achievement of the goals of the national literacy program in Kenya can be accomplished more effectively by identifying and then training teachers in application of the essential competencies in order for them to be effective in their teaching roles.

3. That the experiences of the adult literacy teachers and the supervisors would be used to identify and to validate competencies that would be required by prospective adult literacy teachers in Kenya.

#### Limitations

The study was limited by a number of factors and conditions, the most important are the following: The findings were limited to the teachers' and supervisors' ranking of competency statements in the questionnaire. Other approaches to the collection of data such as open-ended questionnaire or interview of respondents might have yielded different findings.

### Definitions of Terms

In the study, the following terms were used with the following specific meanings:

Adult literacy teachers: Refers to the persons employed as full-time teachers by the Department of Adult Education in the Ministry of Culture and Social Services in Kenya to facilitate learning in adult literacy classes.

Supervisors: Refers to persons employed by the Department of Adult Education in the Ministry of Culture and Social Services. They are stationed at the divisions, which are local authority administrative units below the districts, to provide direct supervision of the adult literacy teachers.

Urban centers: Refers to towns which have a population greater or equal to 2,000 inhabitants. These towns have been designated as urban councils, town councils, municipal councils or city councils by the Minister for Local Government.

Rural areas: Refers to the centers which have a population density less than 2,000 inhabitants.

### Organization of the Study

Chapter 1 presents the background of the problem, statement of the problem, purpose of the study, research

questions, significance of the study, assumptions, limitations and definitions of terms.

In Chapter 2, literature related to competencies required by adult literacy teachers in order to be effective in teaching adults was reviewed.

Methodology used in conducting the study is described in Chapter 3. The chapter covers the design of the study, research questions guiding the study, population and sample, instrumentation, methods of data collection, and data analysis.

Chapter 4 is the general report of the research findings.

Chapter 5 contains the summary of the study, conclusions and recommendations.

## CHAPTER 2

### LITERATURE REVIEW

The chapter reviews literature on competencies that adult literacy teachers are commonly expected to possess in order to be effective in their roles. The purpose of this study was to identify competencies perceived by the supervisors and the teachers of adult literacy in Kenya as important for adult literacy teachers in order for them to perform their roles effectively.

The chapter is divided into four sections. Section one discusses the term competence, whereas section two contains a brief historical development of adult literacy in Kenya. The third section contains historical perspective of studies on competencies required by ABE teachers. The fourth section reviews four categories of teacher competencies that emerged from the literature: (a) understanding students' learning needs; (b) teachers' values, attitudes and behavior; (c) understanding and relating to the community; and (d) teaching strategies. The concepts of competence are defined to set the stage for discussion.

### Concept of Competence

Toffler (1970) in his famous book Future Shock discusses education and how it has to help individuals develop competencies to deal with the continuous change in the society. Toffler envisions that in the future, competency development will be the concern of most educational systems. In all human functioning, the concept of competence is relevant. Viewing the concept of competence in relation to the teaching process, the works of Colson (1967), Collins (1984, 1987), Brunner (1971), Knowles (1980) and Pearson (1984) are basic.

Colson (1967) identifies competence as ability to get things done in a more effective way. He subscribes to the notion that individuals perceive their competence or incompetence. Individuals' perception of competence according to Colson emanates from two factors: the ability to get things done in a more effective way and the ability to compete with others. Each implies both a standard by which the level of competence may be judged and someone to make that judgment. In his description of competence, a distinction is made between technical competence (manipulation of materials and process) and the political competence (dealing with persons and events). To Colson the standard of competence changes as the society undergoes changes. The term competence has been used more frequently

with less precision according to Grant et al. (1979). The issue that Grant and others have addressed with difficulties is the meaning and the criteria to assess the phenomenon.

Brunner (1971) agrees with Colson's notion of self-cognition of individuals' competence. Knowles (1973) cites Brunner (1967) as moving from the perception of learning as a process of controlling, changing or shaping behavior to competency development process. Brunner's notion of competence is influenced by his views of the purposes of education. He views the purpose of schooling as geared to skill development in achievement of goals of personal significance.

Pearson's (1984) conceptualization differs from that of Colson (1967). Pearson defines competence as a continuum ranging from knowing how to do something well at one end and knowing how to do something very well at the other. He contends that the criteria for defining competence are implied by the term, that is, the level of performance that is judged commendable. He further states that criteria used to identify competent performance have value premises. Viewing competence of adult literacy teachers in Pearson's perspective would entail having pre-conceptions of how a good teacher should perform. A statement that a teacher ought to teach in a certain way implies that certain methods of teaching are more desirable or appropriate than

others.

Collins (1987) maintains that the term competence conveys a sense of competitiveness and appropriateness. In his definition, Collins views competence in humanistic terms by emphasizing the role of the educator in enhancing human development which is sometimes difficult to evaluate in absolute terms. He differs from the behavioristic orientation which focuses on quantification of behavior.

The literature reviewed indicates that there are several definitions of competence. The lack of agreement on definitions is perhaps due to the perspective of individuals defining the concept. In this study, the term competence means what it takes to get the job done. The study identifies attributes that are perceived by teachers and supervisors as essential for effective performance of adult literacy teachers working in Kenya.

Subsequent sections of the chapter focuses on literacy development in Kenya.

#### Literacy Development in Kenya

During the colonial era, literacy work was organized by the missionaries who also started the first formal schools in the country (Mutua, 1975). The teachers in these literacy classes were assisted by their more advanced students in teaching reading, writing, number work and religious dogma to the adults. Indire and Sifuna (1974)

lament that teacher training programs in the country were not systematically planned. They were more a product of haphazard development and improvisation until the late 1960s.

The African government in Kenya reviewed the education system in the country after independence (Republic of Kenya, 1964) to restructure the national curriculum to reflect the needs and the aspirations of the newly independent country. After this review the literacy program was co-ordinated by the Department of Community Development. The department employees motivated the communities to start self-help classes. Later when the then Division of Adult Education was established, literacy programs were included in the national budget for the first time.

The training of part-time teachers was organized by the assistant adult education officers. There were weekend in-service courses for the teachers who were mainly primary school teachers. Mwachugu (1971) mentions that in these courses, the teachers learned how to make and to use teaching aids. They also learned how to use the literacy primers.

In order to improve the teachers' competence in their work, the National Christian Council of Kenya (NCCCK), the Unesco Centre and the Laubach Foundation supplemented the government efforts. In early 1960s, the NCCCK, which is a

national religious organization for the protestant churches in the country, sponsored writing of literacy primers in local languages. The NCKK also produced learning materials for literacy classes and for the newly-literate adults in the country.

The Laubach Foundation established a literacy center in Nairobi in late 1960s (Mulira, 1975). Laubach is a world-wide Christian organization which operates its literacy program on the philosophy of each-one teach-one. The center was mainly involved in development of literacy materials for the students, and in organization of courses for the teachers. Its impact was felt only in Nairobi and in other urban areas.

The Unesco established a literacy center in Nairobi in early 1960s. Its main function was to advise the then East African governments and the voluntary agencies that were involved in literacy work (Mulira, 1975). The Kenyan government supported the center by annual grants to meet its operational costs.

The first national survey of adult literacy development in Kenya conducted by Linne (1971) at the request of the Board of Adult Education reported that nearly 70 percent of the students were enrolled in self-help classes. Linne found that teachers lacked skills on how to use teaching aids. Linne recommended that future studies need to focus on (a) identification of what motivates adults to

enroll in literacy classes and (b) understanding the social and economic realities of the areas where the classes are planned in order to integrate the literacy classes with the needs of the individuals and to respond to the community needs.

There have been efforts in the country geared to help the literacy teachers acquire professional competence. Two notable efforts have been the in-service correspondence course highlighted in chapter one, and the training of literacy teachers in production of low cost learning materials using the local resources. With the financial support from the British Council, 681 teachers, 98 supervisors and 16 District Adult Education Officers were trained in production of low cost materials (Mazrui, et al. 1982). The teaching materials that the teachers were able to produce after training included posters, leaflets, simple booklets, class newsletters, pamphlets, picture cards, and syllable cards.

There is general agreement in the studies which have highlighted the literacy teacher education status in the country (Gakuru et al., 1976; Linne, 1971; Nzioki, 1983; Thomas, 1971) that adult literacy teachers require specific competencies in order to be effective in their teaching. The Assistant Minister and the Director of Adult Education (Kalweo & Macharia, 1983) and Thomas (1971) recommended

baseline studies so that the literacy program is served better. Consequently, there was a need for this study to identify competencies that adult literacy teachers in Kenya setting require in order to be more effective in their teaching. The study is timely in the context of literacy development in the country. At the international level, the International Literacy Year (ILY) celebrations in 1990 presents an opportunity for literacy practitioners and researchers (Unesco 1989) to reflect on the ways and means of promoting existing literacy programs. The year 1990 was declared by the United Nations as the International Literacy Year. Unesco will be increasing public awareness and popular participation in the international literacy movement.

The subsequent section provides an historical review of ABE teacher competencies.

#### Historical Perspective

The purpose of this section was to review studies of ABE teacher competencies with attention to competencies identified, and the research methods used.

During the last twenty years, there has been research conducted to identify competencies required by adult basic education teachers. The early studies were mainly generating competencies to be used for training purposes. In one of the early studies the National Association of Public

Continuing Education (NAPCE) publication (1966) suggests the following areas of study by the adult basic education teachers: the characteristics of undereducated adults, preparation of suitable curriculum, and preparation of ABE material and appropriate methods of counseling and testing in adult basic education classes.

In a later study, Niemi and Davison (1971) developed a model for identifying competencies that Adult Basic Education (ABE) teachers should possess in order to be competent in their professional work. Their model consisted of relationship among skills, knowledge and attitude pertaining to the learning process, the students and the subject matter.

A study by Mocker (1974) provides the field of adult basic education with the most complete list of competencies that are considered to be important for effective ABE teachers in 1970s. A list of 291 competencies was ranked by 234 ABE teachers and administrators from 33 states. These competencies have been classified into three main groups: knowledge (ability to recall and recognize specifics and universals), behavior (demonstration of ability to perform) and attitude (ability to develop, receive and respond to feelings, interests). According to Mocker (1974), ranked competencies do provide priorities useful for establishing criteria for curriculum development in training of teachers. He questions, however, the uncritical acceptance by adult educators that there are specific competencies

that teachers have to possess in order to bring about positive changes to the learners. Mocker argues that it is important to determine which competencies and under what circumstances and with what type of learners will bring positive effects to the learners. He also subscribes to the notion that desirable competencies are brought about through training.

The behaviors that Mocker identified as critical for adult basic education teachers were: (a) effective communication with adult learners; (b) ability to develop a learning climate whereby students are free to participate; (c) planning learning activities at the students' learning level; (d) ability to develop within the student a sense of confidence; (e) ability to motivate students; and (f) evaluating his/her teaching effectiveness.

Mocker has also identified the following attitudes to be critical in teacher performance; (a) willingness to accept ideas from other people; (b) appreciating the need of adjusting the learning activities to the students' needs; (c) belief that adult students can learn if motivated and given sufficient time; (d) striving in quest of strategies and materials to help students succeed; (e) accepting challenge and willing to try novel methods and techniques to broaden the students' horizon; (f) recognizing the importance of dealing with students as friend and advisor; (g) sensitivity to students' need

of information and understanding; and (h) having accurate perception about the purposes and process of learning.

In order to be effective, the ABE teacher according to Mocker should have adequate knowledge in: the theory and practice of teaching adults, and strategies of recruiting the under-educated adults to participate in adult education activities. The teacher should also have practical arithmetic skills, and fundamental skills in communication--reading, writing, spelling, listening--as well as other elements of effective oral and written expression.

Mocker and Zinn (1975) developed a competency inventory to determine teacher competencies to be used as a basis for determining ABE teacher certification for the State of Colorado. A sample of 36 ABE teachers whose ages ranged from 25 to 65 with three or more years of ABE teaching experiences and a recent training experience responded to a survey instrument indicating on a scale of 0 to 7 the degree to which a teacher should be able to perform each of the competencies listed. Those competencies ranked in the top quartile were found to be critical in providing criteria for certification. Most critical competencies were in the instructional process category. They found that effective ABE teachers select curriculum which aids the learners in developing interest in reading;

and they use appropriate teaching materials and methods for specific reading deficiencies. Effective teachers according to Mocker and Zinn communicate effectively with learners; adjust teaching to accommodate individual and group characteristics; place learners at their instructional level; design an educational plan based on the results of diagnostic tests; adjust rate of instruction to the learner's rate of progress; and provide continuous feedback to students on their educational progress. Their study concluded that those competencies which were ranked in the top quartile were critical competencies and provided the criteria for teacher certification.

Zinn's (1974a, 1974b, 1975a, 1975b) research efforts developed training models for teachers in various parts of the country. In Iowa Zinn (1974a) classified and ranked the competencies required by Iowa ABE teachers using the Mocker (1974) model. The study was a survey of 37 teachers and 19 program administrators who were randomly selected. Knowledge and behavior regarding the Iowa adult learner, the process of curriculum development and how to conduct instructions were ranked as the major competencies required by the Iowa teachers. The study recommended in-service programs for the teachers.

The Idaho study by Zinn (1975a) was a survey on ABE

teachers' ranking of competencies in terms of their own competencies and in terms of their opinions as to what they perceive as competencies needed by ABE teachers. Among the highest rated teacher competencies were instructional behaviors such as recognizing the potentialities for growth in learners, identifying students' potential, talents, interests and aspirations; and establishing a mutual basis for respect between the teacher and the learner. Participants in the study ranked other attributes as critical for teacher performance such as communicating effectively with learners, reinforcing positive attitudes towards learning and adjusting rate of instruction to the learners' rate of progress. As a result of the study, recommendations were made in four general areas: pre-service training, teacher preparation, in-service training, teacher certification and periodic assessment of training needs.

The Puerto Rico study (Zinn, 1974b) asked 10 percent of ABE teachers and administrators to identify, classify and rank competencies appropriate to teachers. The responses indicated a discrepancy between the perceptions of teachers and administrators on the expected roles of teachers. Teachers as a subgroup of respondents perceived the following attributes to be critical: (a) thorough knowledge of the language and reading skills; (b) knowledge

of the development tasks of adulthood, principles of adult learning and motivational factors; (c) teachers' interest in relating to the learner as an individual person rather than identifying and analyzing social characteristics, community agencies or subculture; (d) positive attitude towards the individual learner; (e) developing within the learner a sense of confidence; and (f) selecting appropriate instructional approaches and helping students to use problem solving methods. The teachers also felt that class learning objectives should be determined by teachers rather than a joint teacher/student effort.

Administrators, on the other hand, perceived effective ABE teachers as having the following attributes: (a) knowledge of the language arts--reading, writing, speaking and listening; (b) ability to help students adjust to change; (c) commitment to assist adults to assume their roles in society; (d) familiar with agencies and institutions found in the country; (e) knowledge of the differences in socio-cultural levels and experiences which exist among the students; (f) confidence in her/his ability as a teacher; (g) accepts ideas from other people; and (h) has desire to be a responsible leader of her/his profession. Zinn recommends utilization of the priority list generated by teachers for training purposes.

