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Second Chance for School Dropouts in Kenya through Adult Education

Lombo Lombo
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Lombo S. Lombo

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Abstract

Second Chance for School Dropouts in Kenya through Adult Education

by

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MA, Presbyterian Theological Seminary Seoul, Korea, 1987

BA, Pan Africa Christian University, 1984

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

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Abstract

Most Kenyan high school dropouts do not have a school reentry option, and without a high school diploma, they lack access to tertiary or higher education institutions for training and career development. This case study was an investigation of how an adult learning center in Kenya educated high school dropouts and helped them to gain access to vocational training or higher education. The research questions addressed the pedagogy, learning experiences, and curriculum of the Baraka Adult Learning Center (BALC) and also focused on how the BALC met students' aspirations, needs, and goals based on the perceptions of teachers and adult learners. The conceptual framework was based on liberatory education theory, transformative learning theory, and andragogy. Data collected from classroom observations, curriculum review, and interviews with 9 current students, 3 former students, 5 teachers, and the principal were analyzed inductively by sorting and coding to generate emergent themes. The results of the study indicated that instructors followed the regular high school curriculum with little adaptation and lacked training about teaching adult learners and self-directed learning approaches. The adult learners perceived returning to school as getting a second chance. A professional development project for BALC instructors was developed to address some of the needs identified in the study. This training could have an impact on the adult learners by better assisting them to gain access to vocational training and higher education.

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Dedication

I would like to dedicate this study to the voiceless and powerless school dropouts in Kenya, who struggle through life wishing that they could be given a second chance of going back to school. It is my hope this study will be a wakeup call to leaders charged with the responsibility of making educational policies in Kenya. May there be policies which give school dropouts hope of going back to school and fulfilling their dreams.

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Section 1: The Problem

Introduction

Returning to school for school dropouts poses a challenge to school administrators and education officials all over the world. The United States provides General Education Development (GED) for school dropouts, which enables graduates to join schools of higher learning, as well as the job market. Emphasizing *why* GED graduates should aim at attending some college, Smith (2010) noted, “Everyone in the basic education and literacy field understands that adults with GED credentials need to complete at least some college in order to get a daily living wage job” (p.185). Thus, the GED allows these high school dropouts a second change at college and at earning a livable wage.

Kenyan high school dropouts have no clear path for going back to school. The adult education program in Kenya does not have an equivalent of the GED program in the United States. My involvement with the Kenyan population as a teacher made me realize that school dropouts cannot find jobs because they have no access to tertiary institutions where they can develop vocational skills. Most tertiary institutions require a high school diploma for admission. Kenyan adults who want to get a high school diploma go back to regular high schools where they learn in the same classrooms with teenagers. For adults to be in the same class with teenagers should present a challenge to the teacher, the teenage students and the adult learner. It is a challenge because the methods used to teach children are different from the methods used to teach adults.

Therefore, because adults and children are at different intellectual, physical, and emotional developmental levels, it is necessary to apply different teaching methodologies for adults and children (Tolutiene & Domarkiene, 2010). The Kenyan Ministry of Education does not have policies on students' age limitations. At the age of 5 or 6 years, children join first grade and they complete high school at the age of 18. Although this is usually the case, it is not unusual to find 15-year-old students still in primary school and students over 21 years in high school. Most of the Kenyan high school dropouts rarely go back to school; hence, they are subjected to joblessness and poverty for life.

Definition of the Problem

The Kenyan Ministry of Education has developed a policy for adult continuing education by providing literacy programs which teaches basic reading, writing and simple numerical skills. The aim of the literacy programs is to provide knowledge and skills to adults and out-of-school youths to make them economically productive members of the society. The policy also provides for continuing education programs, community education and extension programs (Kenya Ministry of Education, 2010). This document has a strong emphasis on adult literacy. Continuing education at basic education (primary and secondary school) level is nonexistent, save for a few adult learning centers, which have come up in the last several years.

Kenyan universities have embraced continuing education through parallel programs being implemented by public universities (Wangenge-Ouma, 2012). These programs enroll mature students and students who cannot gain admission to public universities as regular students. However, mature students must pay higher fees because

they are not eligible for government subsidy (Wangenge-Ouma, 2012; Wangenge-Ouma & Nafuko, 2011). Continuing education takes place, but only for those who already have the required minimum entry to higher education.

Kenyan high school dropouts do not qualify for admission to higher education because Kenya does not have school reentry programs for high school dropouts. Unlike the USA, where community colleges give school dropouts a second chance, and where students can take the GED exam and reenter educational mainstream Kenyan colleges and universities do not have provisions for people who have not completed high school.

Students must have a high school diploma to gain admission to a college. Kenyan high school dropouts have a slim chance of attaining the admission requirements for tertiary and higher learning institutions. Community education and extension programs are not within the scope of this study. It is, however, worth mentioning that these programs have been used to educate people on health issues such as HIV/AIDS and other health care matters. According to the Kenya Ministry of Education, extension programs have also been used in agriculture when educating communities on good farming methods and food security (Kenya Ministry of Education, 2010).

According to my discussion with an education official, the Kenyan Ministry of Education has started some adult learning centers for high school dropouts to serve as an alternative to high school completion and gain access to vocational training and higher education. The schools prepare adult learners for secondary exams (D. Munyi, personal communication, January 21, 2013). Baraka Adult Learning Center (BALC), in an urban central city, and other similar schools in the country, are part of the government initiative

to deal with the problem of school dropouts in the Kenya. The extent to which these adult learning centers are providing an alternative route to high school graduation and higher education is not known because of the lack of current research on high school dropout intervention in Kenya.

Rationale

Evidence of the Problem at the Local Level

High school dropouts in Kenya have limited chances of returning to school and continuing with education with exception of few adult education schools being established few years ago. For many years I worked with communities in Southern Kenya where I met many high school dropouts who could not make any educational progress and also do not have enough education to earn a living. In 2013, I went to Kenya and tried to find out how school dropouts are looking for opportunities to return to school. I found out that adult learning centers are coming up mainly in the cities and that school dropouts are willing to go back to school. With few secondary schools, mainly in the urban areas, people are relocating from their homes to the cities to attend school. An official in the Ministry of Education informed me, a mother of four moved from her rural home in Southern Kenya to Nairobi so as to go to one of the adult learning centers (A. Muli , personal communication, January 20, 2013).

I visited the Department of Adult Learning and Continuing Education in Nairobi. An official in the department informed me that the Kenya government was dealing with the problem of school dropouts by establishing adult learning centers as a parallel program in public primary schools. The official further explained that adult learners use

the same facilities used by primary school children. In that way, many schools could be established because there is no problem with obtaining physical facilities and because the public primary schools have already been built (D. Munyi, personal communication, January 21, 2013). According to the official, 50 secondary schools for adults have been established in the country.

There is demand for alternative access to higher education. Adult literacy education in Kenya has been erroneously synonymous to adult learning or adult education. These terms, though similar, are different. Further clarification of these two terminologies will be discussed later in this study.

An adult literacy program has been going on in Kenya for a long time (Team Kenya, 2008). Until 2010, the activities of adult education were administered by the Ministry of Gender, Sports, Culture and Social Services (Kenya Country Team, 2010). This meant there was a notable disconnect between adult education programs being administered by a non-educational ministry and the Ministry of Education, which oversees continuing education. Stakeholders of adult learning noticed this disconnect, and they started talking about aligning adult learning education to the Ministry of Education institutions.

Republic of Kenya Ministry Report (2010) noted, efforts were being made to align adult education with other essential institutions in the Education Ministry such as Kenya Institute of Education (KIE) and Kenya National Examination Council (KNEC) to ensure curriculum development and testing of adult students. The Department of Adult Education is now under the Ministry of Education. During my visit to Kenya in January,

2013, the senior official I talked to at the Directorate of Adult Education and Continuing Education, informed me that for the Directorate to be effective, some policies needed to be passed by the National Assembly (D. Munyi, personal communications, January, 2013). If passed, the policies would allow the directorate to have more structured adult education, both at primary secondary school level.

As the Directorate of Adult Education awaits legislation to be put in place, every year there are large numbers of school dropouts who leave school never to return. Kenyan school dropouts face a challenge of unemployment. They are not able to get jobs because colleges, where they could train to acquire skills, cannot admit them due to their lack of a high school diploma. So the future of a Kenyan high school dropout is predetermined to poverty, joblessness and marginalization. The solution is to have a more modern, official way of going back to school; or, to put it in another way, they need to be given a second chance. In their effort to get back to school, some school dropouts who try to go back to regular secondary schools are faced with many challenges and, hence, may dropout again. There is demand for adult learning centers, but only few of them have been opened in the big cities in Kenya. Some of the schools are private while others have been established as parallel institutions within existing public primary schools.

In this study, I explored how one adult learning center, BALC, located in a central urban city in Kenya, is meeting the needs, goals, and aspirations of its adult learners. This school operates in a compound of a public primary school. During my discussion with the principal of the school, he said that the school started in 2004, and the enrollment has been growing very rapidly. According to the principal, the population of the school was

350 students, in both the primary and the secondary divisions. The principal said the center is run with the assistance of The Ministry of Education, under the supervision of The Directorate of Adult Learning and Continuing Education (J. Ogutu, personal communication, January 21, 2013).

Evidence of the Problem from the Professional Literature

Researchers have not addressed the dropout problem in Kenya. However, discussions with the Kenya's Ministry of Education official showed that many adult education schools are being established both by the Kenyan government and individuals because school dropouts are ready to go back to school. The official said within a short period 50 adult education school had been established in the country (D. Munyi, personal communications, January, 2013). The site was chosen after recommendations from the Ministry of Education official who described the adult learning center as one of the most established adult education schools in the country. The center is also the oldest in the country. During my previous visit to BALC, I discovered that the center had a large number of adult learners who were pursuing both primary and secondary education levels. The center was founded in 1979 as adult literacy center. However, in 1999 the center started a secondary school section and started admitting high school dropouts (BALC principal, personal communication, January, 2013).

The country, like many developing countries, relies on international agencies for guidance on how to implement her developmental agenda. At the beginning of the 21st century, the United Nations (UN) came up with a developmental agenda known as Millennium Developmental Goals (MDG's). In its quest to encourage development in its

189 member states, the UN gave some developmental guidelines for focusing on achieving the MDG's. The UN agenda for the MDG's is to encourage countries to implement one of its major educational goals known as Universal Primary Education (UPE). Countries are encouraged to implement UPE by ensuring that all children complete primary education (Kikechi, Kisebe, Gitai, & Sindabi, 2012). International agencies such as the UN and others have helped many developing countries foster development programs, but individual countries still have the responsibility of developing their own programs.

The educational needs, the aspirations of Kenyans, and the development agenda should not even be determined by the Kenyan government, let alone international agencies. It should be decentralized to boards, communities, and stakeholders (Mulwa, Kimiti, Kituka, & Muema, 2011). As Kenya leaders talked of the implementation of MDG's, little attention was focused on school dropouts.

UPE is good, but again, this is too little for skills development. The literal and numerical skills learned in primary school are not enough to guarantee young people employment and to break from the poverty cycle (Amukowa, 2013). While primary education plays the first level of basic education, secondary school is the final level of basic education, and it is crucial for preparing students to join vocational training and higher education institutions.

Along with the implementation of MDG's Kenyan government is implementing a long term development program dubbed Vision 2030. Vision 2030 addresses education as an important vehicle to propel the country into the realization of its vision. Cheserek and

Mugalavai (2012) underscored the aims of the Vision 2030 in education and training are to ensure provision of both quality education as well as being globally competitive. In line with Vision 2030, Kenya has been implementing Free Primary Program since 2003 with the aim of having all the school age children enrolled in school by 2012. The purpose of Free Primary Education is to eradicate illiteracy, but the challenge of transitioning from primary education to secondary and higher education still remains (Cheserek & Mugalavai, 2012).

The problem of school attrition is not only in secondary schools but in primary schools as well. Werunga, Musera, and Sandibi (2011) noted that the national mean of the students who proceed to high school after KCPE is 70%, thus having 30% of the students dropping out at primary school level in their descriptive survey to assess the transition rate of students from primary schools to secondary schools in Taita Taveta County. The researchers found that Taita Taveta County's primary-secondary transition rate was lower than the national mean by 9.1% (Werunga et al., 2011). Of the 70% who proceed to secondary, not all go ahead and graduate in high school after 4 years. According to Werunga et al. (2011), the factors which influenced transition included lack of money, early marriage (especially for girls), long distances to school and therefore, students finding it difficult to go on foot, peer influence, and lack of interest in schooling.

Kenyan programs for high school dropouts returning to school are not fully developed. However, there are few countries in Africa that have established programs for high school completion such as South Africa. According to as cited in Brown (2009), in South Africa, high school dropouts are allowed to go back to complete their high school

diploma. The Malawian government developed a return to school program for youths who drop out school (Nampota, 2009). More studies on secondary school dropouts are mentioned later in this study in the literature review section.

Definitions

Adult Continuing Education (ACE): according to Kenyan Ministry of Education, this is the entire body of learning process within the perspective of lifelong learning whereby adults and out of school youth are given opportunities to develop their abilities, enrich their knowledge and improve their skills to meet both their own needs and those of the society (Kenya Ministry of Education, 2010,)

Basic education: primary and secondary education. The current Kenyan education is dubbed as an 8-4-4 system whereby children take 8 years in their primary education, secondary school takes 4 years, and 4 years for university education.

The Kenya Certificate of Primary Examination (KCPE): a standardized exit examination taken by all Kenyan primary school students in their eighth grade.

The Kenya Certificate of Secondary Education (KCSE): an exam which high school students take to acquire a high school diploma. The Kenyan Ministry of Education administers a standardized exit exam for all the 12th grade students graduating from high school. Employers, colleges and universities require KCSE diploma to determine qualification for a job or admission to college/university.

Significance

A high school diploma plays a crucial role in vocational and skills development. It is the pivotal point that determines whether one would proceed to college, where one

could train and acquire skills, or leave school and look for employment in the job market. Although there could be some exceptions, people with a low level of education are usually at the bottom of the socio-economic ladder. In any country, and Kenya is not an exception, there are more unemployed people who have low or no education at all compared to people with a high level of education and trained professionals (Patrick, 2012). Kenyan primary school and high school dropouts find themselves with challenges of getting suitable jobs and may end up with low income jobs or be subjected to life of poverty. UNESCO (as cited in Julius, 2011) underscored that in 2007, the children who were out of school from Sub-Saharan Africa were 72 million. The number will top 56 million by 2015 if the current trend continues.

The literature that I reviewed on Kenya did not show whether high school dropouts are linked with crime. However, studies show that high school dropouts in the USA are more likely to become involved with the justice system than their educated peers and that more than two thirds of inmates in state prisons have no high school diploma (Bloom, 2010). Due to lack of high school diploma, Kenyan high school dropouts would likely be poverty stricken, since they would not be able to find good paying jobs (Julius & Bawane, 2011).

Education plays an important role in socio-economic development, therefore education is the backbone of development of individuals and nations and it is generally accepted as the main exit route from poverty (Julius & Bawane, 2011). If this argument is true, then the fate of high school dropouts is sealed. They remain in poverty, and their children too may not be able to continue with school beyond high school. Julius and

Bawane (2011) wrote about financing education in Kenya and noted that high costs of schooling make education less affordable to the poor.

It is not my intention to focus on policies in this study. However, there were major policy changes that took place in the Kenyan Department of Adult Learning in 2010. To highlight how adult learners may benefit from the changes, it is important for me to mention adult education policy changes without necessarily focusing on policy in my study. The transfer of the Department of Adult Literacy from Ministry of Culture and Social Services to the Ministry of Education in 2010 was a major policy change.

The Ministry of Education is also working on policies for Adult and Continuing Education (Team Kenya, 2010). This move gives ACE providers access to standardized exams provided by the Ministry of Education through its agent, Kenya National Examination Council (KNEC). ACE providers include various ministries, Civil Society Organizations (CSOs), research institutions, private sector and individuals. (Kenya Ministry of Education, 2010). Although the ACE policies acknowledge that continuing education benefits people who are out of school, people from poverty stricken areas, inmates, and working people who may need to develop entrepreneurial skills, high school dropouts are not mentioned in the policy document.

In the development of ACE policies, it was important that the Kenya Ministry of Education underscored the importance of establishment of adult learning centers. However, there is no encouragement for school dropouts to go back to school. The policy document does not mention how and where teachers of adult learning centers teacher are trained. This means teachers would teach adult learners using the traditional pedagogical

approaches. The ACE does not have a set curriculum and exam for adult learning center students. The only curriculum and the exam available for secondary school adult learners is the regular secondary school curriculum known as Kenya Certificate of Secondary Education (KCSE).

Guiding/Research Question

In this qualitative study, I explored how BALC is meeting the goals and aspirations of high school dropouts by providing an alternative access to higher education and vocational training. The major research question to guide this study was: How do teachers and adult learners in BALC perceive that the school is meeting the aspirations, needs and goals of the students? In order to address this question, the following subquestions also guided the study:

1. How do adult instructors perceive the curriculum and adapt to the regular secondary school curriculum?
2. What are the adult learners' perspectives on going back to school?
3. What methods do teachers apply in instructing adult learners at the school?

Review of the Literature

In this section, I review current and historical literature on high school dropouts. The subtopics will include historical perspective in Kenya, the current situation of Kenyan education highlighting the plight of high school dropouts in Sub-Saharan African countries, high school dropout prevention and the mitigations in place to ensure continuing education for school dropouts, the international educational approach to school dropouts, and various programs to ensure continuing education for school

dropouts. A context for social change demonstrated the need for change in the way the Kenyan government (Ministry of Education) handles adult learning. In this review, I proceed to show the need for establishing both adult secondary education in Kenya as well as having a standardized exam for adult learners to gain a high school or high school equivalent diploma.

Conceptual Framework

Social constructivist researchers attempted to understand the multiple different perspectives of participants by getting involved in the reality of the participants and interacting with them in a meaningful way (Lodico, Spaulding, & Voegtle, 2010). In this study, I assumed that high school dropouts need to be empowered to gain access to vocational training and higher education. Advocacy, or liberatory, framework researchers, like social constructivists researchers, assume that there are many realities; however, they go beyond social constructivists and assume that researchers are to influence research by seeking to improve lives of people with little power who have been marginalized by oppressive systems.

Another term which is close to liberatory theory is *emancipatory*. Emancipatory learning can free people from personal and environmental circumstances preventing them from gaining control of their world and lives (Brookfield, 2010; Lodico et al., 2010). Advocacy theory is also called *critical theory paradigm*, which refers to exposing both beliefs and practices that deny people their freedom, justice and democracy (Glesne, 2011). Critical theory paradigm is closely related to liberation education. Explaining liberation education, Freire (1970) noted that, “the teacher is no longer merely the one

who teaches but one who is himself taught in dialogue with students, who are in turn while being taught also teach” (p.80).

The transition of adolescent learners from high school to adult education poses challenges to instructors and curriculum planners. Most adult instructors were trained in pedagogical approach to teaching.

Adult learning theories have been developed over time describing adult cognition as it relates to life experience and the variations depending on individual’s social, economic, cultural, racial, and gender background (Goddu, 2012). Transformative learning theory was also applied in this study. Transformative learning theory encompasses cognitive and emotional dimensions (Mezirow, 1997). Transformative learning theory has two components, which are: (a) include habits of mind habits, and (b) individual’s point of view. The habits of mind are characterized by being broad, abstract, and influenced by a set of codes. Ethnocentrism, where an individual could see another group as inferior, could serve as a good example of habits of mind. Point of view includes the stereotypes people may have towards individuals or groups (Mezirow, 1997). According to Mezirow (1997) there are four processes of learning.

Explaining the four processes of learning, Mezirow (1997), first elaborated an existing viewpoint where one can seek more evidence in advancing his/her stereotype concerning groups and expanding the range or intensify one’s point of view. The second way of learning is developing new set practices. The third way people learn is to have a transformative approach their point of view. Finally ethnocentric habits of mind may be transformed by the perspective one has towards other groups which are not his own and

by checking his own biases. Transformative learning therefore advocates for change which is of great importance in adults. Knowles (1980) formulated andragogy approach which goes further than transformative approaches.

Introducing andragogy, Knowles (1980) argued, adults do want to be self-directing. Advancing Knowles concept of andragogy, Henschke (2011), described andragogy as the process of assisting adults learn. Adult learning is distinguished from childhood learning. The difference is based on the assumptions of the learners and also on the teaching- learning concept (Chan, 2010; Kungu & Machtmes, 2009)

In this study, I also examined the transition from adolescent learners in high school to adult learners in adult learning center, or to put it in another way, transition from pedagogy to andragogy. An adult learner is an independent individual with free choices, personal aims, and internal motivations and can identify principal types of motives, such as professional and personal development (Pew, 2007; Tolutiene & Domarkiene, 2010). An adult learner is able to identify his educational needs and choose to pursue a specific path as he/she works towards personal and professional development

Historical Perspective of Education in Kenya

Education in Kenya was brought by Christian missionaries whose main concern was to preach the word of God. It was not until after the First World War that the British colonial government took some measure with regard to African education. Realizing that it could not be a spectator anymore, the colonial government needed to be a key player in education by joining Christian missions. In 1911, so as to help the Christian missions, the department of education was established (Ojiambo, 2009). After the establishment of the

Department of Education, there were several commissions and reports which were created to improve and reform Kenyan education. These included: the East Africa Protectorate Education Commission of 1919, and the Phelps-Stokes Commission of 1912-1925, the two commissions which formed the backbone of Kenyan education (Amukowa, 2013). The aim of the commissions was to train Kenyan people on matters of agriculture, health, develop native industries and self-management (Ojiambo, 2009; Amukowa, 2013).

