



**An Assessment of the Factors Influencing Adult Learning in Uganda: A case of
Functional Adult Literacy Programme in Wakiso District**

By

Agnes Nampeera

Reg. No: 10/MMSPAM/23/062

**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT
SCIENCE IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF MASTER'S MANAGEMENT STUDIES IN PUBLIC
ADMINISTRATION AND MANAGEMENT OF UGANDA MANAGEMENT
INSTITUTE**

January, 2014

DECLARATION

I, Agnes Nampeera declare that, the work presented in this report entitled “an assessment of the factors influencing adult learning in Uganda: A case of functional adult literacy programme in Wakiso district” is original and to the best of my knowledge such work has never been submitted for an award in any institution of learning or publication as a whole or part.

Signed.....

Agnes Nampeera

Date.....

APPROVAL

We certify that Agnes Nampeera conducted a study and wrote this report under our supervision. The report has been submitted for examination with our approval

Signed..... Date

Adrian Beinebyabo

Signed..... Date.....

Maria Kaguhangire Barifaijo, PhD

DEDICATION

To my husband Mr. Bulega Godfrey for the financial and moral support, my parents Mr. Lubowa Andrew and Ms. Nakitto Raphaeline, my sister Ms. Mary .L. Nannono and my children; Joshua, Jonathan and Jeremiah.

ACKNOWLEDGEMENT

I would like to acknowledge the Almighty GOD for enabling me to complete this research report. My sincere gratitude goes to my parents Mr. Lubowa Andrew and Ms. Nakitto Raphaeline for having brought me into this world and for their unending love and prayers and continued support. My dear husband Mr. Bulega Godfrey for the financial and moral support. I would also like to acknowledge my children; Joshua, Jonathan and Jeremiah for accepting to stay home and the attention they missed from me while I studied. My sister Mary L. Nannonno and my brother Peter L. Ssenabulya for their moral support and encouragement. All my brothers and sisters for prayers, support and words of encouragement.

My special thanks go to my Supervisors Mr. Adrian Beinebyabo and Dr. Maria Kaguhangire Barifajjo for their attention and advice. My thanks also go to my employers- the Ministry Of Gender Labour and Social Development for having given me time to study and last but not least Dr. Gidudu Tom for the academic advice, my colleague Dennis Olul and all the respondents among them; the Officers from MGLSD and Wakiso District, the Instructors, Learners and the Political Leaders at the different levels.

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
LIST OF TABLES	ix
LIST OF FIGURES	x
LIST OF ACRONYMS	xi
ABSTRACT	xiii
CHAPTER ONE	1
INTRODUCTION	1
1.0 Introduction	1
1.1 Background to the study.....	1
1.1.1 Historical Background.....	1
1.1.3 Conceptual Background	4
1.1.4 Contextual Background.....	5
1.2 Statement of the Problem	6
1.3 General Objective of the Study	7
1.4 Specific Objectives of the Study	7
1.5. Research Questions	8
1.6. Hypotheses of the study.....	8
1.7 The Conceptual Framework.....	8
1.8 Scope of the study	10
1.8.1 Content scope:	10
1.8.2 Geographical scope:	10
1.9 Significance of the Study	11
1.9.1 Policy Makers.....	11
1.9.2 Implementers	11
1.9.3 Researchers.....	11
1.10 Justification of the Study.....	11
1.11 Operational definition of terms	12

CHAPTER TWO	13
LITERATURE REVIEW	13
2.0 Introduction	13
2.1. Theoretical Review	14
2.1.1 Merriam and Cafferella (1991) Transformative Learning Theory	14
2.1.2 Malcolm Knowles (1990) Informal Adult Education Theory	14
2.1.3 Dewey’s Model of learning and experience (1998)	15
2.2 Related Literature	16
2.2.1 Institutional framework and adult learning.....	16
2.3.2 Strategies and Adult Learning	20
2.4 Opinions and Adult Learning.....	25
2.5 Summary of the Literature	26
CHAPTER THREE	28
METHODOLOGY	28
3.0 Introduction	28
3.1 Research Design.....	29
3.2 Study Population	29
3.3 Sample size and Selection	29
3.4. Sampling techniques and procedures	30
3.4.1 Probability Sampling	30
3.4.2 Non Probability Sampling	30
3.5 Data Collection Methods.....	31
3.5.1 Questionnaire Method	31
3.5.2 Focus Group Discussions (FGD) Method	32
3.5.3 Interview Method	32
3.5.4 Documentary review Method	32
3.6 Data collection Instruments.....	33
3.6.1 Questionnaire.....	33
3.6.2 Interview Guide	33
3.6.3 Documentary Review Checklist	34
3.7 Quality Control of Research Instruments.....	34
3.7.1 Validity	34
3.7.2 Reliability	35