The Virgin Island study (Zinn, 1975b), a sample of 19 adult basic education teachers, ranked perceptions of their own competencies. The study recommended that in-service training was necessary to help teachers to acquire competencies in order to be able to: (a) summarize and review main points of a lesson or demonstration; (b) determine the suitability of teacher-made tests; (c) apply the basic principles of adult learning to instructional situations; (d) use various techniques to facilitate recall; (e) determine reasons for low self-concept of learner; and (f) recognize symptoms of physical deficiencies such as visual and hearing anomalies that may be related to reading disabilities.

Mocker and Spear (1976) conducted research to identify competencies appropriate for adult basic education teachers who use the Adult Performance Level (APL) approach and to determine which competencies were critical for ABE/APL teachers. A jury of APL authorities validated that all the ABE competencies generated by Mocker (1974) were appropriate for APL teachers. The jury also identified APL competencies omitted from the ABE list. The jury's revised list was submitted as an inventory to experienced APL teachers for ranking on a 0-7 point scale in order to determine the rank order of the competencies. Effective teachers according to the study, show concern for functional curriculum in areas such as health and nutrition, and consumer education. The participants in the study emphasized the importance of

application of problem solving techniques during the learning process. They perceived effective ABE teachers as those who encourage active participation of students in the planning/teaching process. The competencies in the top quartile were considered critical. Competencies identified in this study were also sorted into four categories: scope and goal of adult education, curriculum, instruction planning, and the learner.

Another early study of competencies needed by ABE teachers in Virginia by Miles, Sheppard and Stubblefield (1976) indicated that the teachers expressed the following competencies as important in their professional practice: (a) articulating clearly the students' problems to the supervisors; (b) having good command of the knowledge of the subject matter by the teachers; (c) ability to conduct individualized instructions to meet the learning needs of the students; (d) ability to make the learning activities relevant to the learners; (e) providing learning experiences to students with a view to encourage them to become self-directing learners; and (f) ability to secure instructional materials and equipment for their classes. The study emphasized the importance of using research findings to improve educational designs, students counseling and the overall implementation of programs.

Studies by Smith (1976), Srijugawan (1975) and Tangchuang (1984) revealed teacher performance attributes

that were perceived as critical by teachers, administrators, supervisors and university professors.

Smith (1976), utilizing a modification of the delphi technique, identified the necessary competencies required for teachers and administrators in adult basic education. An extensive list of competencies was developed from a variety of sources and grouped into four major areas for ABE instructors. A group of 23 administrators and ABE teachers from the State of Iowa participated in ranking 136 ABE instructional competencies. Among the competencies that were ranked as most important for ABE teachers were ability to apply the basic principles of learning to adult instructional situations; how to help the adult students determine personal learning objectives and become self-directing learners; and knowledge of the impact of prior educational experiences and failures upon the under-educated adults. In order for the teacher to facilitate learning effectively it was emphasized that he/she seeks out materials relevant to the individual student's needs and interests, and organized a plan of skill instruction that demonstrates sequence, continuity and integration. The teacher should also use humor in the classroom. Knowledge of the social structure and characteristics of the community, and knowledge of agencies and institutions in the country was perceived to be critical for the ABE teacher.

Srijugawan (1975) looked at performance requirements for adult basic education teachers as perceived by ABE teachers, supervisors, and professors of adult education in Mississippi. The problem was investigated by determining the responses to the pre-determined items in the Adult Education Performance Requirement Survey (AEPRS). The elements in the instrument were divided into eight categories: (a) planning of instruction; (b) execution of instruction; (c) evaluation of instruction; (d) guidance; (e) management; (f) public and human relations; (g) professional role; and (h) coordination.

The majority (70 percent) of the performance elements were ranked as essential by all groups. Of the 8 categories, only the execution of instruction was significantly associated with at least two of the independent variables-- age and tenure in adult education. The ABE teacher in the 35 to 44 years old category rated the importance of performance tasks associated with the execution of instruction higher than the younger or the older groups. In addition, teachers with less than 3 years teaching experience in ABE rated the importance of performance associated with execution of instruction lower than teachers with 3 years or more teaching experience in ABE. In the execution of instruction category, teachers and professors ranked the following competencies as essential: giving lectures, oral question and obtaining closure during lesson delivery.

Most of the skills preferred by ABE teachers and supervisors were those concerning the presentation of a lesson with audiovisual aids. According to the study, the ABE teachers, supervisors, and professors of adult education did not differ significantly on their ratings of importance of competencies that ABE teachers should possess.

Tangchuan (1984) carried out research on competencies perceived as important for job performance by functional literacy teachers in Thailand. A sample of 114 teachers and their supervisor responded to the questionnaire. The questionnaire items covered 57 competencies in six broad areas. The findings were that there were no significant differences between teachers and their supervisors in their perceptions of professional competencies of adult literacy teachers. In-service training covering the 10 most important competencies was suggested, and that the content of the teacher training program should include the 57 competencies. Tangchuan maintains that successful teachers in adult literacy programs should be knowledgeable in six major areas, namely: (a) philosophy of adult education; (b) needs of the participants and the community; (c) instructional objectives, content and curriculum; (d) characteristics of participants; (e) instructional methods and materials; and (f) evaluation.

The focus of the next section is on studies on categories of competencies that were considered to be most

important in the literature reviewed.

### Understanding Students' Learning Needs

Many authorities in the field of adult education and literacy education have emphasized the importance of understanding the students' learning needs.

Knowles (1980) describes the learning need as the discrepancy of the learners' present level of competence and the expected future higher level of competence as perceived by the learner, organization, or society. In the teaching transaction the teacher (Knowles, 1980) should be competent in helping students assess their learning needs. He further contends that the crucial role of the teacher is to stimulate the learner to translate the identified needs into individualized learning experiences.

Knowles (1980) has suggested the idea of setting a climate in which the learner feels free to share individual learning needs. Climate setting is crucial in making the learners relaxed and willing to share information about their backgrounds, interests and any concerns that they may have.

While addressing the critical role of the adult literacy teacher in understanding the adult learner, James (1981) points out that the teacher plays multiple roles. The teacher acts as a counselor, instructor, administra-

tor and a friend.

Cross (1981) has suggested the need to identify the reasons why adults engage in learning activities. Cross posits that learners should be encouraged to discuss their learning experiences as well as the barriers that they encounter during the learning process. She contends that most adults are pragmatic and have various practical reasons for learning. The reasons for engaging in learning activities should be shared in class. One strategy of identifying the learners' motives in attending formal learning activities according to Cross (1981) is through interaction between the individual learners and the teacher.

Understanding the students' learning needs entails awareness of the development process of adults as learners. There has been increased attention to the concept of adulthood in conjunction with the learning process of the adults (Knowles, 1980; Mezirow, Darkenwald & Knox, 1975). Mezirow, Darkenwald and Knox (1975) have emphasized that teachers should be aware of the criteria that students use in evaluating their learning experiences. Such an awareness would enhance the teachers' role in helping the students meet their learning needs.

Kincaid and Rink (1972) support the view that successful teaching of adult literacy teachers requires a thorough

knowledge of the characteristics of the learners. Assessing learning needs is closely linked with understanding the characteristics of the students. Understanding of the characteristics of the adult learners was rated by Fenn (1972) as one of the most important competencies that is essential for effective adult basic education teachers. Respondents were asked to rank 34 pre-determined statements of teacher competencies. The results of the study showed no significant differences among the teachers, students and the county administrators in their perceptions of competent teachers.

In the review of the learner-centered strategies of helping adults learn, Pearce (1967) seems to view the learner-centered approach more in terms of respect for individuality than conformity in the process of teaching. Jensen (1969) on the other hand has emphasized involvement of the learners in planning, implementing and in evaluating of the learning experiences. Jensen views learning as both a process and a product. As a process, learning should focus on problem-solving. As a product, learning is concerned with changing the learners' behavior.

Collins (1984) supports the notion that the individuality of the learners cannot be ignored. He argues that some leading concepts of phenomenology have relevance to the adult learning process in that adults have their unique

experiences. He concurs with Knowles that adults bring to the learning situation experiences that the instructor should build on. Collins (1984) urges participatory needs assessment rather than teacher dominated approach. He contends that the curriculum for the adults should emerge from the learners' problems, their aspirations and their experiences.

The literature has suggested the importance of identifying students' learning needs and the need to involve students in the process. Identification of learning needs helps the teacher to program relevant and appropriate learning activities.

#### Teachers' Values, Attitudes and Behavior

The teachers' philosophical orientations largely determine how they view their role in the teaching process (Darkenwald & Merriam, 1982). Educators strongly held and articulated views which are part of their coherent set of beliefs about teaching, learning and the curriculum sets the bases on which they approach their instruction. Sometimes the instructor's philosophical orientations are at a sub-conscious level; however, they influence their mode of teaching.

One strategy of finding out what it takes to do a job (Lerche, 1983) is by analyzing personal attributes of

outstanding job performers. Attributes that Lerche views as crucial in effective adult literacy include teachers' values, attitudes, and behavior. Houle (1956) views a competent adult educator as one who has a sound philosophical conception of the aims of adult education and conversant with issues involved in adult education.

A study by O'Gorman (1981) on philosophical orientations among teachers in adult basic education highlighted how the instructors' philosophies influence their practice. O'Gorman identified and compared philosophical positions of the teachers with the retention rate of their students to distinguish whether the teachers who used either pedagogical or andragogical approaches in teaching were successful. His findings were that respondents shared the andragogical approach in that as teachers they shared materials with students and encouraged sharing of learning materials among students. The teachers were also co-learners during the learning process. O'Gorman (1981, p. 179) cites Ross (1970) and Apps (1973) who classified teachers who applied participative methods of teaching as pragmatists and existentialists. It revealed that teachers who were classified as pragmatists and existentialists had high rates of student retention in their classes.

Mezirow, Darkenwald and Knox (1975) who conducted a two-year research study on organizational dynamics and behavior

of adult literacy teachers reported that ability to negotiate with adult students in order to help them to succeed in their educational endeavors was an important competence of the teachers. Their study found that interaction between the teachers and the students helped the students reduce their chances of failure. Mezirow, Darkenwald and Knox advocate that teachers in adult literacy programs have to be competent in negotiation with students because the adult classes mainly serve adults who have been made to feel that they failed in their early years in school. They suggested that to be effective in such programs the teachers have to adopt the ideology of minimum failure. They recommended that teachers have to be friendly and establish a relationship of trust with their students.

Kobe (1977) argues that competent teachers must possess a core of basic values to enable them to work more effectively with students. Teachers' values and their relations with students influence their effectiveness in teaching adults as highlighted by Luke (1973).

Luke argues that relating to the learners requires the instructor to understand and appreciate that adult learners are different from children and their learning styles are different. He further elaborates that human relations between the adult literacy teacher and the students helps to create cordial working relations between the school

and the community in which the school is situated.

James (1981) posits that the ideal adult basic education teacher has three main attributes: people-oriented rather than content-oriented, a helper in the learning process rather than a dispenser of knowledge, and more interested in students' individuality than conformity. McCullough (1981) concurs with James (1981) on the role of successful teachers in facilitating the learning process. In the traditional school system, the teachers' emphases on the content during the learning process is more recognized than the mode of teaching. McCullough's suggestions that teachers should focus more on the process of learning than the content goes against experiences to which the adult students have been accustomed in the past.

Elliston (1974) suggests that teachers should give high regard to the learners and the need for cordial working relationships. He cites the Jamaican experience where the relationship with the students and the community was the most important factor contributing to the success of the adult literacy classes in terms of attendance, continuity and progress. In his study of the volunteer teachers in Jamaica, Ellison (1974) found that the relationship between the teachers and the students was more than professional encounters. He concludes that in all

forms of learning whether for adults or children there is a sense of confidence created by a non-threatening environment established by the teacher.

The literature has emphasized that the teachers' values, attitudes and behavior largely determine how they view their role in the teaching process. These attributes include ability to negotiate, respecting students as individuals, and establishing mutual working relationships.

#### Understanding and Relating to the Community

Considerable literature suggests that effective ABE teachers understand and relate to the community where they teach literacy classes.

In order to bring about positive change for individuals and the community, the context in which literacy skills are taught need to be understood by the teachers and the program administrator (Bhola, 1981; Freire, 1970). Bhola, whose work focuses on strategies of promoting literacy development in developing countries, advocates the incorporation of literacy programs with income generating projects.

Freire (1970b) perceives the role of the literacy teacher primarily as a catalyst to help the students to understand the social, economic and political realities in

which they live. Freire views an effective teacher as one who empowers the learners by use of non-directive methods whereby the students learn words which have relevance to their present situations. The teacher is expected to initiate a dialogue to make the students conscious of their realities and to act in order to transform their life-situations.

Mezirow, Darkenwald and Knox (1975) perceive competent teachers as those who are able to utilize the community resources for the benefit of the students. They conducted a two-year study on operations of various basic adult education programs in urban areas in the States. The findings result from biweekly observation of 59 adult basic adult classes and analysis of completed questionnaires from 118 adult basic education program administrators and 1,500 adult basic education teachers. Those classes which were organized in collaboration with community leaders were most successful. As a result of their investigation, Mezirow, Darkenwald and Knox urge that those who are involved in teaching adult literacy classes need to develop liaisons with community groups. Utilization of locally available resources is one of the concerns faced by teachers in adult literacy programs with no easy solutions particularly in developing countries where there is scarcity of resources.

The success of the literacy program (Noor, 1982) is

primarily a result of the teachers' competence in instructional process, their knowledge of the subject matter and also their willingness to work in difficult circumstances with limited resources. Noor summarizes the findings expressed by the International Development Research Centre Report (1979). The report noted that when the teachers' cultural, social and economic backgrounds are similar to the learners, there is more likelihood for conducting successful classes. The International Development Research Centre (1979) report noted: "Adults adjust more readily to classes taught by someone who knows and understands and respects their cultural and social conditions" (p. 26). The report emphasizes that the teacher is more likely to be effective by virtue of sharing the same cultural milieu with the students. It seems the report is also over-simplifying the issue because individuals from the same cultural milieu may not necessarily be competent. Understanding the culture of the learners is but one of the desirable characteristics. The teacher needs to be more knowledgeable than the students in the subject matter. The report acknowledges that teachers from outside the learners' community are, however, likely to be effective if their educational background is similar to their students and if they demonstrate a commitment and enthusiasm to work with community leaders.

In India, Jamaica, and Tanzania examples of the importance of the teachers' understanding of the community were cited (Unesco, 1983). Instead of hiring full-time teachers, knowledgeable and experienced members of the community were found competent in teaching literacy classes. These findings underscore the importance of hiring individuals who are able to operate in the existing social network in the community.

Fingeret (1983) laments that those who recruit teachers tend to put emphasis more on the teachers' competence in helping the adults acquire literacy skills and less on the teachers' understanding of the existing social network. According to Fingeret, once the adults are able to read and to write, their network relationships shift. The issue that Fingeret addresses is how the literacy teacher would help the student to acquire literacy skills as an individual, without the students losing their social-network relationship. On the other hand, the issue that those who plan and implement literacy classes should raise is how the teachers could utilize the existing groups to promote the literacy program.

In Peru literacy teachers from different social groups who had experience working with masses had initially low participation of students in their classes, partly as a result of lack of first hand knowledge of the community

where they were working. They later obtained high participation (Lizarzaburu, 1976). The teachers were initially recruited to motivate adults to attend classes and they were later recruited to teach. Lizarzaburu argues that the teachers' identification with the rural people made them more acceptable than the university students.