According to Amukowa (2013), the Beecher Committee of 1949 dealt with administration and financing of African education. The Binns Commission of 1952, recommended teacher training and teacher development. The recommendations were implemented during both colonial and post-colonial periods (Amukowa, 2013). The Ominde commission of 1964, organized education during and after independence, The Mackay report of 1984, recommended a second university. (University of Nairobi was the only university). The Mackay report retained The Ominde's national goals of education and training (Ojiambo, 2009; Amukowa, 2013).

According to Amukowa (2013), the Koech report of 2000 recommended integration of total quality education and training. This move proved to be expensive and therefore, was not implemented. The Kamunge report of 2008 touched on improving levels of access to education, retention, completion, equity, quality, relevance, transition and efficiency of the education sector. The report also recommended the beginning of the 8-4-4 system of education (Cheserek & Mugalavai, 2012; Ojiambo, 2009). These

commissions and reports did not directly mention the development of Adult Continuing Education (ACE).

However, according to Wosyanju (n.d.), in the 1960s and 1970s there were strategies and approaches by the Kenya government to promote ACE. Wosyanju (n.d.) observed that the first approach was the realization that there were many players interested with the ACE and with allowing the diverse players to be involved in providing ACE. The players included nongovernment organizations (NGOs) and faith based organizations (FBOs). There was a need to come up with a strategy of promoting ACE. The strategy included coordination of educational services for adults and the establishment of Board of Adult Education (BAE).

Wosyanju (n.d.) further noted that the second approach was implementing a program called Functional Literacy. The Functional Literacy program targeted needs of the audience. The program was replicated in other parts of the country. Another strategy was a 5 year literacy campaign planned for 1979 to 1983 which resulted in the establishment of a fully-fledged Department of Adult Education (currently known as Directorate of Adult and Continuing Education) in 1979 (Team Kenya, 2010). Kenya's ACE department has three divisions; literacy program, which deals with literacy and post literacy programs, continuing education which builds on previously acquired knowledge and skills, and community education and extension programs (Team Kenya, 2010).

School Dropouts

Referring to a Republic of Kenya survey from 2003, Sang, Koros, and Bosire (2013) revealed that less than 60% of pupils who graduated from primary schools were

admitted to secondary schools. Table 1 summarizes the enrolment and dropouts in secondary education in Kenya in 2002 and 2003.

Table 1

Enrolment and Dropout Rates in Secondary Education in Kenya 2002-2003

Year	No. of sec. schools	Enrolment		Total	Dropout percentages		Total
		Males	Females		Males	Females	
2002	2834	336437	383400	719837	20495 (6%)	50802 (17.9%)	71208
2003	2878	341807	390581	732388	20922(6.1%)	17.8%	72535
Total	5712	678244	633981	1452225	4137	102415	143743

Note: An Overview of Human Development Through Education and Training: Policies and Program Priorities, by Ministry of Education Science and Technology (2003), Nairobi, Kenya: Government Printers.

The national dropout rate in 2002 was 17.9% and 6% for females and males respectively with a total rate of 10%. The rate for dropouts in 2003 was 17.8% for females and 6.1% for males, and similarly, the total dropout rate for 2003 was 10%. Since this figure represents the national dropout rates, rates from some counties could be higher than in others.

The literature review revealed that there was only one study on high school dropouts in Kenya. Prior to my study, a study was done in Kericho County, which is one of the 47 counties in Kenya. The results of the study show that Kericho is a true

representative of the other counties in Kenya. It shows a typical picture of the problems of dropouts in Kenya (Sang et al., 2013). Table 2 shows enrolment and dropout rates in secondary education in Kericho County from 2004 to 2006.

Table 2

Enrolment and Dropout Rates in Secondary Education in Kericho County 2004-2006

Year	No. of sec. schools	Enrolment		Dropout	
		Males	Females	Males	Females
2004	64	11675	7525	3339	2152
2005	67	12428	7672	3554	2194
2006	71	15885	8965	4543	2564
Total	202	39988	24162	11436	6910

Note: An Analysis on Dropout Levels of Public Secondary Schools in Kericho District in Relation to Selected School Characteristics, by Anthony Sang (2013), International Journal, 6(7), 247-259

According to Sang et al. (2013), the dropout rate in Kericho County was 28.6% with a completion rate of 62%. Comparing the national dropout rate with Kericho County, it is evident that there are many high school dropouts in Kenya. For Kenyan high school dropouts to return to school, there has to be an elaborate school re-entry program, which is not there at the moment. An adult learning center program is yet to be developed

and rolled out to all the parts of the country rather than only having these schools started in cities.

As earlier mentioned, the Department of Adult Learning and Continuing Education is charged with the responsibility of developing learning centers for adult learners. However, there are gaps in the research literature review on how school dropouts reenter school and progress to tertiary institutions and higher learning. Without departing from one of the main objectives of Adult Continuing Education, which is adult literacy, there seems to be no progression from adult literacy to post-literacy where learners are able to reenter the educational mainstream and progress to higher education. Like Kenya, other Sub Saharan countries have also faced the challenges of school dropouts.

Dropouts in Sub-Saharan Africa

Literature that I reviewed outside of Kenya revealed that the subject under discussion has been given wide coverage. Athanasou (2012) described four broad constructs of adult literacy as follows: the ability to process and understand information, which is prose literacy; another type of literacy is knowledge and skills information contained in documents, this construct is known as document literacy; and numeracy literacy, which is the ability to respond to mathematical demands and problem solving, which is goal-directed thinking.

Continuing education according to Love (2011), is equated to lifelong learning. While the situation in Kenya may appear to be unique, a further review of literature for sub-Saharan Africa would bring this review into perspective. Oduaran and Modise (2009)

outlined how adult students in Botswana graduate from low levels of literacy and get access to higher education. Targeting female dropouts in Botswana junior secondary schools, Makwinja-Morara (2009) carried out some research on female dropouts. This is one of the few studies on school dropouts in Africa and therefore since every country is unique, more similar studies in different parts of Africa may be necessary. Makwinja-Moraa (2009) observed that Botswana secondary schools fail to provide a large number of students access to higher education. According to Mwakinja-Morara (2009), about 50% of the students who go through junior secondary schools (Grades 8-10) each year do not qualify to proceed to higher grades. Mwakinja-Morara (2009) further noted, dropping out of school could contribute to lower levels of education, and also could result in single motherhood and reliance on family members for care of children. The research also challenged the Botswana government to further investigate the issues affecting female dropouts (Makwinja-Moraa, 2009). A large number of school dropouts in Botswana fail to find ways to continue studying or developing vocational skills; thus they become candidates for crime, prostitution, and teenage pregnancy (Makwinja-Moraa, 2009). Also relating school dropouts with crime Patrick (2012) asserted that youth who dropped out of school in Nigeria are involved in over 85% of all the criminal activities committed in the country. Other than this study in Nigeria, studies linking school dropouts with crime in Sub-Saharan African countries are not available and, hence, I cannot equate school dropout with criminal activities.

South Africa also faces the challenges of dealing with school dropouts. Flisher, Townsend, Chikobvu, Lombard, and King (2010), in their qualitative study on high

school dropouts in South Africa, noted that 60% of South African students who enrolled in primary schools in 2003/2004, dropped out before completing high school. In South Africa, high school dropouts are allowed to go back to complete their high school diploma. About 35%, of South African girls who dropped out of school because of pregnancy returned to secondary school (Maharaj, Kaufman, and Richter, as cited in Brown, 2009).

Another Sub-Saharan African country involved with school dropout program is Malawi. The Malawian government developed a program for youths who drop out school (Nampota, 2009). According to the foregoing literature review, it shows that that some efforts are being made to address the plight of school dropouts in some Sub Saharan African countries. There are many causes of dropping out of school. This literature review discusses next some highlights on different high school dropout patterns.

High School Dropout Patterns

The literature review revealed there are many reasons which cause students to drop out of school. Freudenberg (2007) classified reasons for dropping out of school into three categories. The first category, individual or family category, is characterized by the low-income neighborhood, low family support for education, pregnancy, and substance abuse. The second category is neighborhood or community; one has peers with low educational aspirations or sibling dropouts. The third category is the school or school system category; this category accounts for low-income status school population and racial and ethnic segregation. Other studies support Freudenberg's (2007) assertion that low socio-economic factors; race, especially children from minority groups such as

African Americans and Hispanics are likely to drop out of school. Other factors include pregnancy, substance abuse, low test grades, grade repetition, and lack of support by parents (Blount, 2012; Schoeneberger, 2012; Kim & Hull 2012). Three more factors which cause students to drop out of school are lack of programs on academic tracking, having high stakes testing, and lack of support for transition of students moving from middle school to high school (Blount 2012; Freudenberg 2007).

Kenya does not have racial differences as it is composed mainly of Africans. However, other factors may account for school attrition. Sang et al. (2013) sought to analyze the dropout rates of secondary schools in the country. Unlike many countries, Kenya's education system has a long tradition of boarding secondary schools. Kenyan secondary schools are categorized as boarding single sex (either boys or girls), mixed boarding, day (single sex) or mixed day secondary schools. In Kenya, boarding secondary schools have more facilities compared to day secondary schools, hence, competition to get admission into boarding schools is very high. In their study Sang et al. (2013) examined internal efficiency indicators in secondary schools. The categories of schools included in their study were boarding secondary schools, day secondary schools, boys only or girls only, and co-educational secondary schools. The study noted the dropout rate was higher in day schools than in boarding schools. The study also found that there was higher dropout rate in tenth grade (Form 2) than the other grades. The study further indicated that there were higher dropout rates in mixed schools than single sex boarding schools. The study did not find significance when it compared dropout rate

of boys and girls. The researchers pointed out that there should be effective intervention in the 10th grade.

On secondary school dropout patterns, a study conducted in Nigeria, by Patrick (2012) sought to understand the dropout pattern of secondary school students in Delta State, Nigeria. The study revealed higher percentage of dropout in (SSI) ninth grade and a declined in tenth grade (SS11), higher percentage of dropout of girls was reported in all categories compared to boys, rural schools reported a higher dropout rate than city schools, there was a higher dropout rate in mixed schools compared to single sex schools, and there were more student dropouts in public schools than private schools. In his conclusion, Patrick (2012) noted that sex was a major determinant of dropping out of school, followed by the student's environment. He further observed there could be no single intervention strategy.

Both Sang et al. (2013) and Patrick (2012) attributed dropping out of school to economic factors of parents, girls' pregnancies, and peer pressure. The two studies indicated that gender was also a part of the investigative equation. These views are also held by Blount (2012), Schoeneberger (2012) and Freudenberg (2007). The question of the role of gender in school attrition is very central when considering patterns of school dropouts. The next topic deals with the role of gender in school dropouts.

The Role of Gender in School Attrition

Although gender may not determine ones success in education, it would be naïve to suggest that gender does not play any role in dropping out of school. Mwakwinja-Morara (2009) studied Botswana's female dropouts in junior secondary schools.

Mwakwinja-Morara (2009) noted the reasons for dropping out of school included: teenage pregnancy, poverty, illness or death in the family probably due to HIV/AIDS, classroom practices by teachers where boys sit at the front and girls at the back of the classroom, early marriage, and peer pressure. The study showed that the major contributing factor of girls dropping out of school was pregnancy. This study agrees with Patrick's (2012) that girls are more prone to dropping out of school than boys. However, there is a gap in literature research in the Kenyan situation on dropout of girls in relation to boys. The results of the study indicated that mitigation for school dropouts in Botswana is available in vocational institutions but, girls do not seem to take advantage of joining these institutions and, hence, they remain unskilled and unemployed (Mwakwinja-Morara 2009).

Boys who drop out of school cite different reasons. Din, Dad, Iqbal, Javid, & Sha (2011) studied causes of male dropout rate in Pakistan. The study interviewed students, teachers and parents. The study revealed that teachers took responsibility for causing students to dropout because of corporal punishment and lack of showing concern for student's needs. Most of the students interviewed noted that they took responsibility for dropping out because of fear of teachers, and poor performance in mathematics and English. Parents took responsibility of causing dropping out for their children because of poverty, illiteracy, lack of awareness of the importance of education and lack of father figure in the home (Din et al., 2011). This compares well with literature reviewed in the US where male students were more prone to dropping out of school than female students Blount (2012). The study did not propose any intervention strategy on how male school

dropouts could go back to school and complete high school, or an alternative path to higher education. Unlike Botswana and Nigeria, there are gaps in the research literature about the role of gender in school attrition in Kenya. The next theme is on how to prevent dropping out of school.

High School Dropout Prevention

Dropping out of school is always a challenge to school principals, teachers, parents, and community. Research and education professionals have come up with strategies of intervention which include, but are not limited to, mentoring, tutoring at-risk students, teaching problem solving skills, and relationships. Another is experiential learning, this strategy makes learning more engaging and interactive. It also helps students understand how the working world relates with school. Other intervention strategies are having varied instructional methodologies, having highly qualified teachers, increasing teacher support, reducing class sizes, and developing relationships between school and parents (Somers, Owens & Piliawsky, 2009, 2009; Tavakolian & Howel, 2012).

Evaluating school dropout programs, Somers et al. (2009) carried an evaluation on a program school dropout prevention program designed to prevent ninth grade students from dropping out of high school. The two major goals of the research were: to evaluate the effectiveness of the approach carried out with urban at-risk teens, and to examine career goals and role models of the teens. The results revealed inconsistency of students on what they identified as career goals between pre-and post-testing. They never identified with mainstream careers which involved four-year College, except teaching.

They identified more with entertainment, sports, and media. The study indicated that the students lacked understanding of relating high school and college preparedness and earning potential. The study found more intervention is needed to guide students as early as in their ninth grade. The students needed to understand the link between classroom performance and their career path (Somers et al., 2009). On role models, students did not identify with entertainment, music, sports and media figures as their role models but most endorsed parents as their role models. The study underscored the power of influence parents have over their children. Despite the parental influence on their children being documented in literature, it is often underplayed (Featherston III, 2010; Somers et al., 2009). Since the role of parents is so crucial to their children, any implementation of school dropout prevention program should have parents involved.

School Completion Programs and Models

There are different school completion programs which are initiated by different countries to ensure that school dropouts return to school. Hoffman (2011) discussed how Norway, Netherlands, Australia, United States and South Korea are approaching the challenge of school dropouts. Some countries have an elaborate adult education program which ensures that school dropouts can go back to school and get back to the educational mainstream. Sweden has high secondary school graduation rate, however, about 20% drop out of secondary school every year. The Swedish government provides a program for high school dropouts to go back to school (Alexanderson, 2011). Although the United States makes efforts to prevent school dropouts, there are also intervention programs for school dropouts. Bloom (2010) identified the GED as the credentials essential for school

dropouts to gain access to postsecondary education. Like the US, Canada has a provision for high school dropouts to re-enter educational institutions. McGregor and Ryan (2011) asserted that students who leave high school before graduation have another chance in adult education programs where they prepare for Ontario Secondary School Diploma. Great Britain and New South Wales provide Vocational Training Education (VET) to their school dropouts (Coryton et al., 2009; Forgarty, 2010). It is challenging for adults to return to school, especially to complete a high school diploma, but many determined adults take that route for them to advance in their academic quest and vocational development.

Studies have shown that United States of America uses General Education Development test (GED) to mitigate for the school dropout problem. The GED testing was established in 1940's, after the Second World War to cater for returning soldiers who had been drafted before they completed high school. This enabled the returning soldiers to have an opportunity for postsecondary education and benefit from the GI bill (Pulley, 2011). The American Council of Education (ACE), a nonprofit organization, has been running the GED for over 70 years (Kimberly, 2013). Studies on the GED test together with analyzed data collected from selected high school dropouts, revealed that the GED test credentials are worthless (Tuck, 2012). GED earners joining college are more likely to be placed in remedial courses than high school diploma earners (Tyler, 1998; Hamilton 1998, as in Tuck 2012). Comparing the employability in the US job market of GED graduates with high school diploma graduates, employments are much higher for high school graduates than GED recipients. It is also noted that the US army limits recruitment

of GED holders to 5%; this is because of their poor performance in the military (Tuck, 2012).

Data from the American Council on Education (2010) revealed that in 2009 over 60% of GED candidates took the GED exam in order to pursue higher education. Only 30% of those indicated their willingness to seek admission in a two-year college, 24% planned to proceed to vocational training schools, while 20% planned to enroll in a four year college. On comparison of GED holders and high school graduates, evidence indicates that the high school diploma holders are more prepared for a four year Bachelor's degree than GED earners (Tuck, 2012). A semi-structured youth interview which compared the value of the GED to the value of high school diploma, and a similar interview conducted for adults who had taken the GED, gave similar results; whereby, most participants noted that they would not recommend the GED to others, especially if they were young and still in school. The respondents endorsed the GED as the last resort. The conclusion of the study was that the valuation of the GED should not be viewed through the prism of higher education and the job market only to determine its value; and the value of the GED presents contradictions, compromises and complexities of reclaiming education within and outside the regular school system. Finally, the study revealed that though the GED is not taken seriously, both in the job market and higher education, at times it can open the door for further personal development. It can also provide a sense of achievement, according to the youth and adult GED earners (Tuck, 2012). The administrators of the GED program announced changes which, according to the company, will modernize and prepare students for career studies in college

(Kimberly, 2013). The major notable change will be abolishing paper and pencil testing to use computerized exams instead. A piloted GED computerized testing administered in 2012 with 40,000 students from diverse backgrounds in terms of ages, socioeconomic classes and computer- skilled levels had a passing rate of 88 percent compared to 71 percent with the paper test (Adams, 2013). How the changes in GED testing will affect examination takers cannot be known until the new changes become operational and results can be studied. The United States model is unique the program is specifically tailored for school dropouts and has been going on for a long time. Unlike in Kenya where dropouts have little or no access to high school completion, school dropouts in the United States are provided with a lifeline of alternative access to higher education.

To conduct this literature review multiple sources were used. The primary sources used were professional journals, web journals and periodicals obtained from Walden University library. Secondary sources included books written between 2009 and 2014 and information retrieved from internet sources such as Kenya National Examination Council Syllabus, Kenya Adult Education Council, and Kenya Institute of education. The terms used for the search included education in Kenya, secondary education in Kenya, school dropouts in Kenya, school dropouts, and secondary school dropouts. Other search terms were: high school dropouts in Kenya, secondary school dropouts, high school dropout prevention, adult education, adult learning, and adult learning in Kenya.

This subsection discusses the conceptual framework related to the problem in a manner that justifies the investigation of this problem as a worthwhile scholarly endeavor. It includes a critical review that documents the broader problem associated

with the local problem addressed in the study and is drawn primarily from recent articles published in acceptable peer-reviewed journals or sound academic journals and texts, or there is a justification for using other sources. Literature from diverse perspectives is included as appropriate.

Implications

The Kenyan high school dropouts could be given a lifeline by having another chance to reenter school and, at least, complete high school. Since the Kenyan educational structure has very little room for high school dropouts, an alternative route of accessing vocational training and higher education, other than the traditional high school diploma which is mainly available for regular high school students could be suitable. School dropouts are not only disadvantaged due to being placed at a low level income, but they are also likely to be a liability to the society because of their low wages, unemployment, and greater likelihood of health problems (Tyler & Lofstrom, 2009).

Kenya's adult education program does not spell out how high school dropouts could reenter school as adult learners; how school dropouts adult students could either take the high school exit exam or an equivalent test. However, has been some initiative by the Ministry of Education to establish adult learning centers. BALC is one of the few schools being operated in one of the urban centers in Kenya. Although the center has both primary and secondary students, in this study I only focused on the secondary school learners.

Understanding the factors which could be applied to ensure that students who were returning to school were empowered and given access to vocational and higher

education was the focus of this case study. The case study results are not generalized. However, the project could be useful to educators, researchers and all the stakeholders of adult education in Kenya. At the end of the study the stakeholders will be given the results of the study. The principal will be given a full version of the study, while the teachers and student participants will be emailed a summary of the study.

Three types of projects could have been developed as a result of this study. One type would involve recommendations to the Ministry of Education for establishing teacher training programs for adult learners and developing a curriculum for adult learning centers in the country. A second type would be an empowerment project for current and future students at BALC. Instead a professional development project was developed focusing on approaches for teaching adult learners. The implementation of the project could assist BALC to better prepare its students for the high school diploma exit exam, as well as providing students with access to higher education.