3.8	Procedure of Data Collection	35
3.9	Measurement of Variables	35
3.10	Data Management and Analysis.....	36
3.10.1	Quantitative Data Analysis.....	36
3.10.2	Qualitative Data Analysis.....	36
CHAPTER FOUR		37
PRESENTATION ANALYSIS AND INTERPRETATION OF FINDINGS		37
4.0	Introduction	37
4.2.1.	Demographic Characteristics of Respondents	38
4.2.2	Age of Learner Respondents	39
4.2.3:	Marital status of the Learner Respondents	40
4.2.4:	Level of Education for the Learners	41
4.2.5:	Level of Education for Instructors.....	42
4.3	Empirical Findings	43
4.3.1:	Institutional Framework and adult learning under FALP	44
4.3.2:	Strategies that affect Adult Learning under FALP in Wakiso district.....	54
4.3:	Opinions towards Adult Learning under FALP	67
CHAPTER FIVE.....		74
SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS.....		74
5.0	Introduction	74
5.1:	Summary of Key Findings	74
5.1.1:	Institutional Framework for Adult Learning under FALP in Wakiso district	75
5.1.2:	Strategies and Adult Learning under FALP	75
5.1.3	Opinions and Adult Learning under FALP	76
5.2	Discussions.....	76
5.3	The Existing Strategies and Adult Learning under FALP	78
5.3.1	Motivation of Instructors and Adult Learning under FALP.....	79
5.3.2	Voluntarism and Adult Learning under FALP	79
5.3.3	Community Participation and Adult Learning under FALP.....	80
5.4.	The Moderator effect of Opinions towards Adult Learning under FALP.....	80
5.5.	Conclusions	81
5.3.1	Institutional Framework for Adult Learning under FALP	81
5.3.2	Strategies and Adult Learning under FALP.....	82

5.3.3	Opinions and Adult Learning under FALP	82
5.4.	Recommendations	83
5.4.1	Institutional Framework and Adult Learning under FALP	83
5.4.2	Strategies and Adult Learning under FALP.	83
5.4.3	Opinions and Adult Learning	84
5.5	Limitations of the Study	85
5.6	Areas for Further Research	85
REFERENCES		85
APPENDICES		i
APPENDIX I: QUESTIONNAIRES		i
APPENDIX II: INTERVIEW GUIDE.....		i
APPENDIX IV: FIELD INTRODUCTION LETTER FROM UMI		i
APPENDIX V: STUDENTS' FIELD INTRODUCTION LETTER.....		i
APPENDIX VI: WAKISO DISTRICT SITE MAP.....		i

LIST OF TABLES

Table 1: Stakeholders that comprised the study population	29
Table 2 Reliability Statistics	35
Table 3: Response rate	38
Table 4 : The Composition of the respondents by gender	39
Table 5: Level of education for instructors (N=12)	43
Table 6: Providers of adult learning under FALP	45
Table 7: Responses on clear policies and adult learning under FALP	46
Table 8: Correlations between clear policies and adult learning under FALP	47
Table 9: Model Summary for clear policies and adult learning under FALP	47
Table 10: Coefficients ^(a) for clear policies and adult learning under FALP	48
Table 11: Role played by the learners.....	48
Table 12: learners' logistical support to FALP	49
Table 13: Clarity of roles on adult learning under FALP by learners	50
Table 14: Correlation between the clarity of roles and adult learning under FALP.....	52
Table 15: Summary of Adult learning and roles of stakeholders in the FALP.....	52
Table 16: Coefficient of Adult learning and the roles of stakeholders	53
Table 17: Correlations between Institutional framework and adult learning	53
Table 18: Summary of the Institutional framework and adult learning	54
Table 19: Coefficients ^(a) of the Institutional framework and adult learning	54
Table 20: Opinion of instructors on their motivation and adult learning	55
Table 21: Correlations between motivation and learning as given by the Instructors.....	56
Table 22: Summary on Motivation of the Instructors and Adult learning.....	56
Table 23: Coefficients ^(a) between Motivation of Instructors and Adult learning.....	56
Table 24: Responses of Learners on voluntarism and Adult Learning.....	58
Table 25: Correlations between voluntarism and Adult learning by learners	59
Table 26: Summary of response of learners on voluntarism and Adult learning	60
Table 27: Coefficients ^(a) between Voluntarism and Adult learning learners	60
Table 28: Responses of Instructors on voluntarism and adult learning under FALP	61
Table 29: Correlations between Voluntarism and Adult learning by Instructors	62
Table 30: Summary of responses by instructors on Voluntarism and Adult learning	62
Table 31: Coefficients ^(a) between Voluntarism and Adult learning by instructors.....	62
Table 32: Opinions on community participation and adult learning under FALP	63
Table 33: Correlations between community participation and adult learning	64
Table 34: Summary of community participation and adult learning under FALP	65
Table 35: Coefficients ^(a) of community participation and adult learning under FALP ...	65
Table 36: Correlations between adult learning and the strategies for adult learning.....	66
Table 37: Summary on Strategies for adult learning under FALP	66
Table 38: Coefficients ^(a) of the adult learning and the strategies for adult learning	66
Table 39: Opinions on adult learning under FALP by stakeholders.....	67
Table 40: Correlations between opinions and adult learning.....	68
Table 41: Summary of the opinions towards adult learning under FALP	68
Table 42: Relationship between opinions and adult learning under FALP	69
Table 43: Results of the Hypothesis Tests.....	69
Table 44: Responses on adult learning as given by the learners.....	71
Table 45: Opinions of stakeholders on adult learning under FALP	72