Fingeret's conclusions have been supported by the research of Dumont (1973) in Mali despite the different geographical setting. Dumont's findings revealed that collaboration between the community leadership and those who provided the literacy program was the main factor that led to high enrollment. The literacy program administrators and teachers met with the community leaders and agreed on certain requirements before the literacy centers were set up. The local leadership gave the material support and encouraged the adults to attend classes. Political support is crucial in implementing mass literacy programs (Noor, 1982). In order for the literacy teacher to succeed, the support of the bureaucrats is also necessary. Noor contends that effective leadership at the grassroots is a prerequisite for effective programs, particularly in developing countries where both material and human resources have to be shared between the adult students and the youth.

In their report to the Ford Foundation, Hunter and David (1979) recommended that those who plan literacy pro-

grams should make the program an integral part of the larger social and economic system. Saxe and Lone (1975) argue that most literacy programs which are not realigned with the power influence in the community have dismal prospects for success.

Teachers need to solicit community leaders' support in their literacy development efforts, according to Hesser (1978), who carried out a study in village literacy programming in Pakistan. Hesser found that if the adults knew that the literacy program was supported by the village leaders, they were more inclined to attend the classes. Hesser whose concern was how to involve the community leaders in literacy work, states that there are social and emotional support groups in developing countries. She explains that within the social network, individuals' roles and expectations are defined, and that the community leadership is accepted. Hesser (1978) and Gakuru, et al. (1976) caution teachers about the need of having supportive environment in literacy development.

The literature has suggested the importance of the teacher understanding the community, agencies and institutions where the teacher operates. Such an understanding helps the ABE teacher to tap into the community resources. It also enables the teacher to relate the learning to the students' experiences during the learning

process.

### Teaching Strategies

Adult educators have advocated specific strategies to enhance learning of adult students. Lindeman (1961) viewed effective teaching as a process whereby the learners become aware of significant experiences. He advocated that teachers of adults need to devote their attention more to the process of learning and less to the content. Lindeman's ideas and conclusions have been supported in more recent literature. Kidd (1973) and Knowles (1980) urged that teachers should actively involve the students in planning what is to be learned and in the total learning process.

The literature focuses on the issue of what the best strategies are to involve the students in the learning process. Prosser (1967) emphasized that the fundamental problem of the literacy teachers is not so much on what to teach but rather how to get the adult students to learn and apply what has been taught. He urges recruitment of teachers who are able to address the issues that adult students bring to school and able to tap the students' experiences in the learning process.

The International Development Research Centre (1979) report identified a problem that runs through most literacy reports as voiced by literacy program designers and administrators:

We have a literacy program keyed to the life situations and problems of the learners. We have lesson contents and methods especially designed for the group and the instructors are specially trained; yet the people are not interested. There is lack of support and enthusiasm; a high dropout rate; and low retention of literacy skills. (pp. 33-34)

The report states that the reason for this frustration is that the adult learners are not involved in program design and learning process on a continuous basis. Little attention is paid to the conditions under which the students live and how literacy skills could contribute to make the lives of the students better. Crucial in the selection of methods to apply in literacy classes is how the teachers are able to make the learning experiences relevant to the students.

Kidd (1973) believes that successful adult educators develop their own teaching styles, based on their experiences and also through observation of other teachers. Kidd contends that there can be no text or blue print which sets out in any definite way all the arts and skills needed by teachers. He further emphasizes that the individual teacher's initiative is the key to professional development. In reference to strategies of teaching, Beder and Darkenwald (1982) have raised the issue as to what purposes and under what conditions different methods are appropriate and effective in helping the adults learn.

Knowles (1980) has advocated the principle of andragogy and urged less application of the pedagogical approaches in helping the adults learn. Knowles (1980, p. 43) defines the term andragogy as "the art science of helping adults learn." This means the individual student has to learn to become a self-directing learner. In order that the adult educator is able to help the students to develop their potentials to the fullest, learner-centered approaches are recommended by Knowles. Applying the andragogical approach means developing a learning strategy that incorporates (a) a mutually respectful learning climate between the teacher and the students; (b) teacher-student participation in diagnosing individual learning needs and designing the learning activities, and (c) setting the learning goals. Knowles emphasizes that the teachers bring into the learning situation the necessary input in the form of ideas as well as attitudes that impact on the learning process. The teacher might be skillful in transmitting the content required in class, but the learning might be inhibited if the students have a feeling that the instructor has negative attitudes towards them as individuals. Learning involves the total development of the whole person which includes the intellectual and the emotional aspects.

There are situations that require a pedagogical approach in teaching. Where basic information must be mastered

before more advanced learning takes place, the teacher's input in the form of lecture or other methods may be required according to the researcher's opinion. The andragogical approach is applicable not only to adult learners but also in learning programs for children and youth. It is important to realize that in the initial stages when the learner-centered approach is introduced, there is resistance from the students because the traditional expectations are that the teacher is the main source of the information, and the students are mere recipients of the information.

Freire (1970a) contends that being literate is a movement toward an understanding of and acting on one's world. Freire is not in favor of literacy programs in which the teacher "feeds" information to the students who are seen as hungry for the word. He maintains that adult literacy classes should be based on an authentic dialogue between the teacher and the students.

While accepting the notion of teacher-student interaction as important, it seems what is crucial is the balance of interaction so that the literacy teacher does not dominate. On the other hand, it would be inappropriate to leave the illiterate learners wholly on their own particularly before they have mastered the basic skills of reading, writing, and number-work.

Another area of study has focused on differences in

learning styles. Research in adult learning has indicated that there are individual differences in learning styles. There are people who learn better by getting involved in some practical activity during the learning process. Others learn better by a combination of hearing and practice in the process of learning. There are also individuals who do not grasp the meaning of an action while they are performing it (Schutz, 1972). Such individuals need time for reflection in order to understand better the meaning of their experiences. Teachers have to vary their methods of instruction in order to have impact on the heterogeneous clients that the adult literacy programs serve.

Addressing the issue raised by Beder and Darkenwald (1982) as to what are the best strategies of helping adults Mpogolo (1985) states:

Years of experience in teaching people how to do something have proved that telling a person how to do something is not enough, and showing a person how to do something is not enough, but a combination of telling and showing and practice if carefully planned and carried out can be effective. (p. 204)

As Mpogolo (1985), whose focus was adult literacy teaching, suggests there is a need to stimulate all the learner's senses during the learning process. It would be essential that the adult literacy teacher identifies the students' learning style(s) in order to design the learning activities to accommodate individual learning styles.

Equally important is acceptance by the teachers to experiment with different approaches to learning.

Fenn (1972) conducted research to identify the competencies needed to achieve minimum effectiveness by adult literacy teachers in teaching situations. The sample of the study was comprised of teachers, students, county administrators and State Education Department personnel and professors of education in Florida. The study established that effective adult basic education teachers use appropriate teaching methods and use suitable learning materials. The teachers, according to the study, related the subject-matter to the real life problems of the students. The study did not validate the competencies, perhaps because the study was focusing on identification of differences among the group of respondents rather than establishing a hierarchy of training criteria.

As the literature review has shown, the need to be able to select and to apply appropriate methods of teaching, the ability to improvise, is a key factor for teachers of adult literacy. There should be an informal learning environment to enable both the teacher and the students to interact freely. A combination of personal traits, understanding of the learners, knowledge of the subject matter and other attributes come into play. Knowles' (1980) andragogical approach emphasizes the role of the teacher as that of a

facilitator of learning who suggests the learning procedures and provides resources for self-directed learning and not a transmitter of information to passive learners. It is important that ABE teachers select teaching strategies that will maximize the learning outcome.

### Summary

The literature review has highlighted the varying concepts of the term competence. The experiences of teachers and supervisors have been used in this study to identify the competencies that adult literacy teachers in Kenya need to possess in order to be effective.

The literature review has pointed out several important facts. It has revealed that there have been studies on adult basic education teachers' competencies, but to the knowledge of the researcher, none on the Kenyan adult literacy teachers' competencies.

The literature reviewed has focused on (a) the teachers' understanding of the clients; (b) the background of the teachers as it relates to their values, attitudes, and behavior and how these attributes impact on the teachers' instructional role; (c) teachers' understanding of the environment outside the school; and (d) the teachers' abilities in curriculum design, and implementation of learning at classroom level.

The studies reviewed in the literature have used questionnaires to elicit information from respondents with reasonable success. Studies by Smith (1976), Srijugawan (1975), Tangchuang (1984) used pre-determined competency lists to identify competencies required by adult basic education teachers. Smith (1976) used the nominal group technique to generate information which was synthesized in construction of the survey instrument.

Chapter three describes the methodology used in conducting the study.

## CHAPTER 3

### METHOD

This chapter presents the design and the method used in identification of the perceived competencies of adult literacy teachers by supervisors and teachers of adult literacy in Kenya. It describes (a) the design of the study, (b) the population and the sample, (c) instrumentation, (d) data collection and (e) data analysis.

#### Design of the Study

The design of the study is survey research. It utilized mailed questionnaires. The objectives of the study were to identify the perceptions of the teachers and supervisors with regard to their rating of the commonly reported competencies that are perceived to be necessary for adult literacy teachers in Kenya in order to be effective in their jobs. Similarities between the supervisors and the teachers in their perceptions are also identified.

The first step in the design was development of the questionnaire items via teachers and supervisors of adult literacy in Kenya. The next phase was pre-testing the

instrument, then modification of the instrument before the field study. Respondents ranked the competencies listed on how important they perceived the competencies were in enhancing the teachers' effectiveness.

The researcher analyzed the data by use of descriptive statistics. Recommendations are made to the Department of Adult Education in the Ministry of Culture and Social Services on competencies that may warrant priority in literacy teacher training.

#### Population and Sample

The population of the study was the 2,971 full-time adult literacy teachers and the 166 supervisors of the adult literacy program who were then employed in the Ministry of Culture and Social Services. The adult literacy program is planned and managed by the Department of Adult Education in the Ministry of Culture and Social Services. The department is headed by a director who is supported by professionals and support staff at the headquarters in Nairobi. At the regional levels are the provincial adult education officers, district and divisional offices which initiate and manage literacy programs in different parts of the country.

The population was mainly comprised of the adult literacy teachers who were recruited by the department in 1982. About ten percent of the teachers leave the department every year

for employment and training opportunities in other government departments and private sector (Kalweo & Macharia, 1983).

The study did not include the 5,557 part-time teachers who are paid a monthly honorarium to teach in the government sponsored classes; neither did it include the 1,186 teachers who teach in the self-help classes managed by non-governmental agencies. The priority was given to the full-time teachers. The majority of the teachers participated in a two weeks induction course when they were recruited in the Department of Adult Education.

The teachers who participated in the study were undergoing a compulsory in-service correspondence course which would lead to national certification after successful completion of the course. The literacy teachers work under immediate supervision of the division supervisors.

The supervisors are in charge of the administration of the program at the divisional level. They co-ordinate all the literacy efforts in the division, supervise and guide the teachers.

Table 1 shows the sample for the study.

TABLE 1

The Distribution of the Participants' Estimated  
and Returned Survey Responses

	<u>Survey Mailed</u>	<u>Survey Returned</u>	<u>Survey Returned (Percent)</u>
Teachers	328	238	73
Supervisors	86	38	44
Total	414	276	67

Note: All percentages are rounded to the nearest whole percent.

In order that the research findings would be generalizable to the population, it was necessary to devise a sampling plan that ensured that all supervisors and teachers had an equal chance of being selected for the study. It was equally important to select a large sample to ensure reliability. The procedure used was a stratified random sampling using the table of random numbers to select an unbiased sample from the defined population of teachers and supervisors. There was proportional representation of the teachers and the supervisors across the regions.

The formula for estimating a sample from the estimation of differences in proportions suggested (Mendenhall, Ott & Scheaffer, 1971, p. 40) was used.

The formula for calculating the sample size for this study is:

$$n = \frac{4 * N * p * q}{(N-1) * B^2 + 4 * p * q}$$

where  $n$  = the required sample size.

$N$  = the number of elements in the population.

$p$  = proportion of the sample having the attribute.

$q$  =  $1-p$  or  $0.5$

$B$  = the required precision

$$n = \frac{4 * 3137 * 0.5 * 0.5}{3136 * .0025 + 4 * 0.5 * 0.5}$$

$$n = \frac{3137}{7.84 + 1}$$

$$n = \frac{3137}{8.84}$$

$$n = 354.86425$$

$$n = 355 \text{ respondents}$$

Considering the usual low return of mailed questionnaires, as estimated to be a minimum response level of 50 percent (Erdoes, 1970; Huck & Gleason, 1974) and between 50 and 60 percent (Kerlinger, 1973), the study targeted a sample size of 414 respondents. The estimated sample was bigger than the sample calculated applying the formula (Mendenhall, Ott & Scheaffer, 1971).

### Instrumentation

#### Development of the Instrument

The researcher involved two most experienced supervisors, two most experienced teachers and two inexperienced teachers in the development of a list of competencies that they perceived to be essential for adult literacy teachers in Kenya in order for them to be effective in their teaching roles. The team of six generated a list of attributes on the bases of the experiences in literacy work in Kenya.

In order to encourage creativity in the generation of competency statements by the supervisors and the teachers, the nominal group technique was used (Delbecq, Van de Ven & Gustafson, 1975). Use of this technique minimized possible domination by either the supervisors or the experienced teachers. In organizations where individuals are of different status, the low status participants tend to be inhibited and go along with opinions expressed by high status individuals (Torrence, 1974). There is also the influence of the dominant personality types upon the group (Chung & Ferris, 1971). Those considerations led to the choice of the nominal group technique for development of the instrument.

In the first phase of the meeting, each participant listed 10 competency statements that they believed to be essential for effective teaching roles of the adult literacy teachers in their process of facilitating literacy classes. Individuals wrote on cards without speaking to each other. After they had generated the statements, each participant presented one competency statement from the private list to the whole group. All the competency statements generated by the group were written on a flip chart. Discussion followed in the next phase of the meeting where clarification and elaboration of the competency statements was done. Whoever

presented the statement was given an opportunity to elaborate.

In the application of the nominal group technique, on an individual basis, each participant ranks all the statements generated by the group whereby group decision is arrived at by vote on priority. The nominal group technique (Delbecq, Van de Ven & Gustafson, 1975) encourages active participation and balance in participation among members of the group and it incorporates mathematical voting in aggregation of group judgment. In this study, however, there were modifications of the nominal group technique in that the competency statements generated by the group were not ranked. In order to have a competency list that was representative of the whole country, additional competency statements were generated by interviewing adult education officers at the headquarters, province and district levels. The competency list forms the major part of the questionnaire.

Dalen and Deobold (1966) have suggested that questionnaires are widely used to obtain facts and in making inquiries concerning attitudes and opinions. They underscore the fact that some studies or certain phases of them require presenting the respondents with carefully ordered questions as the only practical way to elicit data to confirm a hypothesis or assumption.

A questionnaire schedule was developed to collect data.

Slight differences on the two sets of questionnaires (Appendices A and B) are found in section two of the questionnaire which elicits demographic data from teachers and supervisors. Section one of the questionnaire contains 49 statements of attributes reported to be essential for the adult literacy teachers for effective performance of their roles. Section two elicited data about the respondents' background information such as age, sex, level of formal education, in-service training and years worked in the adult literacy program.

Respondents ranked the competency statements on a 7 point Likert scale ranging from no importance (0.0) to critical importance (6.0) according to the degree to which they perceived these competencies as essential or important to the adult literacy teachers in enhancing their effectiveness in their work.