Summary

High school dropouts can be encouraged to go back to school and complete their high school diploma or take the high school equivalent exam (GED in case of the USA). Literature reviewed on high school dropouts showed that while a lot has been done in the Western countries, Africa in general, and Kenya in particular lags behind. The Kenyan literature which I reviewed emphasized development of adult literacy but was silent on school dropouts returning to school and completing high school diploma (KCSE). The professional literature revealed that African countries can learn from developed countries to come up with intervention programs for high school dropouts. The U.S. GED model,

although it has many critics, has been very successful, therefore, without trying to import it to Kenya, it could serve as a guide for establishing an equivalent of the high school diploma for adult learners.

The professional literature which I reviewed, showed the best way of dealing with the dropout problem is to prevent dropping out of school. The professional literature from Kenya mentioned very little on dropout prevention. Since dropout prevention is outside the scope of this study, I focused on high school dropouts who return to the BALC and how they are being prepared to complete high school and gain access to vocational training and higher education. In Section 2, I will describe the methodology used in the study.

Section 2: The Methodology

Introduction

In this section, I provide an overview of qualitative research design. I will discuss the rationale of the research, research design, as well as the role of the researcher. Other areas which are also discussed include how the setting sample was identified and discussion on ethical treatment of human subjects. I also discuss how data was collected and managed.

Research Design

In this study, I chose a qualitative case study to address the study questions. Through this method, rich data were gathered from students and teachers of BALC using multiple sources. I collected data from school documents, observations of instructors and students in classroom, interviews from current students, interviews from former students, interviews from instructors, and an interview from the principal (for triangulation). Through understanding the factors that contribute to completion of high school, and having access to vocational training and higher education, the study results may suggest a different approach in student motivation, as well as suggest a different approach in methodology for adult learners at BALC.

I chose a qualitative design over quantitative or mixed method because qualitative research gives the understanding of how people view and interpret their world (Merriam, 2009). In qualitative research, the researcher does not determine the outcome, and thus all the variables are not known. However, words or terms emerge and later can be classified as themes (Creswell, 2012; Yin, 2010). Also, qualitative researchers seek to find people's

meaning in real-life situations and events in which they live, and how that meaning is constructed, as well as, how people understand their lives and their world (Merriam, 2009; Yin, 2010; Glesne, 2011). Qualitative design enables the researcher to learn how participants perceive their setting and the way they experience it (Ochieng, 2009).

Case studies are described as particularistic, descriptive and heuristic. Particularistic means, case studies focus on individual or particular events, situations, programs or phenomenon. Case studies are also characterized as descriptive, meaning the final the final report of the case study is a “rich, thick description” (Merriam,2009, p227) of the phenomenon. Finally, heuristic case studies illuminate the reader’s understanding, bringing about discovery of new meaning, broadening the reader’s experience or strengthening what is already known (Merriam, 2010).

There are major strengths in a case study. According to Glesne (2011), strength lies on lessons that can be learned from a single case by focusing on the complexity within the case, its uniqueness, and also its linkages to the social context of which it is a part. The qualitative design fits the purpose of this study. As I explored the phenomenon of the students in the adult learning center program, I was able to explore the opinions of each participant in connection to their experience as learners in adult learning center. BALC gives high school dropouts a second chance, whereby adults return to school and complete high school, and then take the Kenya Certificate of Secondary Education examination to receive a high school diploma.

Case study is defined by Merriam (2009), as “a qualitative approach in which the investigator explores a bounded system (case) or multiple bounded systems (cases) over

time, through detailed, in-depth data collection, involving multiple sources of information...and reports a case description and case based themes” (p.43) The purpose is to gain an in-depth understanding of situations and meanings of either individual or individuals involved. A thorough data analysis leads to the development of themes and ultimate understanding of the phenomenon (Creswell, 2012; Hancock & Algozzine, 2011; Merriam, 2009). Merriam (2009) comparing case study with the other qualitative designs underscores how generalization can be attained from a single unit. On limitations, case study is faulted on the bias of the researcher (Merriam, 2009).

Taking this consideration into account, I carried out a single, holistic, and exploratory case study. I embarked on the exploration of the phenomenon surrounding high school dropouts through the use of multiple sources. The participants, though coming from different backgrounds, shared the same unique environment of being students in an adult learning center. This methodology enabled me to study the meaning of participants’ lives under real-world conditions, representing the views, as well as perspectives, of the participants. I furthermore considered the contextual environment in which they lived, allowing room for existing insights and emerging concepts that could be helpful in explaining their social behavior and made use of multiple sources of evidence such as interviews and observations instead of relying on a single source (Yin, 2011).

This was a single exploratory case study, for it focused on an issue where there was one bounded case study (Yin, as cited in Merriam, 2009). A bounded case study meant that I separated the case for research in terms of physical boundaries, time and

place. I was therefore, limited to studying BALC, situated in an urban center in central Kenya (Creswell, 2012).

Setting and Sample Selection

Qualitative research takes place in real-world, social and everyday life setting (Yin, 2011). The study took place at the BALC situated in an urban setting in central Kenya. The center was started by the Directorate of Adult Learning and Continuing Education, a department of Kenya's Ministry of Education to intervene for the adult learners who would like to go back to school. The center has both primary school and secondary school students with a population of 508 students. This study deals with high school learners enrolled in the school. There were 341 students in the secondary school section with ages ranging from 18 to 55 years.

I had made several visits to the facility prior to my data collection, and informed the principal my intentions. The principal introduced me to all the students in the 12th grade and informed them of my plans to collect data at the center. I used a purposeful sample of 18 participants. The criteria for selection of participants were determined by me, with assistance from the principal. I considered diversity of gender, age, cultural-background employed or unemployed and marital status. All the men had either their own businesses or they were employed. The participants included the following: nine current students, three former students, five teachers, and the principal. I gave all the students in the 12th grade an initial invitation to participate in a study. The invitation was through a preselection letter which was distributed to all the twelfth grade students. The letter

requested those who would like to know more about the study to attend a meeting at the school on a specified date and time.

Since the center had more women than men, I selected five women and four men. The age range for the women was between 19 and 45 years. Three of the women selected were married and two were single. One woman had her own business and the rest of the women had no jobs. The age range for the men was between 23 and 40 years. Two men were married and two were single. In order to select the three former students, through the assistance of the principal I sent text messages to five former students inviting them to participate in the study. In the text messages, I asked those who would like to know more to attend a meeting at the school on a specified date and time, or call me for more details. Diversity of gender, age, cultural background, continuing education, employed or unemployed were considered during the selection of the graduates. Out of five former students, three men responded and indicated that they would be willing to participate. Although one woman was invited, she was not available to participate in the study.

The next group that I needed to select was the five instructors. I determined the selection on the basis of the subject area each instructor taught. All the instructors who were selected had at least 2 years of teaching experience at the school. I first selected teachers who taught mathematics, sciences, and English. The selection of the remaining two teachers was determined by gender and the subject area each one taught. Gender was considered; however, the center had only one female instructor. I therefore selected four men and one woman. Since saturation of data was reached during the interviews it was not necessary to select more participants to be interviewed (e.g., Glesne, 2011).

Data Sources

The sources of data were interviews with various groups of participants: current students, former students, teachers, the principal, observations of classes in progress, and the review of documents. In order to enhance validity, triangulation method was used to incorporate multiple data sources (Glesne, 2011).

Data Collection

I made use of qualitative interviews, which are usually a conversation and present a two-way interaction in which a participant may ask the researcher questions (Yin, 2011). To facilitate the interviews, I used open-ended and predetermined semi structured interview guide (see Appendixes B to F). However, discussions were allowed to proceed naturally whereby participants were encouraged to air their views or experiences (Merriam, 2009). Probing questions were asked, requesting more clarification, more explanation, description, and more evaluation depending on how the participant responded (Glesne, 2011).

The interview location was at the school or another place, depending on the participants' desire, and ensured the participants were comfortable, relaxed, and free to express themselves. The participants determined where they wanted the interview to take place. Interviews took place in different locations, including classrooms, the principal's office and the computer lab. During the interviews the doors were always closed to ensure there were no interruptions from outside and to maintain privacy and confidentiality.

I made use of two audio recorders to ensure that there was no loss of data just in case one recorder failed. I also used a notebook to take notes as the interviews proceeded. The time allocated for each interview lasted about 45 minutes. The procedure of data collection was as follows:

1. reviewed school documents
2. interviews with both current and former students
3. observations of instructors and students in classrooms
4. interviews with the instructors
5. interviews with the principal

All the instructors who I interviewed I had also observed as they taught. My observation was the basis for some of the questions I asked to the instructors. For the direct observations, I sat in various classrooms and observed lessons in progress focused on teacher's methodologies, materials being used, and student participation and response. During the interviews, I observed the participants' reaction to interview questions, mood and any notable emotional response (see Appendix F).

Prior to the interview with the principal, I gave him open-ended questions to acquaint himself with the questions and be able to prepare. I took notes as the interviews proceeded (Merriam, 2009). During the interviews, I made notes in my research log of the interview process, participants' behavior and my perceptions of the interviews. Throughout the data collection period, I endeavored to be analytical. This was important because it led to relationships, new questions, meanings, explanations as well as preparation of concentrated data analysis at the end of the study (Glesne, 2011).

I reviewed the existing school records. The records included: attendance, exam performances, disciplinary issues and all the other important documents. To protect students' privacy, I examined students' overall performances in standardized exams, Kenya Certificate of Secondary Education (KCSE) without looking at particular individual student's scores. I also examined the curriculum, enrollment, and attrition, as well as high school exit examination results (KCSE) for former students to assess the school's level of performance. These records were used to provide background and context to supplement the perceptions of the participants. For the purpose of triangulation, there were five sources of data. The sources were: interviews with current students, former students, teachers, the principal, and from observations.

Data from Interviews

The nine current students selected were interviewed by me on one-on-one basis using semi-structured guiding questions. Other follow up questions were asked, depending on the answers given (see Appendix B). Six women and three men were interviewed. I interviewed the three men who were former students using semi structured guide questions (see Appendix C). I collected data from interviews with the five teachers and the principal (see appendix D and E). The collection of data was followed by the triangulation method.

Data Collected from Observations

Observational data included classroom observations of instructors as well as students (see Appendix F). I observed four instructors teaching Mathematics in Form 4, English in Form 4, Science in Form 3 and Geography in Form 1. I took note of

participants in their crowded classrooms, observed their casual dressing (unlike wearing uniforms, which is the dress code of primary and secondary school students in Kenya). I also noted how the students responded to the teacher's questions, how they participated in processes, and how they talked and interacted with one another and the instructors as well. (Glesne, 2011). All my observations and interviews involved only day students. I did not observe the evening classes because of safety concerns. The nine participants were all Form 4 students who were in their final year. There were six women and three men. After the collection of data, I analyzed the data and then triangulated the results.

The Role of the Researcher

As a researcher, my primary role was data collection and analysis. I was the major "research instrument" (Yin, 2011). I was the interviewer and interpreter of the collected data, and observer of participants' behavior during the interviews. Furthermore, I also analyzed and interpreted data from the participants, in order to answer the research question (Hancock, 2011).

As a researcher, I have worked in the field of education in different capacities. I trained and worked as an elementary (primary) school teacher, served as a Board of Governors' Chairman of a secondary school in eastern Kenya for 5 years and was a lecturer and dean of students at Pan Africa Christian University. Over the years, I have witnessed students drop out of school and go out to the world without any training, and therefore, not ready to be absorbed in the job market.

Characteristics of a competent, qualitative researcher include a questioning stance whereby one is able to question to understand what is happening, being tolerant for

ambiguity, being a careful observer, being a good listener, able to ask open-ended questions followed up by probes and requests for more details; thinking inductively, thus being able to move specific raw data to abstract categories and to concepts, and being comfortable with writing. Writing is crucial because a qualitative study report requires writing words, unlike quantitative study which requires numbers (Merriam, 2009). As the researcher for this study, I am qualified and have the necessary competencies to gather and analyze data.

As a qualitative researcher, I was aware that being a research instrument, I would bring to this research a particular lens which is not bias free. I am a product of my cultural background which, as a Kenyan, I had very little regard for school dropouts. My personality as a person who believes in high academic performance, and as an elderly male from middle class social status, have had an impact on my worldview (Yin, 2011). Being cognizant with the fact that my own biases could influence how perspectives are portrayed, to safeguard any bias, I invited the participants to member check and review the major themes from interviews and observations. I also continually monitored my own subjective perspective by reflecting on field notes and keeping a journal (Lodico et al., 2006).

Data Analysis

In qualitative research, data analysis involves a simultaneous analyzing process whereby the collected data can also be analyzed (Creswell, 2012). Merriam (2009) observed that collecting and analyzing data simultaneously helps the researcher from being unfocused, repetitious and overwhelmed by a large volume of materials needing to

be processed. I conducted analysis of data simultaneously with data collection. To enhance the validity in my data analysis, I heeded Yin's (2011) precautions of double checking the accuracy of my data, made my analysis thorough and complete, and continually monitored my own biases which could be imposed by my own values when analyzing my data.

Making use of a word processing program, I compiled and sorted data as I formulated some codes I developed to categorize the data. I avoided the imposition of a priori coding in my data, but rather, went through my transcripts line by line so as to immerse myself into the data and find out what concepts would emerge from the data. The codes were as follows: CTS1 to CTS9 for current students, FTS1 to FTS3 for former students, T1 to T5 for instructors (teachers) and P for principal. The codes were based on factors which contributed to students' dropping out and returning to school. A successful reassembling of arrays led to main themes emerging from the data. I progressed from themes to interpreting, and concluding (Glense, 2011; Yin, 2011). During data analysis minority views emerged from the data. The procedure of dealing with such discrepancies was in three steps: first was constant comparisons in watching for similarities and dissimilarities in the data; second was uncovering the negative instances which challenged the robustness of my codes or labels; and the third procedure was to engage constantly in rival thinking, that is searching for alternative explanation for my initial observation (Yin, 2011). I concluded the study with analytic generalization, by providing a substantive proposition that adult learners in Kenya return to school to better their future economic earnings.

In order to enhance study quality and trustworthiness, I provided adequate and detailed data to the reader to be able to assess the credibility and validity of the study. Using the triangulation method, using multiple data sources, clarification of researcher's bias, doing member checking to clarify interpretation and contribute to additional perspectives, and writing rich-thick descriptions, all contributed to trustworthiness (Glesne, 2011).

Ethical Treatment of Participation

The researcher followed the Walden University's procedure for research approval prior to identifying and contacting the participants for this qualitative case study. This included submitting the proposal to Walden University's Institute Review Board (IRB) which granted approval (#05-29-14-0261210). Trust between the researcher and the participants cannot be compromised. The researcher is duty bound to protect his/her participants, promote integrity and guard against any misconduct and impropriety, which could reflect negatively on either the researcher or his/her institution (Creswell, 2009).

As a researcher, I made sure that I maintained confidentiality by not using the real names of the participants and treating all the participants with respect and understanding. Risks to participants was minimal and participation was voluntary. Participants chose to participate or not, and there was no likelihood of participants being at any risk by answering questions.

A detailed description of the research was provided to prospective participants outlining the study and the rights of the participants. They were informed that participation in the research was voluntary and that should one wish to withdraw from the

study was at liberty to do so at any time. Confidentiality was observed. No names of participants were used, but pseudonyms were used instead of participants' real names. Consent forms, which had the actual names of the participants, were locked in a separate file from the transcripts. Codes were used in reporting the results of the study (Creswell, 2009; Glesne, 2011; Merriam, 2009; Yin, 2011). The findings were shared with the participants for the purpose of clarity and member checking.

Findings

Introduction

BALC was founded in 1979 as adult literacy center. Many such centers were operating all over the country then. This was the Kenyan government's effort to provide literacy classes to the then mainly illiterate population. A few years after its inception, the center added a primary school section. Primary school dropouts started joining and a few years later, the center had students sit for the Certificate of Primary Education (CPE) exam. Later, the secondary school section was also added and the first KCSE at the center was done in 2002. The physical environment and the administration of the center is described below.

The Adult Learning Center

The center operates within a public primary school, which has more than 600 pupils. The center has two types of students, those pursuing primary education and those in secondary school. So, to put it in another way, the compound has three different types of students: (a) primary school children whose ages range from 7 to 14 years, (b) adult primary school learners, and (c) adult secondary school learners. Once one gets into the

school compound the first thing to notice is that there are so many people, and a lot of noise, because of the children in the primary school. The children dress in school uniform while the adult learners dress casually.

The buildings in the compound are old, with stone walls, tile roofs, and concrete floors. The paint is peeling off, and some ceilings are hanging dangerously. Each classroom has electricity. The windows have wire mesh; and most of the windows have broken glasses. The classrooms have wooden doors with a lock. Since this study is limited to the Adult learning center, the facilities used by the public primary school will not be discussed here. However, suffice it to say that the administration of the public primary school is different from the center's administration. As a matter of fact, the center is like a tenant to the primary school, although it was not established whether the center pays any rent to the primary school. The primary school enjoys funding from the government while the center's assistance from the government is minimal.

The center operates from six classrooms, and a small staff room which is not more than 150 square feet. The staffroom has only three desks and a few chairs. Within the staffroom there is a small cubicle which is used as the finance office. Next to the staffroom is the principal's office. The principal's office, which is about 100 square feet, doubles as the storage facility where chalk and blackboard dusters are kept. All the buildings in the compound used by both public primary school and the adult learning Center are one story, spread all over the compound, leaving a small area which is used for outdoor sports. The six classrooms used by the center are not all in one building. There are two classrooms which are in the same building with the staffroom and the principal's

office used for secondary school classes by Forms 1 and 2 combined, then Form 3 on their own, and one classroom on the opposite building used by Form 4 students. Further away from the secondary school classrooms are three classrooms used by the primary school adult learners. Some of the classrooms for the public primary school are in the same buildings with the Adult learning center classrooms.

There were 508 adult learners in the center. The number included both day and evening students. The adult learners who had day jobs went for evening classes while others who were available during the day went for day classes. The curriculum for both day and evening classes was the same. Also both day and evening classes were taught by the same instructors. The primary school section had 167 and the secondary section had 341 adult learners.

Table 3

Students Enrolled in the Adult Center in May, 2014

Gender	Primary	Secondary
Women	108	206
Men	59	135
Sub-Total	167	341
Total		508

The students were diversified in terms of tribes, religions, rural and city origins, as well as age. The ages ranged between 18 and 55 years. There were some students from

the neighboring Southern Sudan too. It was not possible to establish how many students attend day classes and how many attend evening classes.

The Instructors

The secondary school section had six full time instructors, including the principal. There was only one female instructor. The number of part time teachers was not established. The age distribution of the instructors ranged between 35 to 60 years. Considering the number of students, which is 508, the student/teacher ratio is 85 to 1. Most secondary schools have a ratio of 40 to 1.

The Administration

The center does not have its own property but operates from a public primary school compound. The administration of the center is under the responsibility of the principal. The principal reports to the Department of Continuing Education and Adult learning in the Ministry of Education. The center has two sections, primary school section and the secondary school section. The primary school section is headed by a headmaster, and the principal heads the secondary school section, as well as being the overall head of the center. The only other person in the administration is an accounts clerk who collects and banks school fees paid by the students. Students pay school fees of Kenya Shillings 4,000.00 (USD 45) per term. Since the center operates in a public school, the primary school has its own administrative structure. The public primary school is not a part of this study, therefore its administration will not be discussed here.

Results of the Survey

Adult Learners Perspective of Going Back to School

Adult education in Kenya has some negative connotations. Whenever the phrase *adult education* is mentioned, people think of the Kiswahili word *ngumbaru* which means illiterate. The root of the word comes from adult literacy program which has been running since 1970s. This program was designed for adults who did not know how to read and write learn reading and numeracy skills. The two terms *adult education* and *adult literacy* are different, but many people in Kenya equate them as synonymous. Adult education is defined as the whole body of organized processes, regardless of the content, level and method; whether formal or informal; whether prolonged or replace learning in schools, colleges or universities; whereby persons regarded as adults by the societies in which they belong, develop their skills, enrich their knowledge and improve their technical or vocational qualifications (Nesbit & Welton, 2014, p.1).

Adults returning to school must brave the stigma of being termed as *ngumbaru* (illiterate). During my interviews with the students, I learned that some of them would not like their peers to know that they are back in school. One student told me how he avoids his work mates and sneaks into the school compound without being seen. I was informed of a drama, which ensued some time ago when some journalists from a local newspaper came to the school expecting to interview students and teachers and write a story about the center. Most of the students ran away from the school compound because they did not want to give any interview or have their pictures taken. My visit to the school was treated with a lot of suspicion. Both the students and the teachers wanted to

know how I was going to treat the data I was collecting. I assured them that my data collection was for the sole purpose of academic research and that I was not connected with any media organization; so their stories would not be published in the local newspapers. I also assured them I was not going to mention the name of the center, and that I was not going to use their real names but pseudonyms. It was after these assurances that they relaxed and allowed me interview them.