LIST OF FIGURES

Figure 1 The factors influencing adult learning under FALP	8
Figure 2 below represents the Age of learner respondents shown below	39
Figure 3 shows marital status of the learner respondents (N=35)	40
Figure 4 below shows the level of education for the learner respondents (N=35)	41
Figure 5 showing the level of education for instructors (N=12).....	42

LIST OF ACRONYMS

ADRA	Adventist Development and Relief Agency
CBOs	Community Based Organizations
CBS	Community Based Services
CDD	Community Driven Development
CDO	Community Development Officer
DCDO	district community development officer
FAL	Functional Adult Literacy
FALP	Functional Adult Literacy Programme
EFA	Education for All
IGAs	income generating activities
MGLSD	Ministry of Gender, Labour and Social Development
LABE	Literacy and Adult Basic Education
Lit-Net	Literacy Network
ICEIDA	Icelandic International Development Agency
NAADS	National Agriculture Advisory Services
NAEA	National Adult Education Association
NALMIS	National Adult Literacy Information Systems
UBOS	Uganda bureau of statistics
UNDHS	Uganda National Household Survey
UNESCO	United Nations Educational Scientific and Cultural Organization
UPLIFT	Uganda Programme of Literacy for Transformation
UGAADEN	Uganda Adult Education Network
ULALA	Uganda Literacy and Adult Learners Association
UPE	Universal Primary Education
USE	Universal Secondary Education

USAID	United States Agency for International Development
SDCDO	Senior Community Development Officer
SPSS	Statistical Package For Social Scientists
REFLECT	Regenerated Freirean Literacy through Empowering Community

ABSTRACT

This study assessed the factors affecting adult learning in Uganda taking the case of the Functional Adult Literacy Programme (FALP) in Wakiso District. The factors were conceived as the independent variables while adult learning was conceived as the dependent variable. the study was limited to the three objectives namely: To find out how the institutional framework affects adult learning under FALP in Wakiso District, To examine how the existing strategies affect adult learning under FALP in Wakiso District and To find out the moderator effect of stakeholders opinions on adult learning under FALP implementation in Wakiso District. The study used a case study research design using both quantitative and qualitative approaches because they provide detailed knowledge. The study population was 195 in total while the sample size was 77 and the response rate was 80.5%.The data was analyzed using SPSS version 12.0. The study revealed that in agreement with the transformative learning theory, there is a strong positive relationship between the stakeholders' opinions and adult learning. In the same way; just as UNESCO emphasizes having all the stakeholders' participation, it was found that there is a strong positive relationship between the strategies and adult learning under FALP. The study also revealed a strong positive relationship between perceptions and adult learning under FALP. It was therefore concluded that, the institutional framework, the strategies and stakeholders' opinions affect adult learning under FALP. The study recommends involving all stakeholders at all stages, having in place clear policies and roles, putting in place proper strategies especially motivation of instructors and sensitization of the non-literates so that their attitudes are positively influenced.

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study was an assessment of the factors influencing adult learning in Uganda using a case study of Functional Adult Literacy Programme (FALP) in Wakiso district. Factors were conceived as the Independent Variable while adult learning was the Dependent Variable. This chapter presents the back ground to the study, the statement of the problem, the purpose of the study, the objectives of the study, the research questions, the hypotheses, the scope of the study, the significance and justification of the study, as well as the definition of operational terms and concepts.