#### Pre-testing of the Instrument

For the pilot testing of the instruments, two supervisors, two experienced teachers, and two inexperienced teachers who were not participating in the main study were selected. As Borg and Gall (1983) have advocated, the respondents for the pre-testing of the instrument should be drawn from similar populations from which the main respondents are selected. In the pilot testing the researcher ascertained that the questionnaire items were clear, read-

able, unambiguous, and that they are able to elicit consistent answers from the respondents. Once the questionnaires were pre-tested, they were improved in the light of the feedback.

#### Data Collection

Questionnaires were posted to 86 supervisors and to 382 teachers who were employees of the Department of Adult Education in the Ministry of Culture and Social Services. Each respondent received a package containing a questionnaire, a stamped and self-addressed return envelope. Respondents were required to return the completed questionnaire by a specific date. The letter by the researcher explained the purpose of the study and directions for responding to the instrument (Appendices A and B).

To assure anonymity and to facilitate follow-up, the questionnaires were coded inside to enable the researcher to check questionnaires not returned as scheduled. Follow-up letters were mailed to those who had not returned the questionnaires by the date specified in the first letter. Another questionnaire was enclosed for easy communication in case the first questionnaire did not reach the respondent. It was requested that the questionnaire be completed and sent to the researcher as soon as possible.

### Data Analysis

To identify the perceived competencies of the adult literacy teachers by the supervisors and the teachers the following research questions were posed:

1. What are the teaching competencies most commonly reported by supervisors and teachers in adult literacy in Kenya as essential for adult literacy teachers?

2. What are the commonalities between the supervisors and the teachers in their perceptions of the competencies most commonly reported to be essential for adult literacy teachers in order for them to be effective in their teaching roles?

When the questionnaires were received from the respondents, those completed were tabulated, coded, and processed by computer. Descriptive statistics were used to analyze the responses. Analysis of the data was accomplished by using frequencies, percentages and means. In the analysis of the data there was use of cross tabulation tables. The open-ended comments were reported by descriptive narrative. The results of the study were compared with the literature review to establish the implications for training of literacy teachers in Kenya.

## CHAPTER 4

### RESULTS

The major goal of the study was to identify teachers' and supervisors' perceptions of competencies that adult literacy teachers in Kenya need to possess in order to perform their work effectively.

The purpose of this chapter is to report the results of the study. The chapter is divided into four main sections. The first section presents the demographic characteristics of the respondents. The second section contains descriptions of competencies that teachers and supervisors of the literacy program in Kenya perceived as critical for effective functioning of literacy teachers. In the third section, similarities and differences between teachers and supervisors are reported. The fourth section focuses on categories of competencies ranked by respondents and the summary of comments elicited by the open-ended question in the instrument.

## Demographic Characteristics of Respondents

### Age

The data indicate (Table 2) that the majority of the respondents were in their early thirties. Sixty-six percent of the participants were between twenty-eight and thirty-five years old. The mean age was 32 years. The ages ranged from a low of 20 years to a high of 51 years.

### Sex

The data indicate that 59 percent of the respondents were male and 41 percent were female. A classification of respondents by sex is presented on Table 2.

### Level of Formal Education

Table 2 presents the highest level of formal education reached by respondents. The majority of the participants (68 percent) were holders of the Kenya Certificate of Education (KCE) and twenty percent had the Kenya Advanced Certificate of Education (KACE). The KCE is a high school completion certificate and the KACE is a two year post-high school certificate. Respondents whose formal level of education was beyond KACE constituted less than 2 percent.

### Pre-Service Training

Almost all of the respondents (92 percent) had participated in the pre-service training organized by the Department of Adult Education. The pre-service training

TABLE 2

Distribution of Responses By Demographics  
n=274

<u>Variables</u>	<u>Participants</u>	
<u>Age</u>	<u>Number</u>	<u>Percent</u>
20-27	30	(13)
28-35	153	(66)
36-43	36	(15)
44-51	13	(6)
 <u>Sex</u>		
Male	161	(59)
Female	113	(41)
 <u>Formal Education Level</u>		
Below Kenya Certificate of Education	27	(10)
Kenya Certificate of Education	186	(68)
Kenya Advanced Certificate of Education	54	(20)
Diploma in Adult Education	3	(1)
Bachelor's Degree	2	(1)
 <u>Participation in Pre-Service Training</u>		
Yes	244	(92)
No	20	(8)
 <u>Number of Years Worked in Literacy Program</u>		
1-5 years	25	(9)
6-10 years	236	(89)
11 years and over	4	(2)
 <u>Geographical Setting Where Participants Work</u>		
Rural	169	(62)
Urban	102	(38)

Note: All percentages are rounded to the nearest whole percent.

refers to the two weeks orientation course for teachers and the two months' residential training for supervisors. The analysis of the open-ended question showed that the majority of the teachers had not attended any training after the entry-level induction course.

#### Work Experience

Table 2 shows that 9 percent of the respondents had worked in the literacy program for less than 5 years. The majority (89 percent) had worked between 5 to 10 years. The mean period of work experience was 9 years. The period of service ranged from 1 to 19 years.

#### Geographical Setting of Respondents

There were more respondents (62 percent) from the rural areas in comparison to respondents from urban areas who constituted 38 percent (Table 2). Rural area refers to centers where the population density is less than 2,000 inhabitants. Urban areas, on the other hand, refer to centers where the population is greater than or equal to 2,000 inhabitants. Table 2 shows the distribution of respondents into urban and rural categories.

#### Competencies Ranked By Teachers and Supervisors

The research findings in this section are based on the analysis of the top 15 items ranked by respondents. Tables 3, 4 and 5 contain descriptive data listing the means (in

TABLE 3  
Top Fifteen Competencies Ranked by Teachers  
and Supervisors

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
33.	Keeps records of the class as required by the Department of Adult Education	5.69	.85	(1)
9.	Teaches the adults at their levels of understanding	5.62	.85	(2)
49.	Helps students to develop their skills and knowledge in child care and child development	5.59	.85	(3)
36.	Makes and uses lesson plans	5.55	.93	(4)
4.	Has thorough knowledge of the subject matter for class presentation	5.51	1.00	(5)
46.	Helps students to develop their skills and knowledge in family health	5.50	.97	(6)
45.	Helps students to develop their skills and knowledge in nutrition	5.49	.99	(7)
48.	Helps students to develop their skills and knowledge in agriculture	5.49	1.02	(8)
25.	Has confidence while teaching and outside the classroom	5.45	1.09	(9)
47.	Helps students to develop their skills and knowledge in family planning	5.45	1.05	(10)

TABLE 3  
(Continued)

Top Fifteen Competencies Ranked by Teachers  
and Supervisors

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
5.	Encourages and involves the students during the teaching process	5.44	1.06	(11)
32.	Believes that adult students can learn and develop if they are encouraged	5.43	1.03	(12)
26.	Is honest, trustworthy and exemplary	5.42	1.14	(13)
21.	Develops good professional working relationship with community leaders and government workers	5.41	1.12	(14)
28	Knows the process of determining the students' learning needs	5.41	1.03	(15)

descending order) for each item as ranked by respondents according to the degree of importance relative to competencies that adult literacy teachers need in order to be effective. Table 3 lists the ranking order of 15 attributes perceived by teachers and supervisors as critical for effective teacher performance. Tables 4 and 5 depict the competencies perceived to be critical by the teachers, and the supervisors respectively. The data indicate similarities and differences between teachers and supervisors.

The teachers and the supervisors were in agreement in regard to the role of teachers in keeping accurate records as expected by the Department of Adult Education. This competency had the highest ranking by both the teachers and the supervisors. Competencies pertaining to making and using lesson plans, and the teachers' thorough knowledge of the subject matter for class presentation were also perceived to be of critical importance. The two competencies had similar ranking order by teachers and supervisors (Table 4 and Table 5). In addition, there was agreement in respondents' perception of the importance of the following teachers' attributes: helping students to develop skills and knowledge in child care and child development; not being late for class; teaching adults at

TABLE 4

Top Fifteen Competencies Ranked by Teachers

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
33.	Keeps records of the class as required by the Department of Adult Education	5.72	.81	(1)
9.	Teaches the adults at their levels of understanding	5.58	.89	(2)
49.	Helps students to develop their skills and knowledge in child care and child development	5.58	.83	(3)
46.	Helps students to develop their skills and knowledge in family health	5.54	.91	(4)
36.	Makes and uses lesson plans	5.54	.95	(5)
45.	Helps students to develop their skills and knowledge in nutrition	5.54	.90	(6)
17.	Not late for class	5.51	1.16	(7)
48.	Helps students to develop their skills and knowledge in agriculture	5.48	1.02	(8)
47.	Helps students to develop their skills and knowledge in family planning	5.48	.48	(9)
4.	Has thorough knowledge of the subject matter for class presentation	5.47	.47	(10)
25.	Has confidence while teaching and outside the classroom	5.46	.46	(11)

TABLE 4  
(Continued)

Top Fifteen Competencies Ranked by Teachers

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
28	Knows the process of determining the students' learning needs	5.44	.99	(12)
5.	Encourages and involves the students during the teaching process	5.43	1.09	(13)
32.	Believes that adult students can learn and develop if they are encouraged	5.41	1.05	(14)
21.	Develops good professional working relationship with community leaders and government workers	5.39	1.15	(15)

their level of understanding; and having confidence while teaching and outside the classroom setting.

Commonalities between teachers and supervisors were indicated in their perceptions of the critical importance of the adult literacy teachers' ability to help students gain information and skills in family health, nutrition, family planning and in agriculture. Encouragement and active participation of students during the learning process was viewed to be of critical importance by both teachers and supervisors.

There were differences between teachers and supervisors in their perceptions of the relative importance of the teachers' input in reference to conducting the learning process, class administration and in soliciting community participation in literacy development. Teachers as a subgroup of respondents rated higher than the supervisors the importance of adult literacy teachers' abilities and skills in determining students' learning needs, and teachers' ability to develop a good professional relationship with community leaders and government employees.

The other area of disagreement between teachers and supervisors was on their perceptions of the importance of the teachers' values and beliefs. The teachers rated higher than the supervisors the adult literacy teachers' belief

TABLE 5

Top Fifteen Competencies Ranked by Supervisors

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
33.	Keeps records of the class as required by the Department of Adult Education	5.80	.64	(1)
49.	Helps students to develop their skills and knowledge in child care and child development	5.70	.68	(2)
25.	Has confidence while teaching and outside the classroom	5.70	.76	(3)
17.	Not late for class	5.68	.99	(4)
36.	Makes and uses lesson plans	5.65	.77	(5)
47.	Helps students to develop their skills and knowledge in family planning	5.64	.64	(6)
45.	Helps students to develop their skills and knowledge in nutrition	5.61	.61	(7)
9.	Teaches the adults at their levels of understanding	5.59	.87	(8)
46.	Helps students to develop their skills and knowledge in family health	5.59	.88	(9)
4.	Has thorough knowledge of the subject matter for class presentation	5.55	.89	(10)
26.	Is honest, trustworthy and exemplary	5.49	1.04	(11)
48.	Helps students to develop their skills and knowledge in agriculture	5.48	1.01	(12)

TABLE 5  
(Continued)

Top Fifteen Competencies Ranked by Supervisors

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
1.	Reports clearly to supervisors any problems at the literacy centre	5.41	1.15	(13)
5.	Encourages and involves the students during the teaching process	5.39	1.13	(14)
20.	Uses the available teaching materials and equipment efficiently	5.39	.94	(15)

that adult students can learn and develop if they are encouraged. The adult literacy teachers' expectations of being honest, trustworthy and exemplary were perceived to be less important in enhancing their effectiveness by teachers in comparison to the supervisors' perceptions.

### Categories of Competencies

This section focuses on all the 49 competencies that were identified in the study as essential for the adult literacy teachers in the Kenyan cultural setting (Appendix D). Examination of the identified competencies revealed five conceptually interpretable categories which emerged from the data. The categories in ranking order by the teachers and the supervisors were:

1. Knowledge of specialized information.
2. Class management.
3. Community involvement.
4. Teaching techniques.
5. Teachers' philosophy, values, beliefs and interests.

### Knowledge of Specialized Information

The category knowledge of specialized information had the highest ranking. There were 9 items in this category (Table 6). Identified in the category were competencies such as thorough knowledge of the subject matter, keeping abreast with literacy development, and knowledge of the students' background by the adult literacy teachers.

TABLE 6

Knowledge of Specialized Information

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
49.	Helps students to develop their skills and knowledge in child care and child development	5.59	.83	(1)
4.	Has thorough knowledge of the subject matter for class presentation	5.51	1.00	(2)
46.	Helps students to develop their skills and knowledge in family health	5.51	.97	(3)
45.	Helps students to develop their skills and knowledge in nutrition	5.50	.99	(4)
48.	Helps students to develop their skills and knowledge in agriculture	5.49	1.02	(5)
47.	Helps students to develop their skills and knowledge in family planning	5.45	1.05	(6)
22.	Keeps oneself up to date with current ideas in literacy work	5.37	1.14	(7)
2.	Knows the adult literacy students' backgrounds (e.g. marital status)	5.19	1.22	(8)
15.	Knows the structure of the Central Government (i.e. the government ministries) and the Department of Adult Education	4.76	1.56	(9)

### Class Management

There were 6 items in the class management category (Table 7). This group of competencies was ranked second by teachers and supervisors. It encompasses teachers' competencies in class organization, use of literacy class committee in management, and the teachers' commitment to the program by not being late for class.

### Community Involvement

The items in the community involvement category describe teacher attributes that enable the teacher to use the community human and material resources. This entails teachers' ability to co-operate with community leaders and government employees towards literacy development. There were 6 items under this category (Table 8).

### Teaching Techniques

The category teaching techniques had 18 items (Table 9) which reflect the teaching approaches and methods that teachers apply. In order of importance, the teaching techniques category was ranked fourth. However, it had the largest number of items.

Competencies in this category include understanding the process of determining the students' learning needs, and making and organizing of the teaching materials. Other attributes include class presentation methods, evaluation of

TABLE 7

Class Management

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
33.	Keeps records of the class as required by the Department of Adult Education	5.69	.85	(1)
17.	Not late for class	5.53	1.15	(2)
37.	Advises students without dictating to them (i.e. uses non-directive counseling)	5.22	1.22	(3)
1.	Reports clearly to the supervisors any problems at the literacy centre	5.19	1.41	(4)
19.	Flexible in organization and in management of classes	5.08	1.31	(5)
40.	Organizes literacy class advisory committees	4.99	1.38	(6)

TABLE 8

Community Involvement

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
21.	Develops good professional working relationship with the community leaders and government workers	5.41	1.12	(1)
13.	Co-operates with the community leaders in promotion of literacy work	5.34	1.14	(2)
14.	Negotiates with various individuals/agencies to use the existing physical facilities (e.g. nursery schools, primary schools, community social halls) to hold literacy class meetings	5.26	1.31	(3)
12.	Involves the community leaders to encourage the students to attend classes	5.22	1.38	(4)
41.	Invites outside speakers to share information with students	5.07	1.24	(5)
34.	Understands and appreciates the community beliefs and customs in his/her place of work	4.97	1.38	(6)

TABLE 9

Teaching Techniques

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
9.	Teaches the adults at their levels of understanding	5.62	.85	(1)
36.	Makes and uses lesson plans	5.55	.93	(2)
5.	Encourages and involves the students during the teaching process	5.44	1.06	(3)
28.	Knows the process of determining the students' learning needs	5.41	1.04	(4)
8.	Pay attention to the whole class while teaching	5.39	1.15	(5)
20.	Uses the available teaching materials and equipment efficiently	5.38	1.02	(6)
3.	Selects and applies appropriate teaching techniques (e.g. small group discussion, role play, and demonstrations)	5.32	1.11	(7)
39.	Provides students with continuous feedback on their work	5.26	1.12	(8)
16.	Evaluates one's techniques and methods of teaching	5.22	1.25	(9)
11.	Conducts individualized instruction to meet the students' learning needs	5.09	1.30	(10)
31.	Draws upon students' experiences during the learning process	5.09	1.30	(11)

TABLE 9  
(Continued)

Teaching Techniques

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
7.	Presents information in class with illustrations, examples and displays	5.08	1.30	(12)
23.	Has sense of humour while teaching	5.07	1.33	(13)
29.	Assists students to develop good study habits	5.00	1.40	(14)
6.	Motivates the students to continue learning on their own	4.95	1.37	(15)
10.	Makes and uses low-cost supplementary learning materials	4.90	1.37	(16)
24.	Conducts interesting presentations in class with variation of voice	4.83	1.54	(17)
38.	Initiates and conducts educational field visits	4.82	1.35	(18)

teaching and how to motivate students to learn.