The students in this learning center came from different backgrounds. According to instructor T2, who has been in the center since its inception in 1979, observed that students basically come from all the regions of Kenya. The center has both primary school and high school. The primary school students take KCPE. There was no set criteria for determining which class one went other than individual students telling the instructors the last class they attended before dropping out of school, and either joining that class or the class ahead. Students for both primary and secondary came from different religious backgrounds such as Christians and Muslims, and their ages were between 18 and 55 years. The number of women students was double the number of male students.

Instructor T2 said that some of the students register for exams and they are not seen again until the exam days; while other registered as students, but were not able to continue due to either work or family responsibilities. Not all the students in the center were dropouts. Instructor T2 said that since the secondary school section was introduced 8 years ago, many students who failed their exam from regular secondary schools went to repeat their KCSE. The participants in the study were school dropouts who were current

students in the center or former students who had gone through the high school program at the center. In the discussion below, students talked about the reasons they dropped out of school, their reasons for returning to school, and their academic aspirations.

Poverty the Major Cause of Dropping Out of School

The students gave various reasons as to why they dropped out of school. One male student gave his reason for dropping out of school as follows: “I am an orphan. My parents died when I was 8 years old, so I was brought up by my grandmother who could not afford to take me to Secondary School. I left school at Form 3 to look for a job” (CST6). The students said that the average school fees per term in a day secondary school (not boarding), was Ksh.3,500 which was USD 40, and may be, after adding school uniform and books, could amount to a total of Ksh.10,000 (USD120) per term. The average pay for a non-skilled worker is about Ksh.7, 000 (USD 80) per month which was not enough to provide food and housing for the family and send children to school.

Other Causes of Dropping Out of School

Besides poverty, there were other reasons which made some participants dropout of school. A female student gave pregnancy as the reason for dropping out of school. She explained:

I dropped out of school at second term in Form 3. The reason for dropping out of school was, I accidentally got pregnant. I would have loved to give birth and then return to school but my dad kicked me out of our home. I went to live with my grandmother till I gave birth. (CST8)

A male student left school after he impregnated a girl when he was at the 7th grade. He said the police wanted to arrest him, so he had to escape from the village and consequently dropped out of school. He later learned the police could not have arrested him, but because he was young and naïve, he believed that he was going to be arrested (CST3). Culturally, when a boy makes a girl pregnant, it is expected that the boy marries the girl. Sometimes the parents of the girl could put pressure to force the boy to marry the pregnant girl; however, the Kenyan laws are not strong on child support; so, many girls take the responsibility of bringing up their children without any financial support from the fathers of the children. Other reasons for dropping out of school were: making poor grades, getting into discipline problems at school, getting sick and being hospitalized for a long time, and lack of interest with school.

Return to School for Better Economic Future

Most of the participants were either not employed or had jobs that were not paying them enough money to support themselves or their families. The participants believed that a good education could help them get better jobs, and consequently, better their economic earnings in future. All the current students and the former students had reasons why they decided to return to school. Most of the students mentioned getting a better job, as the main reason for returning to school.

One student said he was not fitting in the company of his peers because of lack of education. One female student who was a successful business woman talked of how she embarrassed her university trained husband whenever she interacted with their family friends because she is not able to speak English. The reason for her returning to school

therefore was to be able to learn both written and spoken English so as to fit in her husband's social life, and to learn math so as to balance her books in her business. Other students who were involved in small businesses also cited book-keeping and financial management as the reasons which made them return to school. A male student returned to school because he wanted to be a better parent. He said that there is a difference in parenting between an educated parent and an uneducated parent. The student was of the opinion that education would make him a better parent.

Some of the students left their rural homes and went to the city for the sole purpose of going to school. A female student, CST1, left her children and her husband in the country (rural area) 250 miles away to come to this particular school. She said there were no such schools in her area and she agreed with her husband that her going back to school was important for the family. She further explained how she had to leave her husband with the children miles away for some time so as to fulfil her educational dream. She talked of how before she joined the center she was doing jobs which were low paying and not satisfying. She said those jobs would subject her to a life of poverty and that she and her husband would not be able to send their children to good schools. She returned to school to get the qualification which would enable her to go to college, and eventually, get a better job in the future (CST1). A 35 year old male who was a former student went back to school, 20 years after graduating from primary schools. His motivation to return to school was for him to be able to gain academic credentials to enable him to train for a profession and get a job to provide for his family (FST1).

The participants expressed their views on why school dropouts should return to school. They made comments such as “Education is everything, and without education today, one is nobody” (CST 9). Similar views were expressed by another student who said, “It is important to return to school because out there, one cannot get a job without education” (CST1). A participant asserted, “Education is the key to good life, so if school dropouts want good life they should return to school and work very hard so as to succeed and get good academic qualification” (CST 3).

The former students who participated in the interview explained how their lives had changed after returning to school. One student who enumerated his benefits said learning English was very useful to him. He underscored that his English grammar was very bad and poor knowledge of English made him find it difficult to understand school textbooks which are written in English, and that led to poor grades. After joining the center, he became confident in expressing himself in English. The student further said learning mathematics was useful to him because he was able to manage his business. The participant said the greatest achievement was that he passed his KCSE exam and gained admission in a college (FST2). Participant FST 1 said his life changed in many ways, his level of understanding changed; he had learned how to motivate himself to work hard in school; and that he was able to chart his future after gaining the required qualification to go to college.

Students’ Aspirations for Achieving High School Diploma

School dropouts returned to school with some goals in mind. Both the current students and the former students had very clear goals they would like to achieve as far as

their education was concerned. All the student participants came back to school expecting to complete their high school, take their KCSE exam, and graduate with a high school diploma. Some of the students joined the center at the primary school level, then moved on to secondary school section after taking the KCPE exam. The former students achieved this goal and were moving ahead with their academic aspirations. The students explained they were aware that, for one to qualify for university education, the minimum KCSE grade should be C+. Those who get below C+ qualify for middle level colleges, such as nursing colleges, primary teacher training colleges and polytechnics.

The current students had their minds made up about what they would like to study. Some of the students were already operating their own businesses, so such students wanted to study business management or marketing. Other participants wanted to be professionals.

One student expressed the desire to become a chemical engineer. The student said the reason for his desire to be an engineer was because of his love for chemistry, and therefore, engineering was a good profession for him. A lady who used to work with women groups in rural areas expressed the desire to study community development. She was concerned that there was a lot of poverty in her area and would therefore work with her local communities to alleviate poverty.

Another lady participant wanted to be a nurse like her own mother. One male participant expressed the desire of being a professor. The participant expected to graduate with his high school diploma, then study for his undergraduate degree, and finally proceed to graduate school to obtain a doctorate degree. When this participant was asked

which discipline he would like to study, he did not have an answer. A female participant expressed the desire of being a teacher of young children. She would influence children positively, help them learn and become responsible members of the society. Another male student said he would like to be a psychologist and was prepared to study up to doctorate level.

The three former students were also very clear on the direction they were going as far as their educational goals were concerned. One participant (FST1), after completing high school at the center, enrolled for a certificate in procurement and completed the course successfully after one and a half years. At the time of the interview, the former student was taking a diploma (Associate Degree) course in procurement. The third participant (FST3) got a B- in his KCSE exam. The participant had qualified for University admission. With this qualification, he was able to choose from many areas of study offered in the Kenyan colleges and Universities. The participant was planning to apply to Kenya Medical Training College (KMTC), where he would study pharmacy. Lastly, the second participant (FST2) had graduated from the center six years ago. Since graduation from high school, he had made huge academic progress. After graduating from the center the participant registered for a BA course in theology, which he completed, he attended a graduate school where he pursued a Master's degree and completed it. He wanted to pursue a Doctoral Degree in Theology and Leadership.

Although the reasons which caused the participants to drop out of school may have been varied, their perspective of returning to school could be summed up as: to make a difference in their economic and social lives. According to the data, most students

dropped out of school due to economic reasons. They could not afford to pay school fees and therefore had to dropout. Asked why they returned to school, the students cited economic reasons as the main motivation for returning to school. And lastly most students had high academic aspirations. They all looked forward to completing their high school education which culminated by taking an exit exam in Form 4 (Twelfth grade), and gaining access to higher education or employment.

Preparation for Exit Exam (KSCE)

Students at the center take an exit examination at the end of their senior year (Form 4). The examination known as Kenya secondary certificate of education (KSCE) is the same examination taken by regular high school students in Kenya. The high school program was designed to take four years. However, adult learners at the center did not have adequate time for study because they took two or three years to complete high school. Classes were also combined, i.e. Form One students being combined with Form Two students. Taking two years to complete the high school program instead of four years and combining classes that form ones and form twos shared the same classroom were some the biggest challenges of adapting high school curriculum for the adult learners. The principal noted that although the students faced a lot of odds as they prepared for their final exam, some of them performed exemplarily well and managed to go to college.

There were factors which influenced the success of the students who had performed well. Despite the odds the students at the center go through, some of them have excelled in their academic pursuit. Some students have passed the KCSE and

proceeded to colleges for higher education and vocational training. Explaining what influenced the success of some of their students, the principal underscored that some return to school so as to get the qualification for higher education admission while others want promotions at their employment or just desire social acceptance. He further said the following:

What has influenced their success is the fact that some of them come here with reasons. It is these reasons that influence them to work hard and pass. Many a times, the reason is to get promoted in their places of work. For those who are not working, they want to become relevant in the society, they have realized that education and knowledge is important and they feel odd out there uneducated. They therefore strive very hard to make it, and they finally make it. (Principal, June 4, 2014)

Some of the students interviewed did not fit the “dropout” description because after taking their high school exam from regular secondary schools, they decide to join the center so as to repeat the exam. An observation of the school records revealed that there were 230 students who had registered with the center to take KCSE in 2014. According to the principal some of the students were repeaters from regular Kenyan secondary schools. One current student observed the following:

I did my Form 4 and got a D+. I knew I couldn't go straight to University, after consultation with my dad and mom I applied for a college in Nairobi at Kenya Institute of Professional Studies, for a Diploma in cabin crew. I tried to use the Diploma Certificate to join a University but I couldn't manage. My mother

advised me to go back to school. And since I knew it was the only way to get me to the University, I decided to come back to this center. (CST5, May 30, 2014)

The students help each other as they prepare for the exams. One student was happy with the help he was getting from his peers. He reiterated that he got help from his fellow students and although he used to have problems with English and Mathematics he was doing far much better than he did in his former school, and was confident that he was going to perform well in his final exam which took place in October 2014 (CT5, May 30, 2014). The students' preparation for KCSE exam was inhibited by lack of learning materials and inadequate facilities. The center did not have a science lab of its own so they relied on other schools. Students from the center visit other schools where they could make use of the lab facilities for their science subjects.

The former students who were interviewed were happy with the way the center prepared them for the exit exam. One former student talked of how he managed to get good results which enabled him to go to college where he graduated with a bachelor's degree and later went ahead and got a master's degree (FST1) May 29, 2014). Another student noted that he managed to get a B- grade which gave him access to college where he is currently studying pharmacy (FST2, May 29, 2014). Lastly the third former student praised the center for preparing him for KCSE exam. Since he left school he has attended two colleges. He was pursuing a three year diploma in procurement (FST3, May 29, 2014)

Adapting the Secondary School Curriculum by Adult Education Instructors

Adult education instructors at BALC have the challenge of adapting to the regular secondary school curriculum. In the absence of any high school equivalent examination for adult learners, the only curriculum that is available for adult learners to complete high school is the regular high school curriculum which is used in all secondary schools in Kenya. The curriculum in Kenyan primary schools, secondary schools and mid-level colleges is standardized. Kenya Institute of Education is charged with the responsibility of developing curriculum for Kenyan schools. The standardization of the curriculum leads to standardized exams during the end of the final year in primary (KCPE). After KCPE students join high school and start preparing for the final exam during their senior year in high school (Form 4).

The Kenya secondary education curriculum has a total of 21 subjects. Schools choose subjects to offer depending on their availability of teachers and resources. Students in Forms One and Two are categorized as level A. Students at this level are expected to take 12 subjects selected as follows in Table 4.

Table 4

Subjects for Forms 1 and 2

Ten core subjects	Select one subject	Two optional Subjects
1. Mathematics Studies	1. Christian Religious Education	1. Business
2. English	2. Islamic Religious Education	2. Agriculture
3. Kiswahili	3. Hindu Religious Education	3. Arabic
4. Biology		4. Home Science
5. Chemistry		5. French
6. Physics		6. Germany
7. Geography		7. Music
8. History and Government Design		8. Art and
9. Physical Education Studies		9. Computer
10. Religious Education		

Source: Kenya School Certificate Examination Subjects Choices, by Kenya National Examination Council, (n.d).

Students in Forms Three and Four are categorized as level B. At this level students take a minimum of seven subjects and a maximum of nine subjects selected as indicated in the Table 5.

Table 5

Subjects for Forms 3 and 4

Core subjects (compulsory subjects)	Selected at least two subjects	Select between one and three subjects
English	Biology	Other subjects to be selected
Kiswahili	Physics	from any of those a student
Mathematics	Chemistry	studied in Forms One and Two

Source: Kenya School Certificate Examination Subjects Choices, by Kenya National Examination Council, (n.d).

Secondary school students in Kenya take 4 years to complete their high school diploma. During this period, the students are expected to take one final standardized exam known as Kenya Certificate of Secondary Education. The Kenyan secondary school assessment approach is cumulative whereby students are tested what they have learned in 4 years at the end of the fourth year. This approach is different from formative assessment whereby students are assessed continuously.

Adult students in the secondary school section take the same subjects taken by students in the regular high school. However, due to lack of teachers and resources, the center was limited in the number of subjects it could offer to the students. Unlike regular high schools, the students at the center did not take specialized subjects such as art and design, music, computer studies and agriculture. Also the center did not offer specialized languages such as Germany, French and Arabic. Table 6 illustrates the subjects offered for high school students at the adult learning center.

Table 6

Subjects offered at BALC

Core subject	Select two subjects	Select between one and three subjects
English	Biology	Geography
Kiswahili	Physics	History and Government
Mathematics	Chemistry	CRE
		Business

Secondary school adult learners in Kenya are required to take the subjects outlined above, which are meant for young students whose ages range from 13 to 21 years. Adults returning to school are faced with the challenge of adapting to the secondary school curriculum.

The instructors had a challenge of adapting a curriculum meant for regular high school youths to suit the adult learners. Both the instructors and the principal knew that most of the adult learners were not suited for the curriculum. According to the principal, the students faced many challenges as they tried to adapt to regular high school curriculum. The principal highlighted the challenges of the current curriculum as follows:

There's need for review of the current curriculum. The adult learners have other responsibilities and therefore have to distribute their time to all these responsibilities: job, education, family, and still have to study and pass exams.

They can't manage to be in class all through. They have other things to attend to.

There needs to be a curriculum that suits these student learners. (Principal, June 4, 2014)

Apart from the responsibilities which adult learners had, three out of five teachers who were interviewed cited the ability of understanding as a challenge. There was a general consensus that most of the adult learners were struggling with their studies and that they were slow learners. One of the teachers, comparing the regular high school students with adult learners asserted that, “the adult learners’ understanding pace is slower than that of young regular high school students” (T2, June 3, 2014).

The students knew that the curriculum was not meant for them but for the regular high school students. Asked whether there should be any change in curriculum, they did not know whether change was possible, many admitted that they had not thought of any change of the curriculum. The only problem they voiced was the lack of facilities and hence not being able to have the privileges and the luxury enjoyed by students in regular secondary schools. All the nine current students and the three former students interviewed mentioned lack of facilities as one of the major challenges they faced at the learning center.

One of the teachers mentioned that there was a proposal with the Education Secretary (cabinet minister for education in Kenya) in which adult education would have a different curriculum and hence a different high school exit exam. The teacher explained that the proposal is a policy matter, which had to be passed as legislation by the two parliaments and ratified by the president. However, the teacher expressed his doubts that

such legislation would come any time soon due the political rivalry between the major political parties in the country.

Alternative Curriculum and Assessment

According to the principal, the curriculum was a direct transplant of the Kenyan regular secondary school curriculum. All the five instructors and the principal were of the opinion that KCSE exam and hence the curriculum were not suitable for adult learners. Adult learners have a lot of responsibilities such as their jobs family, and probably their social life. School is not the only thing they do. They go to school either tired or with a lot of responsibilities competing for their time. One of the teacher's commented:

It is not very good for them because of the kind of study, the time-frame is putting a lot of constraint on them, putting a lot of pressure, there are people who are very busy, and they come here after attending to several different tasks. Some of them come in the evening when they are from work, they are also family people, have got so many things to attend to. So I feel there should be a different exam for are these people. (T1, May 28, 2014)

The same teacher proposed a different approach to assessment of adult learners. He challenged the current cumulative assessment method, where students are tested at the end of their secondary school program. The teacher supported formative form of assessment which in essence is continuous assessment throughout the high school period. The students at the center did not prepare for the exam for 4 years. Most students completed their high school within 2 or 3 years. The curriculum was meant to take four

years. Therefore, as a result of shortening the period the adult learners spend in school, the students did not cover the syllabus. T3 noted:

If you compare the responsibilities they have, the curriculum is not fit for them. It is designed in a way that someone must study for four years to complete the KCSE syllabus. Our students complete the program between two to three years. The adult learners want to study something they will practice after their course, but the curriculum requires them to select at least eight subjects for their exam in order to attain Kenyan high school diploma. (T3 May 28, 2014)

To sum up, all the teachers believed that the current curriculum was not suitable for adult learners, therefore it should be changed. The principal proposed a change of policy by the ministry of education where adult learners could have a different exam instead of syndicating regular high school curriculum and examination. According to the interviews with the students, teachers and the principal, curriculum adaptation for the adult learners has been a challenge and will remain so as long as adult learners in Kenya continue using a curriculum that is designed for regular high school students. A change of the curriculum for adult learners is a major national decision which could require a legislation action by the Kenyan parliament. However, until that change is made, providers of adult learning in Kenya will have to do the best they can to assist adult learners adapt to the current regular high school curriculum.

Methods Instructors Apply to Teach Adult Learner

During the classroom observations, the instructors used mainly lecture method, which portrayed teacher-centered approach as opposed to self-directed learning. The teaching materials used were minimal and the instructors had a dominant attitude.

Instructors' Conflict between Pedagogy and Andragogy Approaches

During the interviews some of the instructors revealed that they were not trained. Those who were trained underwent training for teaching either primary school or secondary school students, but none of them was trained to teach adults. Among the six instructors in the day program, some were trained and others came from different professions. One of the instructors who taught chemistry and physics was an engineer. Although the instructors may have had good academic background, it was evident that none of them had training on teaching adults. The instructors who participated in this research were in agreement that adult learners are different from young high school students. They noted the difference in learning styles between adult learners and teen age students in regular high schools. The teachers concluded that, since the learning styles of adults is different from teenagers, teachers must try to understand adult learners. During the data collection, the teachers were interviewed and also observed as they taught. Students too gave their views about the role of their teachers.

Dominant Attitude by Instructors and Students' Passivity

The instructors were cognizant of the fact that adult students are different from young teenage students, and that they should be treated differently. While teachers in primary and secondary schools have the mandate of molding the character of young

students, the same could not be said for adult instructors. It is harder for one to discipline an adult student than disciplining a younger student in primary school or high school. During the observation I noticed that some students who had not completed their assignment were told to leave the classroom, the students stayed outside for the whole lesson. When I asked the teacher concerned he said that he was punishing the students for not completing their assignment. One student commenting about a teacher said that the teacher was harsh to students, but they like his teaching. The teachers did not encourage or motivate the students. Words such as “well-done, good, excellent or fantastic” were never used even once as an encouragement and motivation to students. I however, noted that some of the students who seemed weak were ignored and were not encouraged to answer questions. A student who advocated for students’ independence and self-directed learning, was of the feeling that the students were not involved in decision making and was of the opinion that students should be consulted whenever decisions which affect them were being made. The teachers were also aware that the students were different from regular high school students. Teacher (T2), commenting on why students return to school, said that the students know what they want in life and that is why they chose to return to school out of their own volition without coercion from anybody, unlike when they were young, their parents could force them to go to school.

The principal was concerned that the teachers had only regular teacher training which usually focuses either on teaching in primary school or secondary school teacher training. The principal underscored that there is no college in the country which trains adult education instructors. He further said, the establishment of such a college is very

necessary. The University of Nairobi, department of education tries to make some efforts towards sensitizing adult education instructors in the country to realize that adult learners are different from young primary school or secondary school students, but there was to be no curriculum available, which was used to train adult education instructors. During the interviews with the teachers they felt that all the colleges training teachers in the country should have adult learning section where teachers could specialize in teaching adult learners

Shortfalls in Methodology

It was noted that the instructors had several teaching problems which included; shortfalls in methodology, getting on without teaching materials and teachers' attitude towards the students. It was observed that teachers treated the adult learners just as they would treat teenage students. Out of the five teachers who were observed as they taught, three of them used lecture method. One of the teachers who taught Form 3 English used the conversational lecture method in his teaching approach. The topic was on report writing. Students listened and made notes. The teacher wrote some notes on the black board for students to copy. The students were not fully engaged, some of them looked bored, and others talked to one another as the teacher taught.