1.1 Background to the study

1.1.1 Historical Background

Adult education and literacy campaigns are prevalent even in the more elite states of the world, Bello (1998). However, they sharply differ in outlook to the ones in the developing countries. What is common though is that these campaigns too have evolved overtime. In Britain, Germany and Italy, adult education is traced back to the 19th century and has traditionally been private-sector led. In these countries initiatives were left in the hands of the private organizations generally and churches in particular. The religious institutions were happy to take over education because evangelizations called for skills in literacy and numeracy. However, with increase in agitation for social justice by humanists and political

actors, the states have been compelled to take a leading role either directly or in a patronizing capacity, Franklin (2008).

The concept of adult learning in Africa has shaped human civilization since time immemorial. Long before contact with external cultures, Africans had developed pools of understanding and educational tools. In fact, the world's first university was located in Timbuktu, opened in 2600 B.C, Evans (2003).

The traditional systems of African adult learning were not systematic and structured in form teacher -student arrangements. Instead, much of the learning was experiential. This however, changed beginning with the 1800s when the colonialists and missionaries came to Africa with their own systems that suited their needs. In Egypt where civilization is said to have started, adult education played a significant part in the monumental milestones such as construction of the pyramids where millions of the illiterate workers by modern standards had to be given thorough instructions and guidelines Amutabi et al, (2005).

In Kenya, adult education was initially experiential just like many other countries in Africa, but with the coming of missionaries it changed because they introduced reading and writing in the churches. Currently adult Education is under the Ministry of Culture and Social Services. The level of adult education in Kenya has improved and it stands at 44% up from 30% in 1992 for males while for females, it has increased from 10% in 1992 to 60%(kenya.rcbowen.com/people).Its literacy level stands at 73.6 percent for youth and adult of 15 years and above UNESCO (2009).

Adult education in Tanzania has been effected since 1967, when the Arusha declaration came into existence and it has continued to be at the centre stage, it is considered a means

through which National Development can be achieved. The purpose of education has changed from learning of skills to learning for self-reliance and the improvement of life at both individual and national levels. The literacy of people of 15 years and above is currently at 72.60 percent World Bank (2008).

In Uganda Adult Education services in general and adult literacy in particular is under the Ministry of Gender, Labour and Social Development. Uganda like other nations shares a philosophy that conceives Adult Education as being a means for attainment of National Development. In this country, like it is in much of the colonial Anglophone world, adult education derives from the country's historic encounter with colonialism. The Arab traders too played a significant role in promotion of literacy campaigns. For instance, at the time, the Arab traders, European explorers, missionaries and colonialists in the late 19th century taught the natives that had been converted; diverse skills including blacksmith work, carpentry, shoe making, molding tiles brick laying reading, writing numeracy and farming.

From 1945 right up to the time of independence (1962), the Colonial Government initiated formal adult education schools including the Public Relations and Social Welfare Departments. There were also established District Farm Schools and the Rural Training Centers; between 1957 and 1962 to provide civic education. After Independence, adult education initiatives experienced marked and radical transformations. For instance, in 1967 the Department of Extra Mural Studies was renamed the Centre for Continuing Education (CCE) to provide further education programs MGLSD (2008). There were other government agencies offering adult education; and these included Health, Cooperatives, Agriculture, Community Development, Local Government, and Veterinary, Labour,

Information and Education. Currently, adult education in Uganda is Government led through a programme known as Functional Adult Literacy (FAL) that covers all the districts and municipalities, but also a number of International and National as well Local Organizations are involved in offering adult education in Uganda MGLSD (2008). Currently, the literacy rate for persons who are 15 years and above stands at 71 percent, UBOS (2009/ 2010).

1.1.2 Theoretical background

The study was guided by **Merriam and Cafferella Transformative Theory of Adult Learning (1991)** who say that; (i) Adults learn following specific steps from programmed procedures which should have policies and different roles. (ii) They emphasize that adult learning follows a certain procedure in form what must come first and what then follows. (iii) They go ahead and say that Adult learners integrate new information into meaning resulting in change and further development. (iv) They emphasize that Adult Learning takes place in order to solve a problem where people's usual ways of doing or seeing things fail to work.

The theory was preferred above other adult education theories like that of Paulo Freire's theory known as "*the pedagogy of the oppressed* (1972) and because it is more applicable to the Ugandan situation.

1.1.3 Conceptual Background

The study benchmarked on the following concepts:

Functional Adult Literacy referred to an adult person's ability to read, write and do simple arithmetic, as well as being able to use these skills in daily life in order to improve on their living standards MGLSD (2011). In this case adults were considered to be all persons aged 15 years and above. Adult learning on the other hand meant the ability of persons aged 15 years and above to achieve knowledge so that they understand their interests motivations and goals and how to achieve these goals Merriam & Brockett (1997).