#### Teachers' Philosophy, Values, Beliefs and Interests

Most of the items with the lowest means were found under the category teachers' philosophy, values, beliefs and interests (Table 10). There were 10 items under this classification. The competencies focus on teachers' beliefs about students, as well as on teachers' behavior, character and values.

#### The Least Important Competencies As Ranked By Teachers and Supervisors

The category least important competencies constitute the ten lowest ranked items on the 49 attributes identified in the study. The least important competencies mean scores ranged from 4.32 to 4.99 (Table 11 and Appendix D). These competencies are categorized as least important by ranking order and not by their mean scores. Table 11 shows attributes perceived to be of least importance by teachers and supervisors in enhancing adult literacy teachers' effectiveness. Competencies in the two areas of (a) teaching technique, and (b) teachers' philosophy, values, beliefs, and interests constituted 80 percent of all items listed under the least important cluster of competencies.

Within the teaching techniques category, competencies that were perceived to be of least importance included:

TABLE 10

Teachers' Philosophy, Values, Beliefs  
and Interests

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
25.	Has confidence while teaching and outside the classroom	5.45	1.09	(1)
32.	Believes that adult students can learn and develop if they are encouraged	5.43	1.03	(2)
26.	Is honest, trustworthy and exemplary	5.42	1.14	(3)
44.	Is approachable and willing to interact with students and members of the public	5.32	1.18	(4)
18.	Acceptable by his/her manner of dress by the community where the teacher works	5.23	1.21	(5)
27.	Has genuine interest with students as individuals	5.17	1.40	(6)
30.	Accepts students as individuals and their beliefs	4.99	1.44	(7)
43.	Exhibits behaviour appropriate to the professional role	4.94	1.48	(8)
42.	Accepts criticisms from students	4.8	1.63	(9)
35.	Is interested in extra-curriculum activities	4.32	1.66	(10)

TABLE 11  
Top Ten Least Important Competencies  
Ranked by Teachers and Supervisors

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
35.	Is interested in extra-curriculum activities	4.32	1.66	(1)
15.	Knows the structure of the Central Government (i.e. the government ministries) and the Department of Adult Education	4.76	1.56	(2)
42.	Accepts criticisms from students	4.8	1.63	(3)
38.	Initiates and conducts educational field visits	4.82	1.35	(4)
24.	Conducts interesting presentations in class with variation of voice	4.83	1.53	(5)
10.	Makes and uses low-cost supplementary learning materials	4.89	1.37	(6)
43.	Exhibits behaviour appropriate to the professional role	4.94	1.48	(7)
6.	Motivates the students to continue learning on their own	4.95	1.40	(8)
34.	Understands and appreciates the community beliefs and customs in his/her place of work	4.97	1.38	(9)
30.	Accepts students as individuals and their beliefs	4.99	1.44	(10)

ability to motivate students to continue learning on their own, and skill in making interesting presentations in class. Ability to initiate and to conduct educational field visits, and how to make and use low cost supplementary materials for teaching purposes were also perceived to be of least importance.

In rating attributes concerned with the adult literacy teachers' philosophy, values, beliefs and interests, the four attributes that were viewed as least important included: teachers' interest in extra-curriculum activities; accepting students as individuals; accepting criticism from students; and expectation that teachers should exhibit behavior appropriate to their professional roles.

Respondents ranked the need for teachers to be knowledgeable about the structure of the Central Government and the Department of Adult Education to be of least importance. In reference to the teachers' role in involving the community in adult literacy development efforts, one attribute was viewed to be of least importance--the teachers' understanding and appreciation of community beliefs and customs.

### Teachers' and Supervisors' Open-Ended Comments

The open-ended comments provided an opportunity to participants in this study to specify problems that they perceived to impact on the adult literacy teachers' effectiveness. Respondents suggested how the adult literacy program could be improved. The open-ended comments were grouped into eight areas: (a) administration and organization of classes; (b) teaching materials and equipment; (c) teaching methods and techniques; (d) teaching facilities; (e) environmental problems; (f) students' concerns that impact their learning; (g) professional development; and (h) terms and conditions of service.

#### Administration and Organization of Classes

The participants in this study suggested that every literacy class should have a student committee. They also stated in the open-ended comments (Appendix E) that literacy committees would be very helpful in recruitment and motivation of students. The following statements by teachers are examples of how teachers felt about the administration and organization of classes:

- I have found that the literacy class committee helps me to recruit more students.
- The committee helps me to keep the group together.
- My class survived because of the encouragement from the chief.

Such committees were also viewed as possible venues for deciding class schedules to meet the students' needs. Teachers and supervisors also suggested that provincial administrators especially the chiefs, the heads of government departments, community leaders and the supervisors should be involved in motivating students to attend classes. The open-ended comments show that even the under educated adults need to be involved in decision making about their education.

#### Teaching Materials and Equipment

The respondents emphasized that inadequate provision of teaching materials and equipment was a big drawback in literacy classes. Teachers and supervisors stated that teaching materials such as pencils, exercise books, blackboards, notebooks for writing lesson plans, and wall-charts were not available. Based on the open-ended comments, reading materials written in mother tongue were scarce in some parts of the country. Where the primers were available, some were not of appropriate level for the students.

#### Teaching Methods and Techniques

The participants in the study emphasized that in order to enhance the learning process, the adult literacy teachers need to understand the background of the students besides developing appropriate teaching methods and techniques and positive attitudes to motivate students who may come from

different educational levels and ethnic backgrounds. One teacher voiced concerns about teaching methods and techniques as indicated in the following statements:

- The teaching methods and attitudes of some teachers discourage students from attending classes.
- Sometimes, I have more than 25 students, and because the students are at different educational levels, I am unable to teach them properly.

It was also suggested that while teachers should make lesson plans regularly, they should be flexible enough not to discourage attendance of students who may bring pressing concerns to the classroom.

#### Teaching Facilities

The other concern reported by the respondents was lack of suitable facilities for holding literacy classes. Conducting literacy classes in churches was not appropriate because some people did not like meeting in other people's churches. This was particularly true of Christians and Muslims. It was suggested that a neutral meeting place was ideal for conducting literacy classes. For example, one respondent stated, "We need to have a particular classroom designated Adult Education class for adult literacy students so that we can keep our teaching aids and other materials." Some nursery school teachers and primary school head-teachers were said not to be happy to share their classrooms with adult literacy students. Where classrooms

were available, the forms were said to be uncomfortable to sit on. Respondents suggested that in every government school there should be classrooms for holding literacy classes.

#### Environmental Problems

Environmental factors were said to impact on the teachers' effectiveness. The respondents reported that in places where there was no electricity, classes had to adjourn at 6:30 p.m. when it gets dark. Other problems cited were: absenteeism from classes during the rainy seasons, and during the planting and harvesting seasons. The drought was also said to affect attendance.

#### Students' Concerns That Impact Their Learning

The open-ended comments emphasized that the students' social situations impacted on their learning. The respondents explained that there was low attendance because most of the students go either to sell or to buy agricultural products or other goods on market days. Students had also to fulfill their requirements of income generating activities to care for their families. One respondent in the study expressed concern on how students' social-economic situations impacted the learning in literacy class by stating:

- Teachers are frustrated when they go to school to teach and find that there are no students because they are busy in the field harvesting tea or picking coffee berries.

It was suggested that classes should be held after 6:30 p.m. so that students who had other commitments during the day could attend classes during the night. Respondents also suggested that separate classes needed to be organized for men and women.

#### Professional Development

The teachers and supervisors emphasized in the open-ended comments (Appendix E) that a program of incentives with further training and promotional possibilities would enhance the teachers' morale and the status of the profession. Teachers needed seminars and courses regularly organized for them in order to be up to date in their work. It was stated that while the in-service correspondence course materials were of some help to teachers, the materials were sometimes lost in the mail. Some teachers preferred residential training like the primary school teachers instead of correspondence courses. Educational trips to other literacy centers were suggested. Respondents emphasized that teachers were more likely to develop confidence through in-service training whereby they shared ideas and experiences. Annual awards for the best teachers was recommended as a strategy of promoting professional development. The following open-ended comments were made by teachers:

- We need seminars and courses to give us more knowledge and skills on how to go about our work.

- The Department of Adult Education should sponsor educational trips for teachers and students in order for them to compare their progress with other literacy programmes. This would encourage and motivate both the teachers and the students.

#### Terms and Conditions of Service

The participants in this study stated that the adult literacy teachers' terms and conditions of service needed improvement. The teachers complained that they have been placed on the same job group for ten years. Their leave policy was said to be inconsistent.

The open-ended comments point to two main concerns: (a) administrative deficiencies and (b) the teacher competencies. The lack of teaching materials and equipment, and holding classes in unsuitable facilities were perceived as major problems in most of the classes. Suggestions on how to improve the literacy program administration included: initiating literacy class committees, collaborating with community leaders, and improving the teachers' terms and conditions of service. It seems from the comments that environmental factors were beyond the teachers' control. Irregular attendance was not always a sign of lack of motivation. In addition, it was suggested that organizing seminars for teachers and initiating annual awards for the best teachers would enhance the teachers' professional development. On the other hand, even if

teachers were competent, without the necessary teaching materials and equipment and suitable facilities to conduct classes, and the necessary administrative support, they were likely to be less effective. The open-ended comments indicate commitment of teachers in their work in spite of working under difficult conditions.

#### Summary

The chapter has described the demographic characteristics of respondents, and the competencies that were perceived by teachers and supervisors to be most important for effective performance of adult literacy teachers in Kenya were reported. These competencies were grouped into five categories. The least important competencies were also reported. Tables and descriptive accounts were used to report the result of the findings. Problems that impact on teachers' work are summarized from the teachers' and supervisors' open-ended comments. Chapter 5 contains the summary, conclusions emanating from the findings, and recommendations.

## CHAPTER 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The chapter presents the summary of the investigation, discusses the results of the data analysis, presents conclusions emanating from the data, and presents recommendations.

#### Summary

The purpose of the study was: (a) to identify competencies that teachers and supervisors perceived to be important for effective job performance of adult literacy teachers working in the Kenyan cultural setting, and (b) to identify the commonalities between teachers and supervisors in their perceptions of attributes that enhance the teachers' effectiveness.

The number of illiterates in Kenya is increasing in spite of the government's efforts in initiating adult literacy classes. Before the establishment of the Department of Adult Education in the Ministry of Culture and Social Services in late 1970s adult literacy classes were

taught mainly by part-time teachers. Thereafter, full time teachers were hired. The objective of the government was to achieve universal adult literacy by 1983. This objective was not realized due to various factors. One of the major reasons for this failure was lack of competent teachers (Kalweo & Macharia, 1983; Nzioki, 1983).

The success of the literacy program hinges on the performance of teachers because the teachers are the main actors in implementation of the national literacy program. There have been efforts by the Department of Adult Education to improve the teachers' competencies through in-service and pre-service training programs. However, there are no clearly delineated competencies that those who design the teacher training program can refer to in the process of program development. The correspondence in-service training package for teachers has been designed without direct input from the adult literacy teachers and the supervisors to identify attributes that are essential for effective teacher performance. Hence, this study was undertaken on the teachers' and the supervisors' perspectives of competencies that teachers need in order to perform their role effectively in teaching adult literacy classes.

The research questions that guided the study were:

1. What are the competencies most commonly reported by the teachers and the supervisors in adult literacy in Kenya as essential for adult literacy teachers?
2. What are the commonalities between the teachers and the supervisors in their perceptions of the attributes that are most commonly reported to be essential for adult literacy teachers in order for them to be effective in their teaching roles?

In the construction of the research instrument, a list of competencies perceived as essential for adult literacy teachers' job performance was developed via two supervisors and four teachers experienced in literacy teaching in Kenya. Additional competencies were incorporated in the competency list from program administrators' input. The competency list constitutes the main part of the questionnaire. The questionnaire was reviewed by members of the dissertation committee.

The research instrument was then pilot tested with two supervisors and four teachers working in adult literacy in Kenya. An evaluation form (Appendix C) was used to facilitate evaluation of the instrument. On the basis of the feedback from the pilot-test, the questionnaire was

revised. The final version of the questionnaire contains 49 attributes (Appendices A and B).

In the study, a sample of 238 teachers and 38 supervisors ranked the 49 competencies in terms of the degree to which they felt each attribute was important for successful job performance by adult literacy teachers in Kenya. The ranking was done on a 7 point Likert scale ranging from no importance (0.0) to critical importance (6.0). As shown in Appendix D, perceptions of the participants in the study fell in a continuum ranging from above moderate importance (4.0) to slightly below critical importance (6.0) level.

The respondents' perceptions of competencies were rank ordered by means. The top 15 attributes perceived to be most important were identified by the three groups of respondents: teachers and supervisors, teachers, and supervisors.

The demographic background of respondents such as age, sex, formal educational level, participation in pre-service training, number of years worked in the literacy program and the geographical setting where the participants worked were analyzed by use of frequencies and percentages. The open-ended responses were analyzed by descriptive narrative.

### Conclusions

The study identified 49 attributes which were perceived by teachers and supervisors as important for effective job performance of the adult literacy teacher. The teachers and the supervisors ranking of competencies was similar. The commonalities between the teachers' and the supervisors' perceptions reflect the presence of similar awareness of the realities that adult literacy teachers face. The ranking of competencies have implication on training interventions. In their ranking of the competencies, the mean scores ranged from 4.32 to 5.69 indicating that all the competencies were perceived to be relatively important for effective functioning of teachers. In order to isolate competencies which were perceived as most important, the top quartile of competencies as ranked by three groups: teachers and supervisors, teachers, and supervisors were identified (Tables 3, 4 and 5).

The discussion of findings is organized in categories of competencies focusing on the top 15 competencies that were ranked as most important by teachers and supervisors. The responses elicited by the open-ended question are also discussed. They parallel the significance of the ranked competencies in the rest of the questionnaire.

Subsequent sections of the discussion focuses on (a) knowledge of specialized information; (b) class

organization and management; (c) community involvement in literacy development; (d) teaching approaches; and (e) teachers' philosophy, values, beliefs and interests.