Another classroom observation was done in Form One, where the geography teacher was teaching on "The great lakes of East Africa". The teacher used lecture method in his content delivery and from time to time asked questions which students answered with a lot of interest. There were no other learning activities apart from the questions asked by the teacher. Some students took notes as the teacher taught, others just

listened but never took notes. Most students looked interested with the lesson, ready to learn and the teacher was engaging. The teacher's questions were clear and students responded appropriately. There was no assignment given to the students. In all the classes observed, the missing items were: teaching aids, textbooks for students and any form of technology such as power point presentation and use of internet. The teachers mainly relied on chalk board as the only visual item in their teaching.

Later during the interviews, the teachers revealed that they use other methods other than lecture method; they further reiterated that methodology is determined by the topic of the subject as well as the availability of teaching materials. According to the instructors, they also use other methods such as discussion, group assignments and class presentations. The teachers were aware that varying teaching methods kept students motivated and yielded better results than using one method which led to students' boredom.

The students too, voiced their views on the methods used by teachers. Most students mentioned lecture method are the most used approach by the instructors. A student observed that she got bored and sleepy, while another said, it was like listening to a preacher, so after sometime he switched off and stops listening. The students said they preferred group discussions. Unlike the claim of the instructors that they vary their methodology, the students revealed that most instructors use lecture method all the time, with exception of two teachers who use discussion method but less frequently. The students did not seem to know any other method which could be used in teaching.

Former student (FST1), did not care what methods the instructors used.

According to him, the reason he returned to school was to learn, so he was ready to learn regardless of the method. Some current students too, said they were happy to be back to school and were grateful that the instructors were doing their best, considering the tough working environment where lack of resources and facilities were common.

Instructors Resilience and Lack of Teaching Materials

During my classroom observations, it was notable that learning materials were lacking. There were no charts on the walls and, no materials were used by the teachers. Teachers lacked teacher's guides, and students had no textbooks. All the current and former students pointed out that the school had no lab and therefore most science courses were taught without any lab demonstrations and experiments. The principal, pointed out that teaching materials were one of the greatest setbacks the center was facing in terms of service delivery to its clients. In this case the service is education and of course the clients are the adult students. The center had limited resources and therefore not able to buy text books and other teaching materials such as maps, charts science equipment etc. In a geography class, the teacher taught about the great lakes of East Africa but had no map to show where these lakes are situated. In a chemistry class, the teacher had no chemicals in the classroom, but he kept on promising the students that the class would make a trip to another school so as to use the laboratory.

The teachers had study guides for most of the subjects. One teacher said that the school could not afford buying the teachers' guides so individual teachers had to spend their own money to buy books to use in teaching their classes. There were some students

with textbooks but majority of the students did not have them. Textbooks though few were the only visible teaching/learning material in the classroom during observations.

The students voiced their concern of lack of facilities too. Considering that they knew how equipped regulars secondary schools were, they knew the center lacked essential learning materials. Apart from both textbooks and a library, the students raised concern that although they were back in school, they were not getting quality education the way they did during their school days before they dropped out of school. They could remember the schools where they went were equipped with teaching materials and how teachers used them to help students learn. A student mentioned that in his former school, teachers used computer projected presentations presentation in class, which according to the student was an effective way of making use of technology in learning.

A student who had knowledge of computers said that although Internet was expensive in Kenya, there were Internet cafes which are affordable so it is possible for teachers to use the Internet in a limited manner to give assignments to students. During my discussion with the principal, I was informed that the school had a fully equipped computer lab which was a donation from a charitable organization. I went to the room and found that there were 15 computers, but there was no Internet connection. I asked whether the students use the computer lab and I was informed that they do. However; the time I was there, I never saw any student going to the computer lab. I also learned that some of the teachers were not computer literate, and most of them, including the principal did not have an active email address.

A former student said that, despite the scarcity of learning materials and resources, the center was playing an important role of giving school dropouts an opportunity of returning to school. The same sentiments were echoed by one of the teachers who noted that, lack of teaching materials did not deter the center from fulfilling its mission, which was giving a second chance to high school dropouts.

Conclusion

The adult learners' perspectives on going to school are conflicting. On one hand, there exists a notion in Kenya that adult education is for illiterate people (ngumbaru), and therefore adults returning to school have to deal with the stigma of being viewed by the society as illiterate. On the other hand, adult learners saw their returning to school as getting a second chance to complete their high school diploma. The former students who participated confirmed that it is possible to return to school and graduate from high school. Both the current students and the former students confirmed that they returned to school so as to improve their future earnings or due to economic reasons. Others wanted to be more competent in running their businesses. One participant however, went to school so as to be a better parent. The aspirations of most students was to complete high school and proceed for higher education or train for various professions. The former students who participated in the study were pursuing further studies in colleges and universities.

The curriculum puts the adult education instructors in a difficult situation, because it was not designed for adult learners but for regular high school students. The adult education instructors have to adapt the syndicated curriculum and make it work for their

adult learners. Despite the hardships the center goes through, there are stories of students who have gone through the program and completed successfully. One of the former students have been able to go to college and are pursuing their careers after completing high school successfully. Being that adult education instructors had to adapt a curriculum which was designed for regular high school students, it was evident that an alternative curriculum for adult learners was needed.

Lecture method was over used by the instructors and therefore undermined learning because students were not fully engaged in the learning process. However, some students who were highly motivated said that they went back to school to learn and therefore did not care which methods the instructors used. There was an acute lack of teaching/ learning materials which may have impacted teaching negatively, but the instructors had no choice but to get along without teaching materials. Lastly, the instructors were dominant while most of the students were passive. Adult learners are self-directing and therefore any effort by the instructors to either ignore or demean adult independence would interfere with learning. Instructors should differentiate pedagogy which is approach of teaching children and andragogy, the approach used for adult learners.

An overview of qualitative research design was provided in this section. I discussed the rationale of the research, research design, as well as the role of the researcher. Other areas which were discussed include how the setting sample was identified and discussion on ethical treatment of human subjects. I also discussed how

data was collected and managed. Data analysis, theme and study report concludes the study.

Data Interpretation

The adult learning center operations were in a public primary school. This meant that the center was not able to initiate any physical developments such, as building classrooms and laboratories. The primary school had many children and the compound was small. The congestion of many people in a small place meant that there was a lot of noise in the compound from children in their classrooms and also when playing in the field. Adult learners at the center would have preferred a quieter environment but they had to keep up with the noise.

The physical facilities needed repair, and the six classrooms being shared by both primary and secondary sections at the center were few compared the number of classes of adult learners. Since the center has both secondary and primary sections, there should be at least 12 classrooms, or a classroom for each grade. The classrooms are congested and there were very few desks for students. The center had a very limited office space and would have functioned better with more room for the principal, head of the primary section, secretary's office and a staff room.

The adult learners were 508 in number, 167 from primary school section and 341 from the secondary school section. This showed that there were more adults pursuing secondary education than those who were returning to primary school. It was not established why there were more adult students returning to school in secondary than in Primary. However; it is reported that Nairobi county, had 12,634 private candidates who

took KCPE exam in 2012 (SoftKenya, n.d). In terms of gender, both in the primary and secondary sections, there were more women returning to school than men. This was confirmed by Kenyan report on adult education which underscored that there were more women registering for adult education classes than men in 2012(Soft Kenya, n.d). The ages of the adult learners ranged from 18 to 55 years. This wide range of students' ages showed that when people decided to return to school, age did not matter.

The negative connotation of adult education being equated with illiteracy makes adults shy away from returning to school. The adult learners returning to school knew why they returned to school and therefore they did not mind being ridiculed by their peers. The difference between adult education and adult literacy needs to be explained to potential adult learners and Kenyan public as a whole. Adult literacy is a program for people who are not able to read or write (as explained elsewhere in this study) while adult education is for adults who are over 18 years of age pursuing an educational program whether formal or non-formal in nature.

Although there were different reasons which were cited as the cause of dropping out of school, the major reason for most participants was economical. They either came from poor families or they were orphans and therefore could not afford school fees. Only one participant said that she dropped out of school due to getting pregnant. A male participant too dropped out of school after making a girl pregnant and ran away when he was threatened with arrest by the police. Interestingly, none of the ladies cited being forced to early marriage. Some communities in Kenya marry off their girls when they are

as young as 12 years. The Kenyan government does not support such marriages and yet they take place unabated.

The reasons for returning to school were as varied as they were interesting. Some participants acknowledged that they felt intimidated when they were in the company of their educated peers and therefore for them fit in their social groups, they chose to return to school. Kenya has two national languages, Swahili and English. Swahili is used when people are speaking to one another, but rarely used in business documents. English is regarded as the official language. The participants explained that being able to speak and read English is very crucial in Kenya because all official documents are written in English. One cannot transact business without using English. The participants who gave learning English as the reason for returning to school said that the language would help them to live their lives. They added that the society expects them to know English. So being unable to speak and write in English is embarrassing to them.

Another reason for returning to school was to learn mathematics so as to be able to balance books in their businesses, as well as to learn how to manage their money. And lastly, some students' reason for returning to school was to gain qualification that would make them be accepted in colleges and train for professions which would lead to better paying jobs.

Majority of the participants cited gaining qualification to be accepted in college where they could train for a profession as the reasons which made them return to school. On their academic aspirations, the participants expressed their educational goals as follows:

- Complete high school and get a diploma.
- Qualify for admission to college and study professions which included; nursing, teaching, engineering, community development, courses in medical, marketing, procurement etc.

One student had high aspirations of studying up to doctoral level and becoming a professor. The students saw lack of high school diploma as their greatest hindrance to higher education. They therefore returned to school ready to take the challenge and move on in their academic pursuit. Some participants did not have high aspirations while others believed that they were in a position to advance both academically and professionally. It is believed that more academic achievements and professional training would lead to better employment, more pay and better quality of life.

The high school curriculum in Kenya has 21 subjects. The system of evaluation is cumulative rather than formative. This means that although students are introduced to many different subjects in Forms One and Two, they are expected to drop some of the subjects and remain with at least seven subjects and not more than nine subjects. Students are then examined at the end of their high school period which is normally 4 years and the final grade determined by that one exam.(Kenya National Examination Council, n.d).

Adult learners do not have a separate exam from high school students. Adult learners were subjected to studying high school curriculum which is specifically tailored for the regular high school students. It was difficult for adult learners to adjust to the curriculum because of being busy with other responsibilities such as jobs and family. One teacher attributed the difficulty of curriculum adaption to slower understanding pace of

adult learners compared to younger high school students who have better brains. There is an ongoing debate among educators on whether younger minds learn better than older minds. Without getting drawn to this debate, suffice it to say that most people train for professions when they are already adults. It was noted that the curriculum was not suitable for adult learners and that there should be a review to delink adult learners' high school curriculum from the regular national high school curriculum.

The preparation for the exit exam (KCSE) was a big challenge for the participants. The students were however, motivated to succeed and become relevant in the society. In their preparations for the exit exam, they were hampered by some physical challenges at the center, such as lack of science laboratory, unfriendly academic environment for adults such as using small desks meant for young children, being in over-crowded in the classrooms, poorly trained teachers and lack of learning materials. Despite the challenges the students were determined to soldier on and prepare for the exam. The school records and former students who were interviewed revealed that the center was succeeding in preparing students for the exit exam. However; the center would be more effective in preparing students for exams if some of the problems highlighted above were addressed. Wanjohi, a Kenyan researcher outlines four effective methods of teaching adults as follows:

- Lectures and assignments- these are lectures which encourage adult learners to participate.
- Demonstrations- Demonstrations are good in providing mental pictures.
Teachers could use experiments to demonstrate ideas.

- Group work. Group work increases social integration. It is argued that social integration has significant positive effect on retention.
- Dialogue. Dialogue is a two way approach. Adult learners are able to interpret and incorporate facts into their own experiences. Wanjohi (n.d).

There was a suggestion for an alternative curriculum and a different form of assessing high school adult learners. While this is a noble idea, it is a policy issue that has to be decided by the Kenyan government. The Kenyan government has been involved in providing quality educational and training policies since 1963 (Ochieng, 2013). This study is not dealing with policy issues so the matter is laid to rest until the time when a study on educational policy for adult learners could be undertaken.

The secondary section had six full-time instructors. This was a very small number considering the subjects the students are required to study. Both the academic and professional training was important if instructors were to achieve their goals of effective teaching. It was noted that not all the instructors were trained teachers. It was also noted that those who were trained received training to either teach primary school or secondary school students, but not to teach adult learners. To put it in another way, the instructors were trained in pedagogy approach but not andragogy approach.

According to classroom observations, and interviews with teachers, students and the principal, the teachers had some shortfalls in methodology. Indoshi, Bett, and Odera (2009) in their research on classroom interaction in Kenya, asserted that teachers should be encouraged to use andragogical methods instead of lecture methods which did not encourage students' participation. Most of them used lecture method and wrote on the

blackboard. It was noted that most students were less responsive to this method because it called for minimal students' involvement. Although the instructors said that they use other methods as well, it was not evident that they do because both the observations and the interviews negated such claim. It is worth noting however, that some students felt that considering the harsh and poor environment the instructors were subjected to, the instructors were doing a good job.

During the classroom observations, it was notable that teachers lacked teaching materials. Indoshi et al. (2009) noted that Kenyan teachers who participated in a classroom interactive study cited lack of resources as the reason for not having teaching materials. The findings of Indoshi et al. (2009) are in agreement with this study. I noted that there were no charts on the walls in any of the classrooms, no maps during geography lessons, no apparatus or chemicals in chemistry classes, and no labs during science lessons. Textbooks for students were few. There was no use of modern technology. Although there are computers in the center, only few teachers know how to use a computer and therefore use of technology in education is still a mirage for the center. The reason given by the principal was that, the center had limited resources and therefore could not afford to buy learning/teaching materials.

Although the instructors were cognizant of the fact that, adult learners are different from young children, most of the times the treatment of the students by the instructors did not reflect that knowledge. The instructors may not be aware that adults are self-directing and therefore they seek their own independence. A clear distinction between pedagogy and andragogy was necessary. According to Knowles (1980) in

pedagogy approach, students are dependent on the teacher while in andragogy approach students are independent and self-directing.

The question on empowerment, whether the adult learners were being empowered through this program begs for answers. Although it could be argued that the school dropouts are being empowered through the program, evidence from the interviews and observations prove otherwise. The adult learners study a curriculum which was designed for regular high school students, the instructors use pedagogical approach rather than andragogical approach which is suitable for adult learners and teaching methods are less interactive. According to Freire (2000) a program cannot be liberating or empowering if it is designed by the oppressor on behalf of the oppressed. For a program to be liberating the oppressed must participate in the formulation and designing the program. In this program, the adult learners are involved in preparing for an exam which they have no control over, they use a rigid curriculum which does not give room for creativity. The teachers are involved in what is called depository or banking concept of education. In depository or banking concept of education, the teacher becomes the depositor and the students are the depositories. Knowledge is passed down from the teacher to the students (Freire, 2000). The banking concept of education is contrasted with problem-posing education. This concept posits how people develop their own ability to critically comprehend their own existence in the environment they find themselves in. Their view for the world is both a process and transformational reality rather than a static reality (Freire, 2000). Taking into account the odds adult learners in Kenya have to overcome to go back to school, the unprecedented curriculum and standardized exam which is not

tailored for them, as well as being taught by instructors who are not trained to teach adult learners, it would be fitting to conclude that the Kenyan adult education system is oppressive. However, the students themselves are the initiators of their own empowerment because they are resilient enough to overcome all the odds and acquire a high school diploma.

Conclusion

Sections 1 and 2 included a detailed description of a single case study used in this research. There were 18 participants' interviews conducted during the data collection. The participants included nine current students, three former students, five teachers and the principal. I transcribed the interviews for they were verbatim. A thematic analysis of the transcripts identified three themes: (a) getting a second chance by returning to school, (b) adult education instructors adapting to regular high school curriculum and (c) The instructors' conflict between pedagogy and andragogy approaches.

Section 3 is a professional development project created from one of the themes generated from this study. The project includes; professional development theory, adult education instructors training on educational theory, methods for teaching adults, pedagogy and andragogy approaches compared, a workshop plan, implementation and evaluation.

Section 3: The Project

Introduction

The purpose of the project is to equip instructors at BALC with relevant professional training necessary for teaching adult learners. Students at BALC returned to school due to many reasons but the major reason was to improve their economic earnings in the future by completing high school and getting better jobs. For the students to succeed, they have to pass their KCSE exam. For the students to pass the exam, the instructors have a big role to play. The role of the instructors is to ensure that students succeed in their exams. The results of the study revealed that some of the instructors at the center have had teacher training while others were not trained. The results also showed that all the instructors have not had training on adult learning theories and practice.

Although high school dropouts return to school expecting to take and pass their final high school exam, not all of them succeed. Some manage to get good grades and proceed to college and vocational training while majority of the learners do not get good grades, which could allow them to proceed for further training. Many challenges that inhibit students' success were identified. However, instructors' training was identified as one of the major challenges facing the students at the adult learning center. To ensure that the instructors prepared the students adequately, there is need for professional development program for the adult instructors.

Based on the observations and students' interviews the teachers were using teacher-centered approaches and students were passive learners. The project will help

instructors to use student-centered approaches whereby students will be actively engaged in learning. For students to be successful, they will need to learn some self-management approaches. The observations and interviews also revealed that students had many responsibilities that included work, family and school. Students need to know how to manage their time so as to be able to attend to their work and family responsibilities and at the same time be able to do their school work. Instructors will need to be trained on time management so as to be able to train their students on the same.

During my observations and interviews with instructors and students, I noted that some students get discouraged when their class performance does not measure according to either their expectations or instructors' expectations and therefore some of them may consider dropping out of the learning center. To ensure that students do not get discouraged and dropout out of the learning center, a motivational training session will be offered to the instructors who will use the motivational skills to assist students to remain motivated and focused.

Lastly during the observations, I noted that classrooms were too small for the number of students and therefore the physical environment posed some challenge to learning. To reduce the overcrowding problem the students could be divided into small groups whereby they could be given group assignments and report back to the class. A physical and social environment self-management approach will be included in the training.

In the project, I focused on professional development for the instructors of BALC. Since the case study revealed the major setback to students' success was poor training of

teachers, the areas of training will include; professional development theory, pedagogy and andragogy approaches, self- management approaches, learning strategies to improve students' performance in exams, a workshop plan, implementation, and evaluation.

Description and Goals

Professional development of adult instructors is not mentioned in any Kenyan literature review. The lack of professional development in Kenyan literature may mean that little is being done on professional development for adult instructors. Given the fact that adult education is either overlooked by Kenyan policy makers or it has not occurred to them that school dropouts need to be integrated into the Kenyan workforce by providing educational advancement opportunities, the project will endeavor to equip adult education instructors with the appropriate skills for teaching adult learners.

Addressing the Identified Problem

Although there are many students who are enrolled at BALC Center, the instructors continue to use lecture method in the lessons delivery, without varying their teaching approach. The students who return to school would like to take final high school KCSE standardized exam and qualify for admission in colleges and vocational training. The ultimate goal of the adult learners is to be able to improve their economic status by getting better jobs. For them to get better jobs they have to go to college and for them to go to college they need to perform well in the KCSE standardized exam. Most of the students enrolled for KCSE standardized exam do not attain aggregate C+, which is the minimum grade for entry to Kenyan universities.

The results of this case study revealed that instructors were not diversifying their lesson delivery methods, and they used pedagogical approaches in teaching adult learners instead of using andragogical /self-directed approaches. This deficiency in teaching showed that the instructors needed training on teaching adult learners so that students' exam performance could be improved. The project study involved triangulating data obtained from current students, former students, instructors, the principal and observations of school records. Based on best practices found the literature and the results of the case study completed, a professional development project for instructors was developed. The professional development strategies directly relate to instructors getting trained so as to be able to use adult learning approaches in their teaching as well as preparing students for successful performance in exams.

Goals and Objectives

Goals are defined as general statements on what will be attained in the future, they are gaps between the current situation and what is intended to be accomplished (Sinnema & Robinson, 2012). The general goal of the project is to empower the adult learners at BALC through effective use of learning/teaching strategies. Objectives are more specific statements communicating the intended instructional outcome (Veronin & Party, 2002). Project objectives were established for the in-service-training workshop for instructors. Upon the completion of the workshop, the instructors will be able to:

- demonstrate their understanding of pedagogical and andragogical approaches of instruction by explaining their differences

- demonstrate their understanding of adult self-directed learning models by giving examples on how to help students participate in self-directed learning
- be able to teach successful learning strategies
- be able to use variety of methods and materials in one lesson as a result of participating in microteaching.

Rationale

High school dropouts in Kenya have limited chances of returning to school and continuing with education. However, adult learning centers are coming up mainly in the cities and that school dropouts are willing to go back to school. Because of the dropout problem, I developed a case study to explore how one adult learning center, BALC located in a central urban city in Kenya, is meeting the needs, goals and aspirations of its adult learners. Based on the results of the study, many factors were identified as contributing to lack of empowerment of students. I chose to address one of the major themes identified, which is professional development for instructors of the center. Professional development will make instructor more competent in teaching and prepare students adequately for final exams.