#### Knowledge of Specialized Information

The data indicated that adult literacy teachers need knowledge of specialized information in order to be effective in their work. Out of the eleven top ranked competencies, thorough knowledge of the subject matter by the teacher was indicated to be critical in child care and child development, family health, nutrition, agriculture, and family planning. The finding is consistent with studies by Mocker (1974) and Miles et al. (1976) which suggested that thorough knowledge of the subject matter by the adult basic education teacher was critical.

One of the objectives of the literacy program in Kenya is to help individuals to acquire literacy skills to enable them to improve their living conditions through improved health habits, improved farming methods and by adopting family planning methods. The primers used in literacy classes have information dealing with health, nutrition and agriculture. Students are expected to learn the information in the process of acquiring literacy skills. The finding that teachers have difficulties in teaching these subjects which are basic to the students' everyday adult living,

implies that the teachers inadequacy in knowledge of the subject matter reduces the effectiveness of the literacy program. It appears that both the pre-service and the in-service training programs have not prepared teachers to teach these subjects. In addition, although majority of the literacy teachers are high school graduates the subjects they are expected to teach in literacy classes were not included in their secondary school curricula. One wonders how realistic it is to expect teachers to facilitate in subject areas that were not covered in the two weeks induction course nor in the correspondence in-service course. However, believing that some competencies are important for effectiveness does not necessarily mean that those individuals do not have them.

#### Class Organization and Management

Teachers and supervisors viewed ability in class organization and management as one of the most important attributes for adult literacy teachers. Keeping of class records was the highest ranked competency of all competencies. In some cases teachers did not keep class attendance daily as expected because they did not have the class roll-books. One other explanation was perhaps that teachers did not perceive record keeping as part of their job description. By their action they did not recognize the

importance of keeping accurate records for accountability. For any planning in literacy development efforts, accurate and reliable records are critical. However, class records particularly the enrollment figures should be accepted with caution. In the open-ended comments it was noted that there was a tendency to inflate the enrollment figures in instances where teachers felt that they were likely to lose their employment because of decline in enrollments.

Ability to negotiate is a critical competence that teachers should possess as indicated in open-ended comments (Appendix E). In Kenya, there are no departmental orders to allocate classrooms in government schools for holding literacy classes. Respondents indicated that in some places, groups could not hold classes for lack of space. Teachers' ability to negotiate with administrators of government institutions and non-governmental organizations for space to hold classes is critical. It seems that any initiative to allocate literacy program with classrooms within the government school system would have to begin at the District Development Committee (DDC). By virtue of their positions the District Adult Education Officers (DAEOS) are government representatives in the DDC. The DAEOs are in a better position than teachers to take up the issue for discussion at the DDC meetings. All the planning,

funding, coordination and evaluation of district development programs is done at the district level.

It seems that students will need to participate more in organization and management of class to reduce the apathy that characterize some literacy classes. Students tend to benefit more from educational experiences when they are partners in program development rather than being treated as mere beneficiaries. More use of student literacy committees in every class would be most appropriate in the administration and coordination of classes.

#### Community Involvement

The respondents rated the adult literacy teachers' ability to develop good professional working relationships with community leaders and government employees as one of the most desirable attributes. Concern was expressed in open-ended comments (Appendix E) that some community leaders and government employees did not support the teachers' efforts. One respondent captured her experience in the following words: "Teachers are left alone in the field. Community leaders do not value our work" (Appendix E). The apparent lack of support by politicians, government employees, and school administrators seems to point out weakness of the program. Some government employees lack

understanding of the importance of literacy development in promoting individual and national development. It is through clear understanding of the mission and the policy of the Department of Adult Education that community leaders and government employees are more likely to support the literacy teachers' work. Policy-makers and program administrators should solicit support from leaders at the national level by educating them on the importance of literacy in individual and national development.

The findings are supported by studies by Dumont (1973) and Unesco (1983) that collaboration between community leadership and those who plan and implement literacy programs was the main factor which led to high enrollment. Results of the literature review indicated the need for adult basic education teachers to understand the community where they operate. The Kenyan teachers have an advantage in that they teach in communities where they are familiar with. They are more likely to establish social network in support of their work.

In designing a plan of action for community participation in literacy work, it would be necessary to strengthen the existing collaboration and to create new partnerships.

### Teaching Approaches

Several competencies relative to teaching approaches were identified by respondents as most important for effective job performance by the adult literacy teachers: teaching the adults at their levels of understanding and identifying the students' learning needs. Open-ended comments (Appendix E) suggest a relationship between class attendance and identification of students' learning needs, poor teaching methods and negative attitude of teachers. In addition, respondents viewed the teachers' ability to make and use lesson plans, and their ability to encourage participation of students during the learning process as most important in teaching.

In order to apply appropriate method(s) in teaching, the instructor should clearly identify the students' learning needs. One limitation that teachers face in the literacy classes is lack of any form of diagnostic tests for assessing the students' entry level. In absence of diagnostic tests all students are placed in the same class. In addition, there are no individualized instruction plans specifying what each student would be expected to learn. As a result, the teachers find it difficult to teach in classes where students are at different educational levels.

Although the supervisors are expected to observe teachers teaching at least six lessons during their

correspondence in-service training, in fact teachers have received little supervision. While the findings in this study that respondents ranked relatively fewer competencies in the teaching approaches category to be of critical importance, implies that adult literacy teachers are conversant with appropriate methods of teaching. The finding also may mean that the correspondence in-service course in methods of teaching adults has been useful to teachers in improving their teaching skills.

Another concern besides the teaching methods is the learners' attitudes. Regardless of the teaching approaches used in class presentations, some students have a negative attitude towards their teachers which inhibits learning. In some Kenya communities there is a tendency for adults to look down upon relatively younger teachers on the basis of the age difference. In such situations, there is little sharing of ideas and experiences between the teacher and the students.

#### Teachers' Philosophy, Values, Beliefs and Interests

Teachers as a subgroup of participants in this study indicated that adult literacy teachers who believe in students' potential are more likely to be successful in teaching. Supervisors reported that they believed the adult literacy teachers' behavior to be the most important factor that influences the teachers' teaching effectiveness.

Although only a few items in this category were ranked as critical in importance, the teachers' philosophy, values, beliefs and interests largely determine how they facilitate learning. It seems that since the primary goal of literacy programs in Kenya is to help students develop their potentials to the fullest, teachers who believe that students have the potential to develop if encouraged would be more effective in teaching by being positive towards the students.

In addition, the idea of helping students to grow through encouragement is most important in development of self-esteem. It is also critical in that when people feel good about themselves, they are more likely to extend positive attitudes toward other people. Since in most literacy classes the students may have had low self-esteem because of their inability to read, write and compute, they require teachers who are not only role models in their conduct and behavior but also in making students feel comfortable during the learning process.

This study attempted to contribute to a broader understanding of the competencies that are commonly reported to be important for effective functioning of the adult literacy teachers. A number of conclusions about teacher competencies and the literary program administrative

deficiencies are drawn from the findings on the bases of the teachers' and the supervisors' ranking of competencies that adult literacy teachers require in order to perform their job effectively in the Kenyan setting and from the open-ended comments.

In Kenya, the illiteracy rate continues to rise unabated. This situation has given rise to heavy demand on the literacy teachers. The teacher performs multiple roles: recruitment of students, teaching reading, writing and number work, student follow-up, counseling, laises with the community, and handling of all the correspondence between the literacy center and the Division Adult Education Office. It appears that the teacher's time and energy is spread so thin that some of the literacy program elements suffer. This calls for redefinition of the teacher's work. It is also important to identify where additional training might alleviate pressure.

The results of the study indicate that the teachers and the supervisors' perceptions are similar regarding the competencies that adult literacy teachers require in order to be effective. This perceptual similarity provides a good foundation for positive program change. Commonalities in perceptions of teachers and supervisors, who are grassroots employees, would facilitate easy adoption of new approaches

in program development.

Identification of critically important areas of teacher competencies--child care and child development, family health, family planning, nutrition and agriculture--has implication for training intervention. Primers already have content information on health, nutrition and agriculture that teachers need to be made familiar with in order to teach effectively.

The study found that teachers and supervisors perceived effective administration of classes to be critical. The supervisors are responsible for monitoring the literacy classes. Inadequate supervision may be due to: lack of transportation, shortage of supervisory staff, conflict of private interests, attention to paper work at the expense of field work, and lack of supervisory and leadership skills. Consequently the supervisors and the District Adult Education Officers have left much of the administrative responsibility to the teachers. This indicates that the ineffective administration and supervision of the literacy classes would lead to loss of opportunity to invigorate the literacy program. It may also lead to isolation of teachers, and inconsistent approaches in record keeping.

From the open-ended comments (Appendix E), one can conclude that teachers who are able to involve the community

leaders, provincial administration, politicians and other interested groups in planning, implementation, and evaluation of their literacy classes are more likely to establish viable classes.

From the findings, it appears that there were administrative constraints that had little to do with the teacher competencies, yet these deficiencies impacted on the teacher's work. Chief among the administrative constraints that impacted on teacher's performance were: lack of teaching materials and equipment, inadequate travel allowance for supervisors, unsuitable facilities to hold classes, and the minimal level of support for the literacy program. This marginality of the literacy program has serious consequences for teacher effectiveness. It has impact on the type of staff that the program can hire and retain. It also reduces the Department of Adult Education capacity to purchase materials and equipment to enhance delivery of instruction. The inadequate support, supervision and the working situation of the literacy teachers requires administrative interventions.

#### Recommendations

Based on the research findings, recommendations are made on (a) the training of the adult literacy teachers;

(b) administrative constraints that need to be addressed to improve adult literacy teachers' teaching competencies; and  
(c) further research that should be carried out on adult literacy teachers' competencies.

1. As a result of this study, the Department of Adult Education in the Ministry of Culture and Social Services has available a list of competencies that could be used as a guideline in training of teachers. Prior to its use, the list of attributes should be reviewed by the training team in the Department. Considering the scarcity of resources in the country, the top fifteen attributes ranked by teachers and supervisors (Table 3) should receive priority in the teacher training program.

2. The Department of Adult Education should initiate regional training seminars to update the adult literacy teachers in areas that they need competencies to perform their work effectively.

3. The Department of Adult Education should create partnership with other government departments, professional groups, politicians and community leaders to promote literacy work. Since the major constraints in literacy development are financial and human resources, the new partnership would be in a better position to secure additional resources.

4. Special efforts should be made to schedule the adult literacy classes when and where it is convenient for students to attend. Factors such as the rainy seasons, market days, coffee and tea harvesting days and official working hours should be taken into consideration. It is important that students' suggestions be solicited in the process of scheduling classes to boost enrollment.

5. There should be a career development ladder for teachers such that their conditions and terms of service and remuneration are commensurate with their academic achievements and professional training. It will be possible then to attract suitable teachers and to retain them in the Department.

6. Additional research should be done to build upon this study by identifying the perspectives of students, teachers, supervisors and program administrators in regard to teacher competencies. The study could identify what practices work, for whom they work, and under what conditions. Research methodology should not be limited to the questionnaire. A combination of questionnaire, interview, and observation would generate useful information on attributes that are required for effective adult literacy teachers in Kenya. A more comprehensive understanding of factors that enhance quality literacy program would result from the research.

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APPENDIX A

QUESTIONNAIRE FOR TEACHERS

APPENDIX A  
QUESTIONNAIRE FOR TEACHERS

George N. Reche  
15124 Lee Highway  
Gainesville, Virginia 22065

26th July, 1989

Dear Adult Educator,

Re: Survey of Adult Literacy teachers'  
teaching competencies

As part of my doctoral studies at Virginia Polytechnic Institute and State University here in United States, I am carrying out a study to find out what skills, knowledge, attitudes and behavior that adult literacy teachers in Kenya ought to have in order to perform their teaching roles well.

In order to gather information in this area of study which is important for our literacy programme in Kenya, it is urgent that certain information is received directly from those who have the greatest impact on the teaching of adult learners. Hence you have been selected for this study.

Your prompt action will help in promoting pre-service and in-service training efforts of adult literacy teachers. All your responses will be kept confidential.

Thank you for your time and efforts in completion of the questionnaire. When the study is completed, I shall be glad to share the results.

Best wishes

George N. Reche  
Lecturer,  
Department of Extra-Mural Studies  
College of Education & External  
Studies, University of Nairobi  
(Kikuyu Campus)

QUESTIONNAIRE FOR TEACHERS  
(Continued)

PART 1.

ADULT LITERACY TEACHERS COMPETENCY RATING SCALE  
GENERAL INSTRUCTIONS TO RESPONDENTS

1. ANSWER EACH QUESTION as it applies to the competencies that you believe are needed by the adult literacy teacher in Kenyan setting.
2. READ EACH QUESTION CAREFULLY before you select the best answer that indicates your true feelings. There is NO RIGHT OR WRONG ANSWER.
3. PLEASE ANSWER ALL QUESTIONS to make the results of the study complete.
4. USE A PENCIL when you are circling your choice of the answers provided.
5. SPACE FOR YOUR WRITTEN COMMENTS ON THE LAST QUESTION gives you the chance to state freely your feelings about issues not covered in the questionnaire, to elaborate your answers, and to make suggestions on how the quality of adult literacy in Kenya may be improved. Also use SPACE PROVIDED on LEFT HAND MARGIN FOR YOUR SUGGESTIONS AND COMMENTS if necessary.

QUESTIONNAIRE FOR TEACHERS  
(Continued)

PART 1.

ADULT LITERACY TEACHERS COMPETENCY RATING SCALE

GENERAL INSTRUCTIONS TO RESPONDENTS

6. LISTED ON THE FOLLOWING PAGES OF THE QUESTIONNAIRE are a number of attributes that may be required for adult literacy teachers in order for them to perform their work well. CIRCLE ONLY ONE NUMBER TO RANK THE STATEMENT provided in terms of the degree to which you feel the statement is important for successful performance of their jobs. MAKE SURE THAT YOU CONSIDER THE ENTIRE RANGE (0 to 6) WHILE RANKING.

Level 6, Critical importance. Adult literacy teachers MUST have this competency to perform effectively.

Level 4, Moderate importance. Adult literacy teachers SHOULD have this competency but it is not crucial to function effectively.

Level 2, Minor importance. It MAY BE USEFUL for adult literacy teachers to have the competency, but it is not of central importance to function effectively.

Level 0, No importance. Adult literacy teachers DO NOT NEED to have the attribute in order to do their work well.

Examples	No Importance		Minor Importance		Moderate Importance		Critical Importance
<u>Competency Statements</u>							
1. Prepares written lesson notes for every class session	0	1	2	③	4	5	6
2. Listens attentively while students are commenting or asking questions in class	0	1	2	3	4	5	⑥

In example number 1 the respondent circled number ③ thus indicating that the competency is of minimum importance. Example 2 is indicated to be critical by circling number ⑥

Competency Statements

(Continued)

No Importance  
 Minor Importance  
 Moderate Importance  
 Critical Importance

INDICATE YOUR RATING OF  
THE FOLLOWING

- |    |  |   |   |   |   |   |   |   |
|----|--|---|---|---|---|---|---|---|
| 1. | Reports clearly to the supervisors any problems at the literacy centre   | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. | Knows the adult literacy students' backgrounds (e.g. marital status)   | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. | Selects and applies appropriate teaching techniques (e.g. small group discussion, role, play and demonstrations) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. | Has thorough knowledge of the subject matter for class presentation  | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

<u>Competency Statements</u> (Continued)	No Importance		Minor Importance		Moderate Importance		Critical Importance	
5. Encourages and involves the students during the teaching process	0	1	2	3	4	5	6	
6. Motivates the students to continue learning on their own	0	1	2	3	4	5	6	
7. Presents information in class with illustrations, examples and displays	0	1	2	3	4	5	6	
8. Pays attention to the whole class while teaching	0	1	2	3	4	5	6	
9. Teaches the adults at their levels of understanding	0	1	2	3	4	5	6	

<u>Competency Statements</u>	No Importance	Minor Importance	Moderate Importance	Critical Importance			
(Continued)							
10. Makes and uses low-cost supplementary learning materials	0	1	2	3	4	5	6
11. Conducts individualized instruction to meet the students' learning needs	0	1	2	3	4	5	6
12. Involves the community leaders to encourage the students to attend classes	0	1	2	3	4	5	6
13. Co-operates with the community leaders in promotion of the literacy work	0	1	2	3	4	5	6

<u>Competency Statements</u>	No Importance		Minor Importance		Moderate Importance		Critical Importance	
(Continued)								
14. Negotiates with various individuals/agencies to use the existing physical facilities (e.g. nursery schools, primary schools, community social halls) to hold literacy class meetings	0	1	2	3	4	5	6	
15. Knows the structure of the Central Government (i.e. the government ministries) and the Department of Adult Education	0	1	2	3	4	5	6	
16. Evaluates one's techniques and methods of teaching	0	1	2	3	4	5	6	
17. Not late for class	0	1	2	3	4	5	6	

<u>Competency Statements</u>	No Importance	Minor Importance	Moderate Importance	Critical Importance			
(Continued)							
18. Acceptable by his/her manner of dress by the community where the individual teaches	0	1	2	3	4	5	6
19. Flexible in organization and in management of classes	0	1	2	3	4	5	6
20. Uses the available teaching materials and equipment efficiently	0	1	2	3	4	5	6
21. Develops good professional working relationship with the community leaders and government employees	0	1	2	3	4	5	6
22. Keeps oneself up to date with current ideas in literacy work	0	1	2	3	4	5	6

<u>Competency Statements</u>								
(Continued)								
		No Importance	Minor Importance			Moderate Importance	Critical Importance	
		0	1	2	3	4	5	6
23.	Has sense of humour while teaching	0	1	2	3	4	5	6
24.	Conducts interesting presentations in class with variation of voice	0	1	2	3	4	5	6
25.	Has confidence while teaching and outside the classroom	0	1	2	3	4	5	6
26.	Is honest, trustworthy and exemplary	0	1	2	3	4	5	6
27.	Has genuine interest with students as individuals	0	1	2	3	4	5	6
28.	Knows the process of determining the students' learning needs	0	1	2	3	4	5	6

<u>Competency Statements</u>	No Importance	Minor Importance	Moderate Importance	Critical Importance			
(Continued)							
29. Assists students to develop good study habits	0	1	2	3	4	5	6
30. Accepts students as individuals and their beliefs	0	1	2	3	4	5	6
31. Draws upon students' experience during the learning process	0	1	2	3	4	5	6
32. Believes that adult students can learn and develop if they are encouraged	0	1	2	3	4	5	6
33. Keeps records of the class as required by the Department of Adult Education	0	1	2	3	4	5	6

<u>Competency Statements</u>	No Importance	Minor Importance	Moderate Importance	Critical Importance			
(Continued)							
34. Understands and appreciates the community beliefs and customs in his/her place of work	0	1	2	3	4	5	6
35. Is interested in extra-curriculum activities	0	1	2	3	4	5	6
36. Makes and uses lesson plans	0	1	2	3	4	5	6
37. Advises students without dictating to them (i.e. uses non-directive counseling)	0	1	2	3	4	5	6
38. Initiates and conducts educational field visits	0	1	2	3	4	5	6
39. Provides students with continuous feedback on their work	0	1	2	3	4	5	6

<u>Competency Statements</u>	No Importance	Minor Importance	Moderate Importance	Critical Importance			
(Continued)							
40. Organizes literacy class advisory committees	0	1	2	3	4	5	6
41. Invites outside speakers to share information with students	0	1	2	3	4	5	6
42. Accepts criticisms from students	0	1	2	3	4	5	6
43. Exhibits behaviour appropriate to the professional role	0	1	2	3	4	5	6
44. Is approachable and willing to interact with students and members of the public	0	1	2	3	4	5	6

<u>Competency Statements</u>	No Importance		Minor Importance		Moderate Importance		Critical Importance
(Continued)							
45. Helps students to develop their skills and knowledge in the areas of:							
(a) nutrition	0	1	2	3	4	5	6
(b) family health	0	1	2	3	4	5	6
(c) family planning	0	1	2	3	4	5	6
(d) agriculture	0	1	2	3	4	5	6
(e) child care and child development	0	1	2	3	4	5	6

PART II Demographic Profile of RespondentsDirections

Please tick (✓) and/or complete responses that indicate your background as a literacy teacher:

1. What is your age? \_\_\_\_\_
2. Sex: ( ) Male ( ) Female
3. Level of formal education:
  - ( ) Kenya Junior Secondary Education (KJSE)
  - ( ) Kenya Certificate of Education (KCE)
  - ( ) Kenya Advanced Certificate of Education (KACE)
  - ( ) Other (specify) \_\_\_\_\_
4. How many years have you taught in the adult literacy program? \_\_\_\_\_
5. Have you participated in the two week orientation course organized by the Department of Adult Education?
  - ( ) Yes ( ) No
6. Indicate whether you are working in urban or rural area:
  - ( ) Urban (within urban council, town council, municipal council or the city council of Nairobi)
  - ( ) Rural

PART II    Demographic Profile of Respondents

(Continued)

7.    Tick (✓) the province where you are working as a teacher:

- ( ) Central Province
- ( ) Coast Province
- ( ) Eastern Province
- ( ) Nairobi Province
- ( ) North-Eastern Province
- ( ) Nyanza Province
- ( ) Rift Valley Province
- ( ) Western Province

8.    ANY COMMENTS ON PROBLEMS THAT MIGHT AFFECT TEACHER'S EFFECTIVENESS:

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APPENDIX B

QUESTIONNAIRE FOR SUPERVISORS

APPENDIX B

QUESTIONNAIRE FOR SUPERVISORS

George N. Reche  
15124 Lee Highway  
Gainesville, Virginia 22065

26th July, 1989

Dear Adult Educator,

Re: Survey of Adult Literacy teachers'  
teaching competencies

As part of my doctoral studies at Virginia Polytechnic Institute and State University here in United States, I am carrying out a study to find out what skills, knowledge, attitudes and behavior that adult literacy teachers in Kenya ought to have in order to perform their teaching roles well.

In order to gather information in this area of study which is important for our literacy programme in Kenya, it is urgent that certain information is received directly from those who have the greatest impact on the training of teachers. Hence you have been selected for this study.

Your prompt action will help in promoting pre-service and in-service training efforts of adult literacy teachers. All your responses will be kept confidential.

Thank you for your time and efforts in completion of the questionnaire. When the study is completed, I shall be glad to share the results.

Best wishes

George N. Reche  
Lecturer,  
Department of Extra-Mural Studies  
College of Education & External  
Studies, University of Nairobi  
(Kikuyu Campus)

QUESTIONNAIRE FOR SUPERVISORSPART 1.ADULT LITERACY TEACHERS COMPETENCY RATING SCALEGENERAL INSTRUCTIONS TO RESPONDENTS

1. ANSWER EACH QUESTION as it applies to the competencies that you believe are needed by the adult literacy teacher in Kenyan setting.
2. READ EACH QUESTION CAREFULLY before you select the best answer that indicates your true feelings. There is NO RIGHT OR WRONG ANSWER.
3. PLEASE ANSWER ALL QUESTIONS to make the results of the study complete.
4. USE A PENCIL when you are circling your choice of the answers provided.
5. SPACE FOR YOUR WRITTEN COMMENTS ON THE LAST QUESTION gives you the chance to state freely your feelings about issues not covered in the questionnaire, to elaborate your answers, and to make suggestions on how the quality of adult literacy in Kenya may be improved. Also use SPACE PROVIDED on LEFT HAND MARGIN FOR YOUR SUGGESTIONS AND COMMENTS if necessary.

QUESTIONNAIRE FOR SUPERVISORS  
(Continued)

PART 1.

ADULT LITERACY TEACHERS COMPETENCY RATING SCALE

GENERAL INSTRUCTIONS TO RESPONDENTS

6. LISTED ON THE FOLLOWING PAGES OF THE QUESTIONNAIRE are a number of attributes that may be required for adult literacy teachers in order for them to perform their work well. CIRCLE ONLY ONE NUMBER TO RANK THE STATEMENT provided in terms of the degree to which you feel the statement is important for successful performance of their jobs. MAKE SURE THAT YOU CONSIDER THE ENTIRE RANGE (0 to 6) WHILE RANKING.

Level 6, Critical importance. Adult literacy teachers MUST have this competency to perform effectively.

Level 4, Moderate importance. Adult literacy teachers SHOULD have this competency but it is not crucial to function effectively.

Level 2, Minor importance. It MAY BE USEFUL for adult literacy teachers to have the competency, but it is not of central importance to function effectively.

Level 0, No importance. Adult literacy teachers DO NOT NEED to have the attribute in order to do their work well.

Examples	No Importance		Minor Importance		Moderate Importance		Critical Importance
<u>Competency Statements</u>							
1. Prepares written lesson notes for every class session	0	1	2	③	4	5	6
2. Listens attentively while students are commenting or asking questions in class	0	1	2	3	4	5	⑥

In example number 1 the respondent circled number ③ thus indicating that the competency is of minimum importance. Example 2 is indicated to be critical by circling number ⑥

<u>Competency Statements</u>	No Importance	Minor Importance	Moderate Importance	Critical Importance
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(Continued)

INDICATE YOUR RATING OF  
THE FOLLOWING

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1. Reports clearly to the supervisors any problems at the literacy centre   | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Knows the adult literacy students' backgrounds (e.g. marital status)   | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Selects and applies appropriate teaching techniques (e.g. small group discussion, role, play and demonstrations) | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Has thorough knowledge of the subject matter for class presentation  | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

<u>Competency Statements</u>	No Importance	Minor Importance	Moderate Importance	Critical Importance			
(Continued)							
5. Encourages and involves the students during the teaching process	0	1	2	3	4	5	6
6. Motivates the students to continue learning on their own	0	1	2	3	4	5	6
7. Presents information in class with illustrations, examples and displays	0	1	2	3	4	5	6
8. Pays attention to the whole class while teaching	0	1	2	3	4	5	6
9. Teaches the adults at their levels of understanding	0	1	2	3	4	5	6

<u>Competency Statements</u> (Continued)								
	No Importance		Minor Importance		Moderate Importance		Critical Importance	
	0	1	2	3	4	5	6	
10. Makes and uses low-cost supplementary learning materials	0	1	2	3	4	5	6	
11. Conducts individualized instruction to meet the students' learning needs	0	1	2	3	4	5	6	
12. Involves the community leaders to encourage the students to attend classes	0	1	2	3	4	5	6	
13. Co-operates with the community leaders in promotion of the literacy work	0	1	2	3	4	5	6	

<u>Competency Statements</u>	No Importance	Minor Importance	Moderate Importance	Critical Importance			
(Continued)							
14. Negotiates with various individuals/agencies to use the existing physical facilities (e.g. nursery schools, primary schools, community social halls) to hold literacy class meetings	0	1	2	3	4	5	6
15. Knows the structure of the Central Government (i.e. the government ministries) and the Department of Adult Education	0	1	2	3	4	5	6
16. Evaluates one's techniques and methods of teaching	0	1	2	3	4	5	6
17. Not late for class	0	1	2	3	4	5	6

<u>Competency Statements</u>	No Importance	Minor Importance	Moderate Importance	Critical Importance			
(Continued)							
18. Acceptable by his/her manner of dress by the community where the individual teaches	0	1	2	3	4	5	6
19. Flexible in organization and in management of classes	0	1	2	3	4	5	6
20. Uses the available teaching materials and equipment efficiently	0	1	2	3	4	5	6
21. Develops good professional working relationship with the community leaders and government employees	0	1	2	3	4	5	6
22. Keeps oneself up to date with current ideas in literacy work	0	1	2	3	4	5	6

<u>Competency Statements</u>		No Importance		Minor Importance		Moderate Importance		Critical Importance	
(Continued)		0	1	2	3	4	5	6	
23.	Has sense of humour while teaching	0	1	2	3	4	5	6	
24.	Conducts interesting presentations in class with variation of voice	0	1	2	3	4	5	6	
25.	Has confidence while teaching and outside the classroom	0	1	2	3	4	5	6	
26.	Is honest, trustworthy and exemplary	0	1	2	3	4	5	6	
27.	Has genuine interest with students as individuals	0	1	2	3	4	5	6	
28.	Knows the process of determining the students' learning needs	0	1	2	3	4	5	6	

<u>Competency Statements</u>	No Importance	Minor Importance	Moderate Importance	Critical Importance			
(Continued)							
29. Assists students to develop good study habits	0	1	2	3	4	5	6
30. Accepts students as individuals and their beliefs	0	1	2	3	4	5	6
31. Draws upon students' experience during the learning process	0	1	2	3	4	5	6
32. Believes that adult students can learn and develop if they are encouraged	0	1	2	3	4	5	6
33. Keeps records of the class as required by the Department of Adult Education	0	1	2	3	4	5	6

<u>Competency Statements</u>	No Importance		Minor Importance		Moderate Importance		Critical Importance
(Continued)							
34. Understands and appreciates the community beliefs and customs in his/her place of work	0	1	2	3	4	5	6
35. Is interested in extra-curriculum activities	0	1	2	3	4	5	6
36. Makes and uses lesson plans	0	1	2	3	4	5	6
37. Advises students without dictating to them (i.e. uses non-directive counseling)	0	1	2	3	4	5	6
38. Initiates and conducts educational field visits	0	1	2	3	4	5	6
39. Provides students with continuous feedback on their work	0	1	2	3	4	5	6

<u>Competency Statements</u>	No Importance		Minor Importance		Moderate Importance		Critical Importance	
(Continued)	0	1	2	3	4	5	6	
40. Organizes literacy class advisory committees	0	1	2	3	4	5	6	
41. Invites outside speakers to share information with students	0	1	2	3	4	5	6	
42. Accepts criticisms from students	0	1	2	3	4	5	6	
43. Exhibits behaviour appro- priate to the professional role	0	1	2	3	4	5	6	
44. Is approachable and willing to interact with students and members of the public	0	1	2	3	4	5	6	

<u>Competency Statements</u>	No Importance	Minor Importance	Moderate Importance	Critical Importance			
(Continued)							
45. Helps students to develop their skills and knowledge in the areas of:							
(a) nutrition	0	1	2	3	4	5	6
(b) family health	0	1	2	3	4	5	6
(c) family planning	0	1	2	3	4	5	6
(d) agriculture	0	1	2	3	4	5	6
(e) child care and child development	0	1	2	3	4	5	6

PART II Demographic Profile of RespondentsDirections

Please tick (✓) and/or complete responses that indicate your background as a supervisor (Assistant Adult Education Officer):

1. What is your age \_\_\_\_\_
2. Sex: ( ) Male ( ) Female
3. Level of formal education:  
( ) Kenya Certificate of Education (KCE)  
( ) Kenya Advanced Certificate of Education (KACE)  
( ) Diploma in Adult Education  
( ) Other (specify) \_\_\_\_\_
4. How many years have you worked as a supervisor of adult literacy teachers? \_\_\_\_\_
5. Have you participated in a two month adult education course at the University of Nairobi (Kikuyu Campus)?  
( ) Yes ( ) No
6. Indicate whether you are working in urban or rural area:  
( ) Urban (within urban council, town council, municipal council or the city council of Nairobi)  
( ) Rural

PART II    Demographic Profile of Respondents

(Continued)

7.    Tick (✓) the province where you are working as a supervisor:

- ( ) Central Province
- ( ) Coast Province
- ( ) Eastern Province
- ( ) Nairobi Province
- ( ) North-Eastern Province
- ( ) Nyanza Province
- ( ) Rift Valley Province
- ( ) Western Province

8.    ANY COMMENTS ON PROBLEMS THAT MIGHT AFFECT TEACHER'S EFFECTIVENESS:

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APPENDIX C

QUESTIONNAIRE EVALUATION FORM

## APPENDIX C

QUESTIONNAIRE EVALUATION FORM

Now that you have responded to the questionnaire, which is a pilot test, your evaluation of the questionnaire will be useful to the researcher in revising it. Use both this evaluation form and the questionnaire in your critique. Feel free to make additional comments. Consider the following points in your evaluation:

1. Are the directions on how to complete the questionnaire clear? \_\_\_Yes \_\_\_No.

Comments \_\_\_\_\_  
\_\_\_\_\_

2. Is the meaning of each question understood? \_\_\_Yes \_\_\_No.  
Specify the questions whose meaning you did not understand and underline what is not clear to you.