Review of the Literature

I focused on search of literature addressing three main issues that would address the project: pedagogical and andragogical approaches, self-directed learning, and effective learning strategies. I used Education Resource Information Center, Pysch articles, EBSCO Host, and ProQuest Digital Dissertation. Key words used in search of professional development for instructors included: *adult learners, pedagogy, andragogy,*

self-directed learning, effective learning methods/techniques, motivation, and microteaching. Key words used in search of professional development included: *professional development, teacher training, and instructors training.* Key words used in program planning were: *program planning, program proposal, program planning proposal, and program implementation.*

Professional Development

There are many definitions of professional development. Some of the definitions emphasize the role of increasing knowledge for teachers while others refer to the improvement of students learning outcomes (Villegas-Reimers, 2003). However, McDonald (2009) gave a more comprehensive definition of professional development as, systematic processes that cause change in teachers' attitudes, beliefs and practices, to influence the learning outcomes of the students.

Darling-Hammond and Richardson (2009) were of the opinion that for professional development to be meaningful it has to be centered on students learning, as well as providing a long period of teachers' collaboration in both their institutions and classrooms. According to Burke (2013) professional developers should have dialogue simulation, personalized inquiry, instructing, direct-assessment, and reflection of new instruction strategies in their professional development programs. This program proposal is based on (a) the findings of the case study, and (b) best practices from literature that demonstrated effective strategies of adult learning.

Professional development takes place in two forms: it is either for preservice teachers undergoing training in colleges, or for in-service teachers who would improve

their skills in teaching. Theories of learning as well as strategic knowledge needed to put theory into practice should characterize professional development (Burke, 2013).

According to Darling-Hammond and McLaughlin (2011), besides theoretical knowledge, teachers must learn and experience successful learner-centered and learning-centered teaching practices. Essentially teachers must play dual roles of learning and teaching. Darling-Hammond and McLaughlin (2011) further observed that the effectiveness of teachers' professional development depends on the involvement of both the teachers as learners and as teachers as well.

Instructors whose concern is to improve the academic performance and success of their students have to develop effective learning and teaching skills. McDonald (2009) summarized the purpose of professional development program, was to promote changed thinking of teachers who would in turn, lead to improved students' performance. The elements which would lead to successful performance of adult learners will include; clear distinction between pedagogy and andragogy (Merriam, 2001), self-directed learning (Edmondson, Boyer, & Artis, 2012), effective learning strategies and use of microteaching as a tool to develop instructors (Fisher & Burrell, 2011).

Using Microteaching in Professional Development

Micro-teaching is defined as an organized practice teaching in a supportive Low-risk environment. Participants prepare a 10 minutes lesson plan, teach it at a workshop to small group of peers and receive detailed feedback on their teaching strategy and performance (Fisher & Burrell, 2011). There are benefits that teachers, whether pre-service or in-service, could derive from microteaching. Donnelly and Fitzmaurice (2011)

asserted that microteaching has been successful in leading teacher to self-awareness and increased confidence in their teaching style and practice. Microteaching assists teachers to become more reflective about their work as they get feedback from their peers and as they think about their own teaching (Donnelly & Fitzmaurice, 2011). Summarizing the purpose of microteaching Fisher and Burrell (2011) noted that microteaching strengthens teacher's core values for teaching as well as being able to understand what is expected of them, it also gives teachers an opportunity to know their strengths and weaknesses.

Microteaching as a Teacher Training Tool

Microteaching has been used in the United States and other countries as a tool of assisting teachers with improving their skills (Donnelly & Fitzmaurice, 2011).

Microteaching is an effective tool for developing teacher candidates to teach at all levels of education ranging from elementary schools to universities. This technique was developed in the 1960s (Fisher & Burrell, 2011).

Microteaching study carried out in Turkey, according to Kilic (2011) investigated the effect of learner-centered microteaching (LCMT) model in developing pre-service teachers' teaching competencies. Kilic (2011) further explained the method used in the study was pretest-posttest design without a control group. The pretest determined teachers' behavior before the treatment and posttest was used to determine teachers' behavior after the treatment (Kilic, 2010). The study showed that "LCMT model had a progress in teacher candidates' teaching behaviors on subject area, planning, teaching process, classroom management, communication and evaluation" (Kilic, 2010, p.89).

There is evidence in literature that there was a study carried in Ireland to test the effectiveness of microteaching. According to Donnelly and Fitzmaurice (2011), the purpose of the study was to find out how effective microteaching program was and how it could be improved. According to Donnelly and Fitzmaurice (2011), the results of the study revealed that microteaching gave the participants a chance to look at their practice afresh. The result showed that it is possible for participants to develop anxiety and negative experiences because microteaching could be stressful. However, after several attempts participants gain confidence (Donnelly & Fitzmaurice, 2011).

Microteaching skills include asking probing questions, giving illustration with examples, stimulus variations, classroom management, reinforcement and use of blackboard (Donnell & Fitzmaurice, 2011). Although microteaching can be approached in different ways, the following procedure (see Figure 1) is commonly used:



Figure 1. Microteaching procedure. Student teachers repeat these steps until attainment of skills and mastery is realized (Fisher & Burrell, 2011).

Pedagogy and Andragogy Approaches

There is evidence in literature which shows that there are differences between pedagogy and andragogy (Taylor, 2009). Knowles (1980) developed six key assumptions which are summarized as self-concept, experience, readiness to learn, orientation to learn, motivation to learn and the need to know.

Self-Directed learning (SDL)

The concept of self-directed learning was introduced by Malcolm Knowles in his assumptions of andragogy (Merriam, 2001). The andragogical concept of education posits that the adult learner is self-directed, internally motivated and experienced (Deyo, Huynh, Rochester, Sturpe, & Kiser, 2011). Self-directed learning is a process whereby individuals with or without assistance take charge of their learning needs, set their own goals, identify both human and material resources for their learning, appropriately choose and implement learning strategies(Deyo et al., 2011). Edmondson (2012) defined self-directed learning as a process where the learners takes charge in planning, implementing and evaluating their learning needs and outcomes whether or not they get help from other people.

There are several goals and models of self-directed learning. Brockett and Heimtra (1991) advanced their view that self-directed learning should develop the learners' capacity to be self- directed. The second goal of self-directed learning is transformational learning, this goal calls for critical reflection by the learner (Brookfield, 1986). The third goal is directed emancipatory and social action (Brookfield, 1993).

Along with goals, self-directed learning presents different models. Denis, 1992, model in Merriam (2001) talked of SDL mapping where learning strategies, phases of learning process, the learner, and the environmental context has to be considered. Merriam and Caffarella (1999) advocated for instructional model that fostered students' control of learning.

Although self-directed learning has been widely implemented among different learners regardless of their academic and age levels, self-directed learning is mainly used in postsecondary and adult education programs (Du, 2012). Adult learners who have higher levels of skills and expertise are more likely to benefit from using self-directed learning, this is because they are able to exhaust instructor-led learning resources and result to self-manage, their own learning to advance their knowledge, skills and abilities (Boyer, Edmondson, Artis, & Fleming, 2013).

Teaching Models in Relation to Self-Directed Learning

A study carried in a Kenyan private university revealed that the methods of instruction were teacher-directed (Kungu, Iraki, & Machtmes, 2010). Giving an overview of self-directed learning in Africa, Kungu et al. (2010) noted that although in adult education, self-directed learning readiness of college students' assessment is prevalent in literature, there is no evidence that such studies exist in African colleges and universities. Kungu et al. (2010) underscored that although the Kenyan University he and others researched had one of its values as having a life- long learning culture, which in essence refers to self-directed learning, the methods used by the instructors negated that concept.

Self-directed learning is learner-centered. Golightly (2010) described learner-centered approach as, “the development of learning programs and materials that favor the learners, recognizing and building on their accumulated knowledge and experiences, and responding to their individual and collective needs” (p.233). Learner-centered approach engages students in activities that require discovering, reasoning, data gathering, application problem-solving and communication ideas (Golightly, 2010).

Comparing the teaching methods of dependent learners and self-directed learners, Merriam (2001) noted; that whilst dependent learner would require both introductory materials and would gain from lecture, drill as well as immediate correction, self-directed learners are able to engage in guided discussions and discovery learning. Self-directed learners are therefore able to use more interactive methods in their learning than dependent learners.

Self-directed learning readiness should be seen as an important component of adult learning at BALC. Fisher, King and Tague (2001) described self-directed leaning readiness as the degree, the abilities, and the personality traits possessed by an individual which are essential for self-development learning. Guglielmino, (1989) observed that adult learners could be assisted to develop capacity in self-directed learning readiness.

Self –Management Approaches

Adult instructors would need to be trained on strategies they would apply to prepare students for standardized exams. A successful student has to be self-regulated/ self-directed or self-managed. Dembo and Seli (2008) outlined the components of a successful self-directed student as; motivation, use of time, physical environment, social environment, learning techniques and monitoring performance. Below are brief descriptions of these components.

Motivation

Students get discouraged when studying boring subjects and sometimes give up or ignore doing their work which would lead to poor performance in their assessment. Students whose grades keep on falling tend to encounter frustration and continued failure

would lead to believe that he/she cannot perform certain tasks or do well academically (Hock, Deshler, & Schumaker, 2011). For such students to keep on studying they would need to be motivated. Motivation is defined as internal processes or state which energizes a person to perform a task and accomplish a goal (Mayer, 2011).

Research has revealed different forms of interventions in enhancing academic motivation (Hock, Deshler, & Schumaker, 2011). Positive reinforcement (Bandura, 1986), rewarding students' improvement (Ames & Archer, 1988), using cognitive and metacognitive learning instruction strategies to orchestrate success (Borkowski, Day, Saenz, Dietmeyer, Estrada, & Groteluschen, 1992) and making learning more interesting (Anderson, Shirey, Wilson, & Fielding, 1987). According to Hock et al. (2011), academic underachievement could be caused by disinterest, or lack of effort due to having unrelated personal goals.

Students face many distracters which interfere with their studying. Successful students learn how to manage distraction by being able to self-motivate (Dembo & Seli, 2008). According to Dembo and Seli (2008), students can manage their motivation by consistently setting goals, learning self-management technique of verbalization or self-talk where by one can tell oneself, "wonderful, I did it" or "I am proud of myself". Another self-motivational technique is planning rewards or punishments for success or failure of academic task (Dembo & Seli, 2008).

Time Management:

The efficient utilization of resources to achieve the expected goal, performing tasks or conducting activities within a given time frame, from the beginning to the end is

a simple definition of time management (Cemaloglu & Filiz, 2010). The skill of time management deals with the ability to establish how much time is needed for tasks to be completed as well as determine the amount of time to allot for specific tasks and available total amount of time (Howel, Sulak, Bagby, Diaz, & Thompson, 2013). Noting that people cannot save, lend or even change it, Cemaloglu and Filiz (2010) asserted that time should be used efficiently.

There are three components of time management; time planning, time consumers and time attitudes (Cemaloglu & Filiz, 2010). Planning the use of time and effectively implementing it must be considered as a basic skill of everybody who would want to be efficient in every phase and activity of life (Cemaloglu & Filiz, 2010). Referring to planning by students, (Cemaloglu & Filiz, 2010) asserted that students should decide on their purposes and methods have short-term, mid-term and long term planning. Time consumers are obstacles that inhibit the use of time efficiently. Cemaloglu & Filiz (2010) noted the problems which consume time for students who fail to plan their time as; instability, irresponsibility, uncertainty of purpose, failure to determine priorities procrastination and distraction. Time attitudes are the behaviors whether positive or negative that affect allocation of time to planned activities (Cemaloglu & Filiz, 2010). Studies have revealed that establishing time routine of the day for studying could lead to effective time management as well as planning to start long-term assignments early in the semester (Swart, Lombard, & Jager, 2010).

Research has found that there is correlation between time management and good academic performance, whereby students with good time management skills are more

successful than students who only work to beat deadlines (Dembo & Seli, 2008).

Teaching time management skills to students could help them avoid time wastage and utilize their time for study and performing academic tasks.

Physical and Social Environment

Research has shown that physical and social environment can affect learning (Liang, Hsu, Huang, & Chen, 2012). Physical environment includes; ambient, environmental load, personal space, territories and crowding (Gifford, 2007). Examples of physical environment are; materials, furnishings and interior designs, environmental factors such as lighting, sound and infrastructure design (Liang et al., 2012). According to Liang et al. (2012), examples of social environment include: mutual support between teachers and classmates, communicating with classmates, accepting to be challenged in class, competitive learning climate, respecting diversity and freedom of expression in class.

The literature review shows limited research on the impact of physical space on learning (Brooks, 2011). However, studies by Brooks (2011) showed that physical space for students can improve students' learning. Research has found that high academic achievers make use of environmental restructuring. Environmental restructuring refers to locations and places to study where it is quiet and with minimal distraction (Dembo & Seli, 2008)

Students learn when they are in structured but flexible groups. Studies on how social environment influences learning have shown that, small groups lead to a higher level of students' active engagement in their learning process (Katz, 2013). Self-

management of social environment refers to students studying in groups or seeking help from instructor.

Learning Techniques

During the study, I looked at the techniques which could be used by the students without the assistance of modern technology. I avoided technology assisted techniques because both the students and the teachers at BALC do not use the Internet. They however use mobile phones, but telephone is expensive therefore mobile phones technology is yet to be used in learning for Africa, and for Kenya in particular. Dunlosky, Rowson, Marsh, Nathan and Willingham (2013) acknowledged that cognitive and educational psychologists have developed learning techniques that could help students perform well in assessments and fulfill their educational goals. Studies have revealed many learning techniques which could assist students' success (Dunlosky et al., 2013). Practice-self-testing and spacing effects are some of the techniques teachers could train students to ensure success (Dunlosky et al., 2013).

Practice Testing Technique

Educational communities have continued to view high-stake summative assessment negatively, however; students can use testing to improve their learning (Rawson and Dunlosky, 2012). Practice testing is distinguished from any testing activity by the teacher; it is also differentiated from any low-stake or no-stake summative assessment administered by the instructor. It encompasses practice testing that student engages on his own (Dunlosky et al., 2013). Studies on practice testing have revealed that testing can retard forgetting (Johnson & Mayer, 2009), that combination of practice test

and restudy is more effective than using restudy or testing alone (Rawson & Dunlosky, 2012). Studies have also showed that practice tests with short answers which retrieve information from long-term memory could lead to high performance (McDaniel, Anderson, Derbish, & Morrisette, 2007). Vaughn and Rawson (2011) noted that practice tests which are spread out in longer period intervals could lead to greater levels of performance. To sum up, although summative testing continues to be viewed negatively, there is enough evidence from literature to support the narrative that, practice testing leads to high level performance in learning.

Spacing Effect Technique

Spacing effect also known as distributed learning refers to memory being enhanced when learning events are spaced over a period of time (Vlach & Sandhofer, 2012). Studies have compared spaced effect with massed learning. Vlach and Sandhofer (2012) described massed learning as schedules of events presented to participants immediately in a successive manner then participants are tested whether they can recall. On the other hand, spaced learning schedules are presented to participants over a time then the participants are tested. Cepeda, Pashler, Wixted, and Rohrer (2006) noted that spaced learning learners have long term performance than massed learning.

There has been discussion in literature on the length of delays in spacing effect. In other words, how long should the spacing gap be? Literature does not reveal any specific period. However; Carpenter, Cepeda, Rohrer, Kang, and Pashler (2012) recommended information to be reviewed after several weeks or months have passed since the initial learning. Spacing gaps may not always produce superior memory retention, one could

forget after waiting for too long, thus resulting to diminishing returns to increasing the spacing gap (Cepeda et al., 2006).

Some of the strategies that instructors could capitalize in order to take advantage of spacing would be, students receiving spaced re-exposure to previously learned information, by instructors giving cumulative exams and quizzes (Carpenter et al., 2012). Another strategy would be for instructors to give assignments and homework covering information learned several weeks ago (Carpenter et al., 2012).

Spacing effect strategy has several challenges which instructors have to overcome. Carpenter et al. (2012) observed that students are less enthusiastic about cumulative exams, they however; noted that regular review would help the students retain information in memory. The second challenge is the feeling that students forget much information previously acquired (Dillon, 2008). Responding to this challenge, Berger, Hall, and Bahrick (2008) noted, students recall faster when they are re-exposing to information they had learned earlier than information being learned for the first time. Finally another challenge instructors may face is the use of textbooks for they are written in a non-distributed manner (Carpenter et al., 2012). To overcome this challenge Carpenter et al. (2012) suggested supplementing information learned with previous learned information or making use of interleaved set of varied examples. Although spacing effect has some challenges, the literature reviewed showed that students can maximize their performance as they actively engage in this strategy.

Implementation

Potential Resources and Existing Supports

The cooperation of the center's administration is vital. Although I have highlighted on the importance of the project, the decision to host the workshop will depend on the principal and his management team. Since I may not be the one to implement the project, the principal will need to identify a skilled facilitator who has the training on adult learning and capable of handling the workshop adequately. Physical materials will be needed for the workshop. They include multimedia presentation screen a projector, pens pencils notebooks and reading materials. The project materials such as workshop guidelines, facilitator's notes, and workshop timetable are provided in Appendix A.

I developed relationship with various stakeholders of the center. The principal was extremely supportive. He showed the concern that the teachers are not trained to teach adults and therefore was of the opinion that a workshop for the instructors would be highly welcome. The teachers also were very willing to learn on how they can improve their teaching.

The department of adult learning in the Ministry of Education is very open to new ideas which would be helpful in the development of adult learning. I will therefore present the plan to the director of adult learning department who gives direct oversight of the center. I will make it clear that this is an introduction and that other workshops will follow.

Potential Barriers

The barriers to professional development for adult instructors are numerous. The center operates under very tight budget and therefore the administration may want to know whether there is a plan to fund their projects. In Kenya workshops are held in hotels where participants book in and board for a number of days. Instructors may resist the training because it will be held at the learning center instead of a luxurious hotel. Some instructors who have taught at the center for long time may feel that they do not need the training.

On how to assist the center with its other projects, I will explain to the administration that professional development will improve the performance of their students in KCSE exam and that good grades will attract more students. On the issue of workshop venue, the workshop could be held at the center during school holidays. The principal could provide lunch to the participants and financial reimbursement for the instructors since they will spend their holiday time to attend the workshop.

Proposal for Implementation and Timetable

The workshop could be offered during school vacations in August, 2015 or any other time the principal decides to hold it. The workshop will run for three consecutive days, each day having three sessions. Following the workshop, the instructors will commit to implementing the principles and teaching concepts learned during the workshop immediately the center opens in September, 2015.

Roles and Responsibilities of Student and Others

In the professional development of instructors' workshop, I assumed responsibility for conducting research, designing the professional development workshop and workshop materials, and in collaboration with the participating institution, I could conduct the workshop. The center's administration is responsible for scheduling the workshop and instructors' participation.

Other roles and responsibilities include the facilitator of the workshop and participants' evaluation. The facilitator will be appointed by the principal of the collaborating institution. The facilitator will be responsible for running the workshop. The instructors (participants) at the training workshop will be responsible for evaluating the effectiveness of the workshop.

Project Evaluation

The evaluation for this project will be learning outcomes based evaluation. Learning outcomes describes what the students should be capable of doing after the lesson, in other words, it describes the knowledge, the comprehension and the skills the student should have learned from the course (Klefstad, Maribu, Horgen & Hjeltnes, 2010).

After the end of the workshop, the participants will complete a paper based written assessment. The first questions are multiple choices (strongly disagree, disagree, agree and strongly agree) and the final six, are short answer (see Appendix A). Since the instructors would express themselves better when they are assured of confidentiality, the

instructors will remain anonymous, thus they will not write their names on the evaluation form.

The results of the evaluation will be given to the principal of the center who would use it for future training workshops and follow up with the instructors. The principal will have ongoing checks, and hold meetings with the instructors to discuss students' outcomes in class performance and exams, teaching approaches and students' responses.

Implications Including Social Change

Local Community

This study was designed to address a local problem, namely, the empowerment of high school dropouts in Kenya in general and at BALC in particular. The problem was that there is no clear return to school program for school dropouts, and that the uncoordinated introduction of adult learning centers is beginning to show a slight light at the end of the tunnel. In section 2, I introduced BALC, an institution which is using high school summative standardized exam to assist students in gaining a high school diploma. The results of the case study supported the expected outcome that school dropouts who return to school open themselves to possibilities of improving their quality of life in the future. The study showed that adult learners are having their dreams realized. Some students who graduated from the center have gone ahead to colleges and trained for professional skills.

The adult learners at BALC will benefit from this study because the instructors will use adult learning teaching skills in their instruction. The end result will be students

performing successfully in their final exams and gaining access to vocational training colleges and institutions of higher learning.