Comments \_\_\_\_\_  
\_\_\_\_\_

3. Do the questions asked cover information on teachers' competencies in Kenya? \_\_\_Yes \_\_\_No.

Comments \_\_\_\_\_  
\_\_\_\_\_

APPENDIX C

(Continued)

QUESTIONNAIRE EVALUATION FORM

4. Is the questionnaire readable? \_\_\_Yes \_\_\_No.

Comments \_\_\_\_\_

5. How do you feel about the length of the questionnaire?

(a) \_\_\_ Too short (b) \_\_\_ Appropriate (c) \_\_\_ Too long.

Comments \_\_\_\_\_

6. ADDITIONAL COMMENTS

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
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\_\_\_\_\_

APPENDIX D

RANKING OF COMPETENCIES BY  
TEACHERS AND SUPERVISORS

## APPENDIX D

Ranking of Competencies By Teachers and Supervisors

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
33.	Keeps records of the class as required by the Department of Adult Education	5.69	.85	(1)
9.	Teaches the adults at their levels of understanding	5.62	.85	(2)
49.	Helps students to develop their skills and knowledge in child care and child development	5.59	.83	(3)
36.	Makes and uses lesson plans	5.55	.93	(4)
17.	Not late for class	5.53	1.15	(5)
4.	Has thorough knowledge of the subject matter for class presentation	5.51	1.00	(6)
46.	Helps students to develop their skills and knowledge in family health	5.51	.97	(7)
45.	Helps students to develop their skills and knowledge in nutrition	5.50	.99	(8)
48.	Helps students to develop their skills and knowledge in agriculture	5.49	1.02	(9)
25.	Has confidence while teaching and outside the classroom	5.45	1.09	(10)
47.	Helps students to develop their skills and knowledge in family planning	5.45	1.05	(11)

APPENDIX D  
(Continued)

Ranking of Competencies By Teachers and Supervisors

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
5.	Encourages and involves the students during the teaching process	5.44	1.05	(12)
32.	Believes that adult students can learn and develop if they are encouraged	5.43	1.03	(13)
26.	Is honest, trustworthy and exemplary	5.42	1.14	(14)
21.	Develops good professional working relationship with community leaders and government workers	5.41	1.12	(15)
28	Knows the process of determining the students' learning needs	5.41	1.03	(16)
8.	Pays attention to the whole class while teaching	5.39	1.15	(17)
20.	Uses the available teaching materials and equipment efficiently	5.38	1.02	(18)
22.	Keeps oneself up to date with current ideas in literacy work	5.37	1.14	(19)
13.	Co-operates with the community leaders in promotion of literacy work	5.34	1.13	(20)
44.	Is approachable and willing to interact with students and members of the public	5.32	1.18	(21)

APPENDIX D  
(Continued)

Ranking of Competencies By Teachers and Supervisors

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
3.	Selects and applies appropriate teaching techniques (e.g. small group discussion, role play and demonstrations)	5.32	1.11	(22)
39.	Provides students with continuous feedback on their work	5.26	1.12	(23)
14.	Negotiates with various individuals/agencies to use the existing physical facilities (e.g. nursery schools, primary schools, community social halls) to hold literacy class meetings	5.26	1.31	(24)
18.	Acceptable by his/her manner of dress by the community where the teacher works	5.23	1.21	(25)
19.	Evaluates ones techniques and methods of teaching	5.22	1.25	(26)
37.	Advises students without dictating to them (i.e. uses non-directive counseling)	5.22	1.22	(27)
12.	Involves the community leaders to encourage students to attend class	5.22	1.38	(28)
1.	Reports clearly to the supervisors any problems at the literacy centre	5.19	1.41	(29)

APPENDIX D  
(Continued)

Ranking of Competencies By Teachers and Supervisors

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
2.	Knows the adult literacy students' background (e.g. marital status)	5.19	1.21	(30)
27.	Has genuine interest with students as individuals	5.17	1.40	(31)
11.	Conducts individualized instruction to meet the students' learning needs	5.09	1.30	(32)
31.	Draws upon students' experiences during the learning process	5.09	1.30	(33)
7.	Presents information in class with illustrations, examples and displays	5.08	1.30	(34)
19.	Flexible in organization and in management of classes	5.08	1.31	(35)
41.	Invites outside speakers to share information with students	5.07	1.24	(36)
23.	Has sense of humour while teaching	5.07	1.33	(37)
29.	Assists students to develop good study habits	5.00	1.30	(38)
40.	Organizes literacy class advisory committees	4.99	1.37	(39)

APPENDIX D  
(Continued)

Ranking of Competencies By Teachers and Supervisors

Item No.	Variable	Item Mean	Std. Dev.	Rank Order
30.	Accepts students as individuals and their beliefs	4.99	1.44	(40)
34.	Understands and appreciates the community beliefs and customs in his/her place of work	4.97	1.38	(41)
6.	Motivates the students to continue learning on their own	4.95	1.39	(42)
43.	Exhibits behaviour appropriate to the professional role	4.94	1.48	(43)
10.	Makes and uses low-cost supplementary learning materials	4.89	1.37	(44)
24.	Conducts interesting presentations in class with variation of voice	4.83	1.54	(45)
38.	Initiates and conducts educational field visits	4.82	1.34	(46)
42.	Accepts criticisms from students	4.8	1.63	(47)
15.	Knows the structure of the Central Government (i.e. the government ministries) and the Department of Adult Education	4.76	1.56	(48)
35.	Is interested in extra-curriculum activities	4.32	1.66	(49)

APPENDIX E  
TEACHERS' AND SUPERVISORS'  
OPEN-ENDED COMMENTS

## APPENDIX E

OPEN-ENDED COMMENTS

Examples of comments by respondents are listed in 8 categories.

Administration and Organization of Classes

- Each class should have a class committee.
- I have found that the literacy class committee helps me to recruit more students. The committee helps me to keep the group together.
- My class has survived because of the encouragement from the chief.
- Provincial administration support is required from the grassroots.
- Some supervisors do not understand how adults should be taught. They are unable to advise teachers satisfactorily.
- Officers should motivate the participating students by regular visits and attending public meetings (barazas).
- Teachers have practical experience especially in rallies and meetings. Teachers are able to publicize literacy programs in such meetings.

- Other heads of departments have not understood the role of adult literacy in promoting development.
- Teachers are left to recruit, teach and retain students in literacy classes with little support from community leaders. It is not an easy job to be an adult literacy teacher.
- Attending literacy classes should be mandatory. There is no law to free illiterate people to attend classes.
- Involving community leaders to motivate students to remain in adult class has helped my class to survive for so long.
- Some supervisors recruited from commercial and agricultural sectors are unable to assist literacy teachers in lesson preparation.
- The government should look for ways to make adults attend classes in large numbers in addition to the efforts made by the adult teachers in motivating them.
- Involving community leaders to encourage students to attend classes is of critical importance. This is not so in our work. Teachers are left alone in the field. Community leaders do not value our work.

- Need for publicity of the program and encouragement to both teachers and students by the provincial administration and local leaders.
- In the rural areas students do not keep time.
- Provision of means of transportation to the supervisors for inspection and follow-up in the field.
- Teachers should be available at the adult literacy center during the working hours.

#### Teaching Materials and Equipment

- We are not issued with necessary materials to make our work effective such as notebooks for making lesson plans, class registers and pens.
- Lack of materials such as primers, pencils, rubbers, rulers, exercise books and portable blackboards.
- Teachers do not get the necessary equipment for office use, e.g. log-book, visitors' book and official files.
- The primers given to use are not always of the level required. For instance since Nuru Ya Kusoma textbooks were issued, we have not received other suitable textbooks. The other textbooks are either too difficult or too simple to sustain learners' interests. Their sequencing is not appropriate. In

the Lugha Yetu textbooks, the vocabulary is beyond the level of most of the learners.

- There are no wall charts to supplement the textbooks provided.
- The problem in literacy classes include lack of teaching aids.
- It would be better to plan a place for teachers to make their teaching aids. Teaching materials such as manila papers should be provided.
- In some parts of the country, there is scarcity of literacy teaching materials written in mother tongue.
- Inadequate provision of learning materials mainly exercise books and pencils.

#### Teaching Methods and Techniques

- The media of instruction at times is a stumbling block because of the mixed ethnic groups.
- A bad teacher will make students go away.
- Making lesson plans is a big problem because of the students' irregular attendance.
- Sometimes I have more than 25 students and because the students are at different educational levels, I am unable to teach them properly.

- Failure to find out the background of the students would easily fail the adult educator in meeting the learning needs of students and cause them to dropout.
- Teachers should be taught how to motivate students.
- Teachers should make lesson plans regularly.
- Better motivational methods should be introduced to keep students in school. Chiefs should use force in recruitment of students.
- Teachers not having enough knowledge to deal with students.
- The teaching methods and attitudes of some teachers discourage students from attending classes.
- Teachers should always be ready for possible external effects because there are some pressing concerns that adult learners bring to class.

#### Teaching Facilities

- Lack of specific classrooms.
- We need to have a particular classroom designated "Adult Education Classroom" for adult literacy students, so that we can keep our teaching aids and other materials.
- Conducting literacy classes in churches is not suitable because some people do not like to go to

other people's churches. Muslims do not like entering churches because of their religious beliefs. Christians do not like attending literacy classes held in mosques. Therefore, an agreeable neutral meeting place should be selected.

- Comfortable forms for sitting on are needed. Flat wooden forms are not comfortable.
- The facilities like the nursery school classrooms and church halls are sometimes unavailable. Therefore, a teacher has sometimes no option but to teach under a tree.
- Some primary school teachers do not allow the literacy teachers to use the primary school classrooms to hold their literacy classes.
- The teachers should have their classrooms in every government school. Such a classroom could also be used to store teaching aids such as word cards, pictures and charts.

#### Environmental Problems

- The movement of students from place to place (pastoralism) and drought affects our classes.
- Students drop from my classes during the rainy seasons.

- Irregular attendance of students due to environmental problems affects teachers' morale.
- Teachers are expected to teach from 4:00 p.m. to 6:00 p.m. After 6:30 p.m. the classes have to adjourn in places where there is no electricity.
- Dropping out of classes during some seasons of the year, e.g. coffee harvesting and planting seasons.
- In the semi-desert parts of the country where drought conditions discourage students from attending classes; students participating in adult literacy classes should be encouraged to stay near the urban centers.

#### Students' Concerns That Impact Their Learning

- Students engage in income generating activities during the time they are expected to be attending classes.
- Men are unwilling to mix with women students.
- The time when classes meet is not suitable to employees working in offices where they leave their place of work at 5:00 p.m.
- Mixing of men and women in class is not acceptable by Islamic communities. Separate classes for men should be started.

- Lack of enough time from the adult students due to their household commitments.
- My problem is about those smartly dressed but illiterate people. They are difficult and not willing to attend classes probably because of their financial status or other reasons well known to themselves.
- Teachers are frustrated when they go to school to teach and find that there are no students because they are busy in the field harvesting tea or picking coffee berries.
- There is low attendance on market days since most of the students go either to sell or to buy agricultural produce or other goods.
- Sometimes students have negative attitudes towards the teachers.
- In the urban centers, students attend classes very late after work. The government should [offer] evening classes to meet after 6:30 p.m. in places where there is [no] electricity.

#### Professional Development

- Our correspondence course is taking too long!
- We need residential training like the primary school teachers.

- There is little supervision of classes because there are too few Assistant Adult Education Officers (AAEOs).
- The correspondence course materials get lost in postage which affects the grading of teachers.
- Lack of training hampers our effectiveness.
- We need seminars and courses to give us more knowledge and skills on how to go about with the job.
- Frequent short seminars by the Assistant Adult Education Officers, and the District Adult Education Officers would make teachers more effective.
- Teachers should be given incentives by further training and promotions.
- Have annual awards for the best teachers.
- The Department of Adult Education should sponsor educational trips for teachers and students in order for them to compare their progress with other literacy programs. This would encourage and motivate both the teachers and the students.
- Attending the International Literacy Day celebration encourages the students when they realize that they are supported by Government departments and voluntary organizations.

- In working, one has some aim and if there are no promotions for teachers it is discouraging.
- I have not attended more than two seminars for the last 10 years!
- It would be better for the Department of Adult Education to organize residential courses for teachers. This will enable the teachers to share ideas and experiences.
- I would like to go for in-service training for a year rather than studying at home. It is hard on me to study at home. Teachers in the primary schools attend residential course. Why not literacy teachers too?
- Some teachers are not confident.

#### Terms and Conditions of Service

- Adult teachers are very frustrated. After working for ten years, I am still temporary. In fact, this at times makes me sit back for there is no future on this job. Why work so hard when the Department is not recognizing our work?
- Teachers are not sure of the Departmental survival.
- Lack of hope for future progress in our career.
- Teachers have not been graded.

- The salary has been static for quite a time.
- Teachers' scheme of service need to be reviewed.
- We need to be provided with motor cycles, bicycles and uniforms.
- Lack of promotion has led teachers to look for other employment alternatives. This has led to less interest in literacy teaching.
- Low motivation by the employer.
- The salary should be increased in order to meet the rising cost of living.
- The teachers have been on the same job scale for the last 10 years. This is demoralizing according to the way I see it as a teacher for 8 years now.
- Introduce field allowance for teachers.
- Other government employees have received salary increases whereas teachers have remained in the same job group for ten years.
- Teachers should be given leave for a week or two weeks after the International Literacy Day Celebration.
- Have no classes during the primary and secondary schools holidays--April, August and December to allow students time to attend to their personal business.

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