Far-Reaching

Although this study focused on a specific adult learning center in Kenya, the issues at play are faced by school dropouts in Kenya and possibly other African countries. Anyone who understands adult learning could use the findings of this study to address the school dropout problem in Kenya. The study can also be useful to other African countries where adult learning is not fully developed.

Conclusion

Both the classroom observations and interviews with current students, former students, teachers, and the principal of BALC revealed that the center was facing several challenges that could inhibit good performance of students in their final exam. Although the research revealed many areas which needed attention professional development for instructors was identified as the project.

The project development included pedagogy and andragogy teaching methodologies, self-directed learning approaches, self-management strategies and learning techniques to improve the performance in their standardized exam. A 3 day detailed workshop plan, which is ready for implementation, was developed. I conclude this study with reflections and conclusion in Section 4.

Section 4: Reflections and Conclusions

Introduction

In Section 4, I present an introspective approach to the project from the point of the researcher. The discussion will begin with the strengths and then proceed to limitations. There will be a discussion on how the limitations of the project could be addressed. The impact of the project to the researcher in terms of scholarship, leadership and change will be discussed. I will conclude with the project's potential impact on social change and recommendations for future research.

Project Strengths

The major strength of the project is that I endeavored to involve instructors in professional development at the research site. The data collection was adequate to enable me, as the researcher, to identify the major areas that could be addressed to improve learning by adult learners. The data I gathered from four different categories of participants (current students, former students, teachers, and the principal as well as classroom observations) revealed the problem that the instructors at the research site needed some basic training in methodology and adult education approaches. According to the data collected from the instructors and the principal, the instructors were open as they expressed their lack of training in methodology and how to teach adult learners. It was quite evident that the instructors would be willing to participate in a professional development program.

Some of the strengths of the project include the comparison of pedagogy and andragogy assumptions in teaching approaches (Taylor, 2009). This comparison is

important because it makes adult instructors adjust their methodologies to accommodate adult learners who are self-directed learners (e.g., Merriam, 2001). Another notable strength of the project is the micro-teaching component. Teachers are faced with the challenge of to make sure that they teach effectively. Classroom management can contribute to whether a teacher is a good teacher or a bad teacher. Micro-teaching exposes new teachers to a non-threatening environment where the student teacher prepares and presents a short lesson to his/her peers (Fisher & Burrell, 2011). Finally, another strength of the project is self-management techniques which include motivation, time management and management of physical and social environment (Dembo & Seli, 2008).

Recommendations for Remediation of Limitations

Lack of financial resources inhibits school development and leads to poor examination results (Julius & Bawane, 2011). Julius and Bawane (2011) further noted that teachers cannot improve the quality of learning without good textbooks, or other classroom learning resources. The project has some limitations and challenges that could inhibit its implementation. One of the limitations is lack of resources for the implementations of the project. The center operates with limited finances so running a workshop for instructors would add to the center's financial burden. It would be hard to come up with my recommendations on how to remediate the problem of resources.

There could be many ways of solving the problem but I see one lasting solution of solving the problem is to have the Ministry of Education involved in funding adult learning centers in the country. Conversely, because it may take a long time before the

ministry of education starts funding adult learning centers, the project cannot wait indefinitely. The principal will plan to hold the workshop at the center instead of holding it in a hotel, which would be expensive for the center.

Another limitation is length of the workshop. The workshop will be for only 3 days, which is not adequate for professional development for the instructors, some of whom have not had formal teacher training. This limitation could be remediated by having other workshops in the future. The planned workshop could be seen as an introduction and then other professional development programs could follow.

On how I can address the problem differently, I would consider having an ongoing professional development program for the instructors. This could be weekly or monthly, where by a facilitator could come to the center after classes and hold in-service training for the instructors. To ensure that all the instructors participate, there could be a requirement that one has to cover several training sessions in a year to keep his/her job as an instructor.

Other alternatives that might be considered in addressing this type of problem would be having adult education programs for teacher training. This could be a division in universities that have teacher-training programs. Another alternative could be to have a licensing program that would require instructors to cover an adult education program before they are licensed.

Scholarship

My project on professional development introduced me to scholarship in a way I had never imagined before. I learned a great deal on scholarship on teaching and learning

(SoTL). According to Zhang (2014), SoTL is the departure from traditional pedagogical approaches to teaching where emphasis is on the teaching practices and methods used by instructors over the years. SoTL advocates for conceptualizing instructional strategies, implementation of research methods, and disseminating pertinent results. It also involves looking critically at teaching methods commonly used in schools. For me to develop SoTL attitude in my scholarship I need to keep abreast with SoTL literature such as journals, be involved in constant research and make use of SoTL sources such as internet (e.g., Zhang, 2014).

My scholarship was also informed by andragogical assumptions with emphasis on self-directed learning for adult learners (e.g., Merriam, 2001). Self-directed learning According to Du (2012) has several features, he noted, “SDL holds the promise in developing student-centered curricular (e.g., problem-based learning) and lifelong autonomous learners. The key features of SDL include reflection, goal setting and orientation towards action” (p.4). During the years I took to study my doctoral degree I realized that there is different between theory and practice. While I acknowledge that as a scholar I have to be involved with lifelong learning, I also realize that I have to plan on how I can be involved in lifelong learning. While there could be many ways of involvement in lifelong learning, research and publications will guide my scholarship.

Project Development and Evaluation

The impetus and the subsequent development of the project was based on the analysis of data collected from the stakeholders of the research site. For professional developments to be implemented efficiently, priority needs and objectives of teachers

must be identified. Determining the priority learning-needs could be obtained through development of questionnaires and surveys from teachers' input (Phillips, Balan, & Manko, 2011). As the professional development focuses on instructional improvement methods, individualized learning needs are identified which enables educators review instructional practice to improve the learning-teaching process (Phillips, Balan, & Manko, 2011). My role was to design and develop the project. Given that I will not be involved in the implementation of the project, I am hoping that the adult learning center's administration will find the resources to implement it. I am also hoping that the instructors will not have apathy towards the project but show willingness in participating in the professional development program.

Any professional development must have both formative and summative evaluations. Formative evaluation is ongoing, which informs the progress being made whereas summative comes at the closure of the project (Tomlinson, 2008). It is my hope that once the project is implemented, there will be on going checks and assessments of the instructors to ensure that they are practicing what they learned.

Leadership and Change

Scholars do not agree on a single definition of leadership (Hoy & Miskel, 2008). Some leadership scholars align leadership to bureaucratic attributes, whilst other scholars relate leadership to personality characteristics and the third group links leadership to behavioral dimensions (Ngcobo, 2012). Albeit differences of leadership scholars on the conceptualization of leadership, there seems to be consensus among those scholars that, it is the ability to influence other people's attitudes and energizing of participation in

activities which could lead to success of an organization (Ngcobo, 2012). Defining what I may call *democratic leadership*, Faircloth and Tippeconnic III (2013) described leadership as multifaceted and shaped by the context in which it takes place, and that active leadership should be in the hands of those who are being led rather than solely resting on an authoritative figure.

People react differently to change. Basseit (2011) explained how introduction of change makes people threatened to an extent of literally becoming ill, he further explained that the fear of change produces the adrenaline response of either fight or flight. While there is plethora of ways on change management, Basseit's (2011) view, which I concur, is to increase the volume of dissatisfaction levels, demonizing the enemy, declaring war (whether literal or figurative) and mobilizing the public in order to effect change. While there is need at the local level (the center) to plan for change in using self-directed approaches in teaching, at the national level school dropouts are either overlooked or deliberately ignored. Their plight continues to be pathetic because they are not able to get jobs to feed their families and take their children to school. The Kenyan ministry of education will need to introduce reforms that should include mitigating for school dropouts.

Analysis of Self as Scholar and Practitioner

As I conducted an introspective analysis of myself as a scholar, I realized that my pursuit for a doctoral degree, revealed some positive traits. With regard to my doctoral studies, this undertaking gave me the opportunity of exponentially increasing my knowledge not only on self-directed learning (andragogy) and professional development,

but also on global trends in higher education and adult learning. This revelation has made me aware of the pathetic state the Kenyan school dropouts are, and challenged me as a scholar to investigate how I can bring social change to the barrage of school dropouts in Kenya.

Another trait is resilience, I realized that a scholar has to be disciplined and be able to research and submit his/her findings within a reasonable time. During my doctoral journey, I made several trips to Kenya where I faced the challenge of slow Internet connection and sometimes went to areas where there was no electricity. Despite the challenges of Internet and power, I was able to do my assignments and submit them on time.

The greatest challenge was during my short stint in Kenyan politics where I was running for a seat in Kenyan parliament. I had to do my assignments within and between my campaign trails and submit them. I had also to read contributions from my cohorts and respond accordingly as well as posting my contributions on the blackboard for my classmates and professor to respond. My desire to be involved in politics was due to my love for the country, and I was looking for an opportunity to be involved in nation building. I did not win the election so I came back to the US to continue with my studies. Although this move interfered with expediting the completion of my degree, participating in Kenyan politics taught me invaluable lessons.

As a practitioner, I did not have the privilege of teaching in a formal institution, but my experience with informal learners gave me a great exposure on how adults learn,

their experiences and their self-directedness. As an educator, I look forward to teaching formal students where I will practice my professional skills.

Analysis of Self as Project Developer

The project was born from plethora of activities. These included many hours of study, researching in literature about school dropouts in Kenya, writing a prospectus which helped me solidify my thoughts on researching on empowerment of high school dropouts in Kenya as well as making contacts with adult education stakeholders in Kenya. The literature review was both exciting and at the same time frustrating. It was exciting because I reviewed literature not only from Kenya and the United States, but also globally. It was interesting to compare educational systems from different parts of the world. While I was bursting with excitement of getting so many sources from the international stage, my frustration was real when it came to reviewing African literature in general and Kenyan in particular. Kenyan literature on adult education was almost non-existence.

My travel from the USA to Kenya for data collection confirmed my belief that the plight of Kenyan high school dropouts is bleak and that there needs to be immediate mediation. My interviews with adult learners and instructors made me have a paradigm shift. Originally I was thinking of how the adult learners could be empowered, but it never occurred to me that professional development for the instructors was one way of empowering the school dropout who had returned to school. The whole process led to fundamental growth on my part in terms of developing skills on needs analysis, developing a conceptual framework, getting the right sources, designing professional

development workshop, identifying relevant topics, writing lesson plans and designing an evaluation.

The Project's Potential Impact on Social Change

As young boys growing up in Easter part of Kenya where there was and still has a lot of poverty, we used to be told that if we work hard and complete high school successfully I shall never be poor. To a great extent this saying was true to many young people who completed school in 1970s and 1980s. My father sold our only family land to pay my fees in high school. According to my father and many parents like him, educating children was an investment because they believed that when their children get jobs, they will support the family. Education brings social change in that, it reduces poverty by making the poor more productive and equipping them with skills needed in participating in economy and society. According to Julius (2011), education assists in poverty reduction by contributing to the increase of labor force efficiency and enhancing economic growth.

The beneficiaries of this project are adult learners at the center who face many challenges as they study and prepare for KCSE exam. The lesson learned here was that, for the students to perform well, the instructors will need to be trained on how to teach adult learners. The project will have a domino effect because the professional development is intended to first train the teachers who will go ahead and use their new teaching skills to prepare adult learners for their KCSE exam.

I learned that school dropouts who returned to the center to complete high school had great opportunities of developing themselves, by gaining access to vocational

training or higher education. There are success stories from former students who were interviewed during the study. They believe that going back to school gave them opportunities to pursue further studies. The fact that graduates from the learning center can get a second chance by attaining the required qualification for vocational training or higher education is enough proof that, the project has potential impact on social change locally. However, it is worth noting that the potential impact on social change is limited due to funding and curriculum. The center does not get enough funding either from the government or any other source, which means that facilities, teaching materials, and professional development for instructors is impacted by lack of funding. The curriculum too is not designed for adult learners but for high school students who have better equipped school facilities, learning materials, and funding from the government.

School attrition in Kenya is a national problem which continues to bother both educators and national leaders. The project points to how the dropout problem could be solved and by so doing alleviate poverty in the society, thus contributing to social change. The same findings could be useful in most East African countries because they share a similar educational history with Kenya. African South of Sahara countries which have similar school dropout problems could also benefit from the study.

Implications, Applications, and Directions for Future Research

Different countries have different ways of mitigating for their school dropouts. According to Hoffman (2011) Norway, Netherlands, Australia and South Korea have programs for assisting school dropouts go back to school and complete high school. The Swedish government has a program for school dropouts to go back and complete high

school (Alexanderson, 2011). In the United States, Bloom (2010) explained how the GED credentials give school dropouts access to postsecondary education. In Canada too, students who drop out of high school have a second chance of going back to school and getting a high school diploma (McGregor & Ryan, 2011).

The implication of the project is that in the short term, the learning center has to continue addressing the problems which can be solved locally such as professional development for instructors. Although there are many hardship experienced by the center, there are many adult learners who have faith in the center, who believe that it will empower them to better their lives by gaining access to college. However, in the long term, there needs to be a national reform on adult education where funding, training of teachers, and curriculum could be addressed.

The application of the project is possible because it does not involve a lot of logistics such as travelling to a venue site and paying for hotel expenses. The principal will plan to have the workshop held at the center, have one facilitator, and make minimal use of learning materials, thus making it economically affordable. There are other adult learning centers in Kenya which are similar to the institution of study. Although this was a case study, the same project could be replicated in other centers in Kenya as well.

Future research could be policy on adult education in Kenya. Policy issues such as government funding adult education came up during this study. Another area which came up during the study is lack of training for adult learners' instructors. A study on establishing teacher training for adult education instructors could be useful. Studies could also be done to establish whether adult learners in Kenya could have a different

curriculum from the regular high school curriculum and a different exam, probably similar to the United States' GED model.

Conclusion

In this study, I have outlined how school dropouts could be empowered by gaining access to vocational training and higher education. Trained instructors would be catalytic in assisting adult learners achieve their academic aspirations. The strengths of the project include: adult learning methodologies, emphasis of self-directed learning and self-management techniques. Lack of resources for the center is one of the major limitations.

During this study, I experienced growth as a scholar in the following areas; project development, where I developed a project on professional development. I had useful lessons on leadership and change where I got to know that people resist change so leaders must manage change. In scholarship, I learned how to research, analyze and report data. My growth in project evaluation was profound. I learned to put myself at the level of the learner and formulated questions which would give feedback to both the project developer and the facilitator of the project.

The project has potential impact of social change to the adult learners at the center. They will be able to perform better in their exam and advance their education by either going to vocational training or colleges. However, lack of resources and an inflexible curriculum could limit the project potential to improve instructions. The project could empower the adult learners returning to school by opening the possibilities of training for profession and improving their chances of getting employment and hence,

becoming economically productive members of the society. Lastly, the project could strengthen teachers' instruction via the project development program.

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Appendix A: The Project

This professional development project is designed for instructors of adult learners at Baraka Adult Learning Center (BALC) based in a suburb in central Kenya. The purpose of the project is to in-service the instructors of the learning center who have never had any training on teaching adult learners. Currently, there are six instructors who would be participants, however; the principal of the center will be the one to decide whether to include part-time instructors. The principal will also appoint a competent facilitator with adult learning teaching skills. The workshop will take place during school holidays and will run for three consecutive days. There are three sequential parts to this professional development training for instructors of adult learners:

a.) Teacher training

- Compare pedagogy and andragogy approaches
- Microteaching: instructors to practice teaching by having ten minutes teaching sessions
- Learn about Self-Directed learning for adult learners

b.) Self-Management Approaches

- Motivating students to learn
- Time Management: Assisting students use time management skills in their studies.
- Physical and Social Environment: Helping students identify suitable locations for studying

c.) Learning Techniques Useful in Passing Exams

- Practice Testing Technique
- Spacing Effect

Workshop Timetable

This timetable serves as a guide to the workshop. The facilitator will be at liberty to make any changes he/she may deem necessary.

TIME	DAY 1	DAY 2	DAY3
9:00 – 10:00	Registration and Introduction to the workshop	Self-Directed learning	Motivation
10:00-11:00	Pedagogy vs Andragogy	Time Management	Physical and Social Environment
11:00-11:30	BREAK	BREAK	BREAK
11:30-12:30	Micro-Teaching	Micro-Teaching (two presentations)	Practice Testing Technique
12:30-1:30	LUNCH	LUNCH	LUNCH
1:30-2:30	Prepare Micro-Teaching Lessons	Micro-Teaching (two presentations)	Spacing Effect
2:30-3:00	BREAK	BREAK	BREAK
3:00-4:00	Prepare Micro-Teaching Lessons	Micro-Teaching (two presentations)	Evaluation, awarding of certificates and Closure

Introduction

The workshop will take place in a classroom setting. The facilitator will be modeling the way to teach through lectures, participants' involvement and interactions, group discussions,

Lesson one**Pedagogy vs. Andragogy**

1 Hour

Learning Objectives:

The participants will be able to:

Define pedagogy

Explain the difference between pedagogy and andragogy

Explain how they can encourage their learners to be self-directed.

Introduction (5 minutes)

The facilitator asks the participants the meaning of the word "pedagogy".

- Various participants volunteer to give the definition.

The facilitator summarizes the definition of pedagogy as follows;

- It is the art or profession of teaching
- It is the preparatory training or instruction.

Step 1 (3 min.).

The facilitator using interactive lecture approach outlines the assumptions of andragogy as follows: self-concept, experience, readiness to learn, orientation to learn, motivation to learn and need to know.

Step 2 (10 min.).

The facilitator and the participants will discuss the differences between pedagogy and andragogy.

Table 1. Comparison of assumptions of pedagogy and andragogy

Regarding	Pedagogy	Andragogy
Concept of the Learner	Role of the learner is a dependent one	The role of the learner is more self-directed, but movement from dependency to self-directedness occurs at different rates for different persons
Role of the teacher	The teacher is expected to take full responsibility for determining what is being learned, when it is to be learned, and if it has been learned.	The teacher has the responsibility to nurture this movement towards self-directedness.
The role of the learner's experience	The experience learners bring to a learning situation is of little worth. The experience from which the learner will gain the most is that of the teacher, the textbook writer, the audio visual aid producer, and other experts.	As people grow and develop they accumulate an increasing reservoir of experience that becomes an increasingly rich resource for learning. People attach more meaning to learnings they gain from experience than those they acquire passively.
Primary technique of	Transmittal	Experiential techniques-

delivery	techniques- lecture, assigned reading, AV presentations.	laboratory experiments, discussion problem-solving cases, field experience, and the like.
Readiness to learn	People are ready to learn whatever society says they ought to learn. Most people of the same age are ready to learn the same things.	People become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks or problems.
How learning should be organized	learning should be organized into a fairly standardized curriculum, with a uniform step-by-step progression for all learners.	learning should be organized around life-application categories and sequenced according to the learner's readiness to learn.
Orientation of learning	Learners see education as a process of acquiring subject-matter content, most of which they understand will be useful only at a later time in life.	Learners see education as a process of developing increased competence to achieve their full potential in life. Learners want to be able to apply whatever knowledge and skill they gain today to living more effectively tomorrow. People are performance-centered in their orientation to learning.
Organization of curriculum	Organized into subject matter units which follow the logic of subject from simple to complex.	Should be organized around competency/development categories.

Note: "A Single Conversation with a Wise Man is Better than Ten Years of Study: A

Model for Testing Methodologies for Pedagogy and Andragogy," by B. Taylor and M.

Kroth, 2009, *Journal of the Scholarship Teaching & Learning*, 9(2) P47

Step 3 (20 min.).

Participants discuss the chart and how it relates with their teaching approaches.

The facilitator asks the following questions:

1. The Learner

- a.) According to the chart, how would you describe your learners?
- b.) Give examples of your learners being self-directed in their learning.
- c.) How can you as an instructor encourage your students to be self-directed learners?

2. The Role of Learner's Experience

- a.) According to your knowledge about your learners, how would you describe their role of experience in learning?
- b.) As an instructor how can you make sure that your experience does not become influential among your students?

Step 4 (10 min.).

The participants get together into three groups of two people per group. They discuss the question; in which ways can I make my adult learners maximize their experience in their learning? (The groups take notes and prepare to present to the whole group.).

Step 5 (15 min.).

The groups will get together and one representative from each group will present the group findings. The presenter will take questions from the participants and can either answer the question or ask someone from his/her group to answer.

Conclusion (3 min.).

The facilitator summarizes the main highlights of the groups and informs the participants that they will keep on coming back andragogy principles during the workshop.

Lesson Two

Micro-Teaching

Learning Objectives:

The participants will be able to:

- a.) Describe the meaning of micro-teaching
- b.) Outline the steps of preparing a micro-teaching lesson.
- c.) Prepare micro-teaching lesson and present to their peers.
- d.) Give feedback to their peers after micro-teaching presentation.

Introduction

The facilitator will use lecture method to define micro-teaching:

Facilitator using multi-media will project a slide on the screen describing micro-teaching as follows: Microteaching is a short form of teaching practice in a low-risk supportive environment. Participants prepare 10 to 15 minute lessons, teach it at a workshop to a small group of peers and receive detailed feedback on their teaching approach and performance.

The facilitator will project another slide on the screen saying:

According to the definition of micro-teaching why do you think this is a good method of training teachers how to teach?

- The participants will have a discussion on this question.

- The facilitator will find out whether there is anyone who has done micro-teaching before and solicit for his/her experience.

Step 1: Micro-Teaching Process

Using interactive lecture method, the facilitator will take the participants through the process of preparing and presenting a micro-teaching lesson as follows:

a. What to Teach

Participants will be encouraged to choose a topic in their field of study and prepare a short lesson plan to be delivered in 10 minutes.

- Participants will give examples of some of the topics they have taught and why they think such topic would be appropriate for their micro-teaching lesson.

b. How to Prepare

The facilitator gives the steps one has to have in one's lesson preparation as follows:

1. Identifying the goal of your lesson.
2. Deciding what you want your students to learn as a result of the lesson
3. Determining the approaches to use so that the learners can best achieve this goal.

The participants will discuss some of the approaches they have used in their teaching which they think involved the students, were interactive and produced good results.

What is the main activity in this lesson?

- The participants will suggest activities which they have used with their students. These could include range of teaching methods such as; discussions, role plays,

answering pre-prepared questions in groups, summarizing articles, practice use of materials being taught etc.

c. Lesson Presentation

- i. Introduction
- ii. Presentation of the main subject/idea
- iii. Students' activity
- iv. Summarizing the main idea and closure.

d. Feedback

At the end of each presentation both the participants and the facilitator will discuss how the presenter performed. The facilitator will give the ground rules that the purpose of feedback is to encourage the presenter instead of being critical and pointing out what went wrong or wasn't done. The bottom line is that the feedback exercise should be non-threatening.

i. The facilitator's questions to the presenter as follows:

- How do you feel about your presentation?
- Which area do you think you did well?
- If you were to do it again, what would you do differently?

ii. The facilitator's questions to the other participants:

- What area of presentation did you enjoy most? Why?
- What did you learn from this presentation which could be helpful to you in your micro-teaching?
- Which areas do you suggest change? Why?

iii. The facilitator summarizes the main points raised in the discussion then closure.

Assignment: The facilitator informs the participants that they are to prepare a micro-teaching lesson which they will present to the group within the next two days (Refer to the workshop program).

Lesson Three

Self-Directed learning

1 Hour

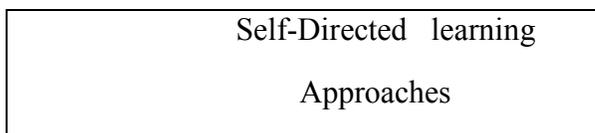
learning Objectives:

The participants will be able to:

Explain the differences between a dependent personality and self-directed person.

Describe the characteristics of a self-directed person.

Describe self-directed learning approaches.



Slide No.1 Notes to the facilitator: Self-directed learning approaches were developed from andragogy assumptions.

1. Self-Concept:

Person's self-concept moves from being a dependent personality to being self-directed human being as he/she matures. Adults normally oppose situations imposed on them by others against their will.

Note: "A Single Conversation with a Wise Man is Better than Ten Years of Study: A Model for Testing Methodologies for Pedagogy and Andragogy," by B. Taylor and M. Kroth, 2009, *Journal of the Scholarship Teaching & Learning*, 9(2) P46

Slide No.2 Instructors to give examples of some situations where they have faced resistance from their adult learners.

2. Experience:

There is accumulation of reservoir of experience as a person matures. Adults come into adult education with a large amount of prior experiences unlike that of children. Those prior experiences become a rich resource if they can be used.

Note: "A Single Conversation with a Wise Man is Better than Ten Years of Study: A Model for Testing Methodologies for Pedagogy and Andragogy," by B. Taylor and M. Kroth, 2009, *Journal of the Scholarship Teaching & Learning*, 9(2) P47

Slide No. 3. The participants will explain what experiences they have observed from their adult learners.N

3. Readiness to Learn:

A person's readiness to learn becomes oriented to the development orientation tasks of his/her social roles as he/she matures. The appreciation of the relevancy of the topic determines readiness to learn.

Source "A Single Conversation with a Wise Man is Better than Ten Years of Study: A Model for Testing Methodologies for Pedagogy and Andragogy," by B. Taylor and M. Kroth, 2009, *Journal of the Scholarship Teaching & Learning*, 9(2) P46

Slide 4. The participants will describe some incidences when their students have shown readiness to learn as well as when they did not show readiness to learn.

4. Orientation to Learn:

A person's perspective changes from being postponed of knowledge to that of immediate application of knowledge as he/she matures. There is a shift of person's orientation from subject-centeredness to problem-centeredness.

Note: "A Single Conversation with a Wise Man is Better than Ten Years of Study: A Model for Testing Methodologies for Pedagogy and Andragogy," by B. Taylor and M. Kroth, 2009, *Journal of the Scholarship Teaching & Learning*, 9(2) P46

Slide 5: The participants will discuss how students get motivated when they perceive that the knowledge they are getting will help them solve their problems.

5. Motivation to Learn:

Motivation to learn is internal as a person matures. Adults are driven by internal motivators, the desire of self-esteem and goal achievement despite the pressure of external motivators.

Source: “A Single Conversation with a Wise Man is Better than Ten Years of Study: A Model for Testing Methodologies for Pedagogy and Andragogy,” by B. Taylor and M. Kroth, 2009, *Journal of the Scholarship Teaching & Learning*, 9(2) P46

Slide 6. Instructors to discuss some of the goals their adults students would like to achieve.

6. The Need to Know:

Adults need to know the usefulness of what they are learning. The teacher’s first task is to help the adult learner become aware of the need to know. Adults will invest considerable resources when they deem what they are learning is valuable.

Note: “A Single Conversation with a Wise Man is Better than Ten Years of Study: A Model for Testing Methodologies for Pedagogy and Andragogy,” by B. Taylor and M. Kroth, 2009, *Journal of the Scholarship Teaching & Learning*, 9(2) P46

Slide 7. The participants will give examples of sacrifices some of their adult learners sacrifice make to return to school.

Self-Directed learning Approaches

1. Self-concept
2. Experience
3. Readiness to learn
4. Orientation to learn
5. Motivation to learn
6. Need to know.

Slide 8. Each participant will write a short narrative on one of the assumptions citing his/her experience with adult learners. The facilitator will assign the participants to different assumptions to ensure that they are all covered (The narratives will be brought to the workshop on the beginning of the second day of the workshop. Each participant will read his/her narrative).

Any Question? / Reflections

Slide 9. Students reflect on how they can use self-directed approaches in their classrooms.

Lesson Four

Motivating Students to Learn

1 Hour

Learning Objectives

The participants will be able to:

- i. Describe the symptoms portrayed by students who are not motivated
- ii. Outline ways of motivating students.

Note to the Facilitator:

Due to repeated failure students get unmotivated, teachers and parents begin to hear student say, “I don’t want to do this. I don’t care. I hate school. Don’t bother me” (Hock, Deshler, & Schumaker, 2011, p. 199). Describe the causes of lack of motivation in students.

Introduction (3 min.).

The facilitator asks the participants what the phrase “motivating students to learn” means.

Step1

Motivation

Students get discouraged when studying boring subjects and sometimes give up or ignore doing their work which would lead to poor performance in their assessment. Students whose grades keep on falling tend to be frustrated and continued failure would lead to believe that he/she cannot perform certain tasks or do well academically.

Slide No. 1 Participants to share their experiences of students’ frustrations when studying boring subjects.

Students whose grades keep on falling may need motivation to keep on studying. Motivation is defined as internal processes or state which energizes a person to perform a task and accomplish a goal.

Slide No. 2 Participants to discuss how they can motivate a student whose grade are falling.

Step 2 (10 min.).

Facilitator pairs students in groups of two. The groups list down symptoms portrayed by students who are not motivated to learn.

Step 3 (10 min.).

- i. Participants come together and one person from each group reports their findings.
- ii. The facilitator augments the findings of the groups by adding to the symptoms portrayed by students who lack motivation.
- iii. The facilitator leads a discussion on the causes of lack of motivation.

Step 3 (20 min.).

How to Motivate Students

The facilitator will present slides using interactive lecture method.

Motivating Discouraged Students

Instructors Have a Peculiar Role

Slide No.3 Participants discuss why instructors have a peculiar role in motivating discouraged students.

Encourage Students

Teacher's approval and positive reinforcement makes Students enthusiastic to learn especially when they feel that their work is

appreciated and valued.

Slide No.4

- Ask the instructors to mention some words which could encourage students, e.g.; good job, excellent etc.
- Ask the students to mention some negative comments from the teacher that could discourage the learner and possibly make him/her drop out of school.

Offer Learners Rewards

Setting goals and making some reasonable requirements motivates students to participate. However, some extra push in the right direction is often necessary for students.

Giving small rewards to students makes learning enjoyable and encourages students to work harder.

Slide No.5

- Considering that the learning center has limited resources, let the instructors give suggestions of the items they can offer as incentives to their learners.
- Let the students discuss whether shaming a learner would work positively as a way of motivation.

Examine the Challenge.

When the task is matched to students' level of skill, they are motivated to learn. Purposely plan the learning

exercise students are working on to be at the edge of their abilities and up the difficulty incrementally as the students improve.

Slide No. 6. Participants to give examples of how they have matched students' level with skills and how it worked.

Make it Interactive.

Either organize a learning group, or allow students to identify their own learning partners with whom they can work together as they share both their moments of discovery and points of confusion. The learning tasks could be divided into parts where students alternate being teacher and student. They will be able to understand and remember what they are learning if they explain loud to their peers.

Slide No.7. The participants will discuss how this approach would work in a crowded classroom.

Your Personal Experience:

Adult learners come to our center to learn, but they have many responsibilities of family, job and school. Most of them have no money for to feed their families and to pay school fees. Such students do not have school as their priority. Mention some of the cases you have witnessed which served as de-motivation to students and how you helped that student to be motivated.

Slide No. 8 Each Participant will give a narrative of the problem and how he/she responded to it. The rest of the participants will give suggestions on how they would have responded to such scenario.

Lesson 5

Time Management

1 Hour

Learning Objectives:

The participants will be able to:

- i. Define time management
- ii. Describe the strategies of good time management.
- iii. Develop a system of time planning and management
- iv. Develop a weekly schedule which they would use to assist students in daily and weekly planning.

Time Management: Assisting students to use time management skills in their studies

Text Book- Dembo and Seli (2008), (3rd, Ed.), Motivating and learning

Strategies for College Success: A self-management approach. Pp139-164.

Introduction

Define Time Management-

The facilitator will tell ask a student to read aloud on (page 140) “What is Time Management”?

Step 1: Let one participant read “student Reflections” on page 140.

The facilitator will ask; what are your impressions of this student? (Discussion).

Step 2: Divide the participants in three groups of two participants each.

- Group 1: to read and summarize- “What are some good time management strategies?”(pp 146-150).
- Group 2: to read and summarize “how do I develop a system of time planning and management?” (pp. 150-156).
- Group 3: to read and summarize- “what is procrastination? (pp 156-158).

Step 3: Groups gather in the classroom and a leader from each group gives the summary of the group’s assignment (allow time for questions).

Step 4: The facilitator asks the participants to develop a weekly schedule (see p.154) which they would use to assist students in daily and weekly planning.

Lesson 6

Physical and Social Environment

Learning Objectives

The participants will be able to:

- i. List both external and internal distracters which interfere with students' study concentration.
- ii. Recommend study strategies to students living in small houses how to manage their physical environment.
- iii. Explain why study groups are helpful to students
- iv. List the obstacles they would face when forming study groups and how to overcome them.
- v. List ways of making study groups more productive.

Introduction (5 min.).

The Facilitator explains the purpose of the lesson.

- This lesson is on assisting adult learners select an optimal learning environment.
- When a student cannot select an optimal environment he/she can take steps to modify the physical environment, by switching off the phone.

Step 1 (15 min).

Managing Physical Environment

Facilitator asks:

- i. There are internal and external distracters. Internal distracters are interference from within such as worrying, daydreaming and headache. What are other internal distracters which could interfere with learning?
- ii. External distracters are environmental sources of interference (e.g. noise from the radio or TV.) What are other external distracters?
- iii. Name the things to look for when recommending a good learning (study) environment for your students.
- iv. Many of your students live with their families in small houses where they cannot find a room for personal study. How could you help a student with such challenge to manage his physical environment?

Step 2. (10 min.).

The facilitator tells participants to read the book; Dembo and Seli (2008), (3rd, Ed.), Pages 170-171, Table on Managing of External and Internal distracters. Facilitator leads discussion as they go through different distracters and how to respond.

Managing Social Environment

Notes to the facilitator:

- Students learn when they are in structured but flexible groups.
- Management of social environment refers to students studying in groups.

The facilitator leads a discussion as he/she uses the following guiding questions:

- i. Why do you think study groups would boost your students' learning?
- ii. What are some of the obstacles you would face when forming groups for your learners? How would you overcome them?
- iii. Should the study groups be permanent where students meet to study all the subject or students could belong to different groups depending on the subject they are studying? Explain why?

Step 4 (10 min.).

Ask students to pair up in twos and summarize “How can I Help Make My Study Group More Productive”, Dembo and Seli (2008), (3rd, Ed.) pages 178-179.

Conclusion (5 min.). Facilitator asks two participants to read their summary and then closure.

Lesson Seven

Practice Testing

1 Hour

Learning Objectives:

The participants will be able to:

- i. Define practice testing
- ii. Explain how they can use practice testing technique to prepare students for exams.

Assignment

Article by Rawson, K., and Dunlosky, J. (2012). When is Practice Testing Effective for Improving the Durability and Efficiency of Student learning? *Education Psychology Review*. 24(3), p419-43.

Instructors and teachers in Kenya schools use Practice Testing technique to prepare students for standardized exams. The participants (instructors) are not exemption, they too use practice testing technique to prepare students for their KCSE exam.

Two weeks prior to the workshop, participants will be given the article to read and summarize how they can effectively use practice testing technique to help their learners prepare for exams effectively. Participants will present their papers during the workshop. Each participant will take five minutes to present his/her paper and answer questions from both the facilitator and the other participants.

Lesson Eight

Spacing Effect

1 Hour

Learning Objectives:

The participants will be able to:

- i. Describe spacing effect technique

- ii. Explain how they can use spacing effect technique to prepare their students for exams.

Note to the Facilitator:

Three weeks before the workshop the facilitator will distribute the participants an article by Dunlosky, J., Rowson, C., Marsh, E., Nathan, M., and Willingham D. (2013).

Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest*, 14(1), p4-58.

1. In preparation for the workshop the facilitator will divide the participants into two groups of three each and ask them to read pages 35 to 40 on “distributed practice”. Each group member will be asked to prepare a portion in his/her reading to present to the other group members during the workshop. The three portions are as follows:

- i. Distributed practice, general description of distributed practice and why it should work, and how general are the effects of distributed practice?
- ii. Effects in representative educational context and
- iii. Issues for implementation and distributed practice: Overall assessment.

2. Other sources for the facilitator to read before the workshop;

- i. Vlach, Haley and Sandhofer, Catherine (2012). Distributing learning over time: The spacing effect in children's acquisition and generalization of science concepts. *Child Development*, 83(4), p1137-1144.

- ii. Carpenter, S., Cepeda, N., Rohrer, D., Kang, S., and Pashler, H. (2012). Using spacing to enhance diverse forms of learning: Review of recent research and implications for instruction. *Educational Psychology Review*, 24(3), p369-378.
3. The facilitator will gather the participants together and ask the participants how they can help their adult learners to effectively use spacing effect technique to prepare for exams.

Evaluation of the Workshop

Please fill in the evaluation form below to show how you rate the workshop.

In numbers 1 to 5, tick one of the choices below 1: strongly disagree, 2: disagree, 3: agree or 4: strongly agree with the provided statements.

1. The workshop was organized very well and the major topics were covered and clarified.

Strongly disagree, disagree, agree, or strongly agree.

2. The facilitator demonstrated deep understanding and knowledge of the subject matter.

Strongly disagree, disagree, agree, or strongly agree.

3. The facilitator communicated clearly and the materials used were relevant and easy to understand.

Strongly disagree, disagree, agree, or strongly agree.

4. The facilitator helped me understand how I can effectively use different approaches to teach my students.

Strongly disagree, disagree, agree, or strongly agree.

5. I will be able to use the professional skills I learned as an instructor of adult learners.

Strongly disagree, disagree, agree, or strongly agree.

6. What skills did you learn from this workshop?

7. What was the most important aspect of this workshop?

8. What were the least useful parts of this workshop?

9. How can future workshops be improved?

10. Name two or three strategies that you gained from this workshop which you plan to implement in the near

future. _____

11. Please add any other comments or recommendations about the workshop

12. What topics for future workshops would help you to be a better instructor of adult learners?

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Appendix B: Guiding Questions for Current Students

Participant's general information: Age, marital status, year dropped out of school and when went back

1. Causes for dropping out of high school

- i) How was your life in high school?
- ii) What made you decide to quit school?
- iii) What was your situation at the time of leaving school?

2. Returning to school.

- i).What did you do after dropping out of school?
- ii) How and when did you decide to return to school?
- iii).What do you want to achieve in this program?
- iv) What advice would you offer to other dropouts about considering returning to school?

3. Educational Goals

- i)) What are your future educational goals?
- ii.) What things did you learn from this school which you think are important to you and why?

5. How satisfied are you with the way this school is preparing you for your future academic achievements and career preparation?
6. What should the school do to improve students' academic performance in exams?
7. What would be your advice to adults who have not completed high school?

Appendix C: Guiding Questions for Former Students

1. Participants' Profile Information

Age, marital status, year dropped out of school, and when went back

2. Returning to school

i.) What did you do after dropping out of school?

ii) How and when did you decide to return to school?

iii) What did you want to achieve in this program?

3. Educational Goals.

i) What were your educational goals when you came back for this program?

ii) How did the adult learning center prepare you to achieve your academic goals

4. What did you learn from this school which you think is very important to you and why?

5. How did this program prepare you for what you are doing in your life and your career?

6. According to your experience with various teaching styles and activities, what ways have teachers helped you learn best? (probe questions to follow)

7. What changes or improvements in the teaching methods, learning activities and materials do you suggest the school can use in order to improve students' learning? (Probe questions to follow).

Appendix D: Guiding Questions for Instructors

Profile Information: total number of years taught, number of years taught adult learners, subject areas.

1. Students' attitude towards learning

- i) What is the attitude of students in your classes towards learning?
- ii) How do you assist students to overcome their learning challenges?

2. Teaching Methods

- i) Which teaching methods do you find to be effective in teaching adult learners?

What happens when you use these methods with your students?

- ii) Which teaching methods do you believe are less effective and why?

- iii) According to your experience, how do adult learners in your classes compare with how regular high school students learn in school? What differences in learning have you noticed?

3. Curriculum

- i.) What are your thoughts on how the current curriculum meets students' needs?
- ii.) What changes or improvements in the teaching methods, learning activities, and materials do you suggest the school could use in order to improve the students' learning?

4. During the observation I noticed that students/ (or you) were_____. Could you tell me about this activity? (More follow-up questions will be asked during the interview).

Appendix E: Guiding Questions for the Principal

Profile Information: number of years as a teacher, number of years as an administrator, number of years at the school.

1. Tell me about the background and the experiences of the students who do complete the program in this school. What has influenced these graduates to be successful?
2. How do you think students can be motivated to remain in school and complete the program?
3. According to your experience, how do adult learners compare to regular high school students in how they learn and live their lives?
4. How does the exit exam suit these adult learners?
5. What recommendations do you have about improving adult secondary education in Kenya?
6. What are your thoughts on how current curriculum meets students' needs?
7. What changes or improvements in the teaching methods, learning activities, and materials do you suggest the school could use in order to improve students' learning? (Also, follow-up questions will be asked during the interview).

Appendix F: Classroom Observation Guide

Name of the Teacher: _____

Class: _____

Areas of Observation	Comments
<p>CLASSROOM ARRANGEMENT</p> <ul style="list-style-type: none"> • Physical set up of the classroom • Sitting arrangements of the students • Equipment available and in use • Overall perception of (comfort, appropriateness for adults) 	
<p>LEARNER ENGAGEMENT AND ACTIVITY</p> <ul style="list-style-type: none"> • Patterns of talking (teacher, students, amount). • Quality and topics of discussions • Learner's activities (listening, 	

<p>not listening, distractions).</p> <ul style="list-style-type: none"> • Overall learner engagement and differences among types (age, gender). • Overall perception of adult earners. 	
<p>TEACHING METHODS, PROCESS AND STYLE</p> <p>Cont.</p> <ul style="list-style-type: none"> • Address (how the teacher addresses students, how students address the teacher) • Missing areas/items: <p>--use of visuals (chalk board, map, demonstration etc.)</p> <p>-lecture method style</p> <ul style="list-style-type: none"> • Questioning types, mode and 	

<p>response to student questions.</p> <ul style="list-style-type: none">• Motivation and encouragement (how the teacher deals with individual students with need).	
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