Malcolm Knowles defines Andragogy as the art and science of helping adults learn while he defines Pedagogy as the art and science of teaching children, Knowles (1990). Andragogy according to Paulo Freire is the form of education or instruction offered in which learners generate ideas and then they are discussed in class, being led by a facilitator. Pedagogy on the other hand is the form of education or instruction in which the teacher is considered to know it all or to know more than the learners and he is therefore referred to, as the bank of knowledge, Freire (1972). Adult education is defined as all learning processes, activities or programs, intended to meet the needs of various individuals considered by society as adults, including out of school youths forced by circumstances to play the roles normally played by adults Atim and Ngaka, (2004) cited by MGLSD (2008). Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying texts and contexts. Literacy involves a range of learning in enabling individuals to achieve his or her goals, develop his or her knowledge and potential and participate fully in community and wider society" UNESCO (2005).

1.1.4 Contextual Background

This analyzed the FAL dimensions of adult learning, apparently being implemented in Uganda generally including Wakiso district. FAL is a National adult education campaign supervised by the MGLSD and implemented by all the districts. It targets, youth of 15 years, both male and female as well as male and female adults who never attained any formal education and those who dropped out school at lower primary level (MGLSD, 2007). Wakiso District is located in central Uganda and was carved out of Mpigi District in the year 2000. It has a population of 1,205,100 people.

In Wakiso District, the FAL Programme was found to be under the Department of Community Based Services (CBS) headed by a Community Development Officer (DCDO) who is at a level of an Assistant Commissioner of a Central Government Ministry. The DCDO is assisted by Community Development Officers (CDOs) who are based at the sub counties which they head. The actual teaching under FAL is done by Instructors who are volunteers but using materials developed by the MGLSD; commonly known as primers. The classes are held about once or twice a week from venues identified and offered by the communities. The MGLSD routinely monitors the implementation of FAL and also provides technical backstopping and advice. It has also developed a range of guidelines and other institutional measures to govern implementation of the Programme. Although FAL is being provided and funded significantly by the Government of Uganda, the contribution of other agencies such as CBOs, NGOs which are both local and international which include the Adventist Development Relief Agency (ADRA), Icelandic International Development Agency (ICEIDA) is worth noting.

1.2 Statement of the Problem

Uganda, like many other developing countries recognizes the positive relationship between literacy in particular and education in general and development. Accordingly, the

government of Uganda has strongly come out to promote universal education generally and adult literacy programmes in particular. Therefore it put in place the FAL Programme which is nationwide with learners and instructors, with 788084 learners having graduated already, MGLSD (2010). The resources committed to FAL are enormous since the programme is viewed as one that can bring about individual and National development MGLSD (2011). Uganda is also a signatory to the millennium development goals one of which is to achieve universal education by 2015. The country also ratified International Declarations on adult literacy and education such as the Dakar framework of 2000 which committed all its members to achieve education for all (EFA) goals by 2015. In spite of these efforts, the literacy outcomes country wide (Wakiso district inclusive) are still unpleasant. For instance, the Uganda Demographic House Hold Survey (UDHS) by Uganda Bureau of Statistics UBOS (2009/2010) showed that 29% of the people of 15 years and above do not have any formal education and cannot read or write, while a study by KACCAD a local NGO in 2011 showed that the illiterate rate in Wakiso district was 51.9% overall while it was 54.3% for female and 42.6% for males. This could be due to the fact that the programme is not suitable to them, inability to meet the cost of education and non-literate person's attitudes to adult learning. The objective and urgency of the study therefore was to assess factors influencing adult learning in Uganda a case of Functional Adult Literacy Programme (FALP) in Wakiso district.

1.3 General Objective of the Study

The general objective of the study was to assess the factors influencing adult learning
Uganda

1.4 Specific Objectives of the Study

The study set out to fulfill the following specific objectives:

- i. To find out how the institutional framework affects adult learning under FALP in Wakiso District.
- ii. To examine how the existing strategies affect adult learning under FALP in Wakiso District.
- iii. To find out the moderator effect of opinions of stakeholders on adult learning under FALP implementation in Wakiso District

1.5. Research Questions

The study was governed by the following research questions:

- i. How does the institutional framework affect adult learning under FALP in Wakiso District?
- ii. Do the existing strategies affect adult learning under FALP in Wakiso District?
- iii. What is the moderator effect of opinions on factors affecting adult learning under FALP implementation in Wakiso District?

1.6. Hypotheses of the study

Ho: Institutional framework affects adult learning under FALP in Wakiso District.

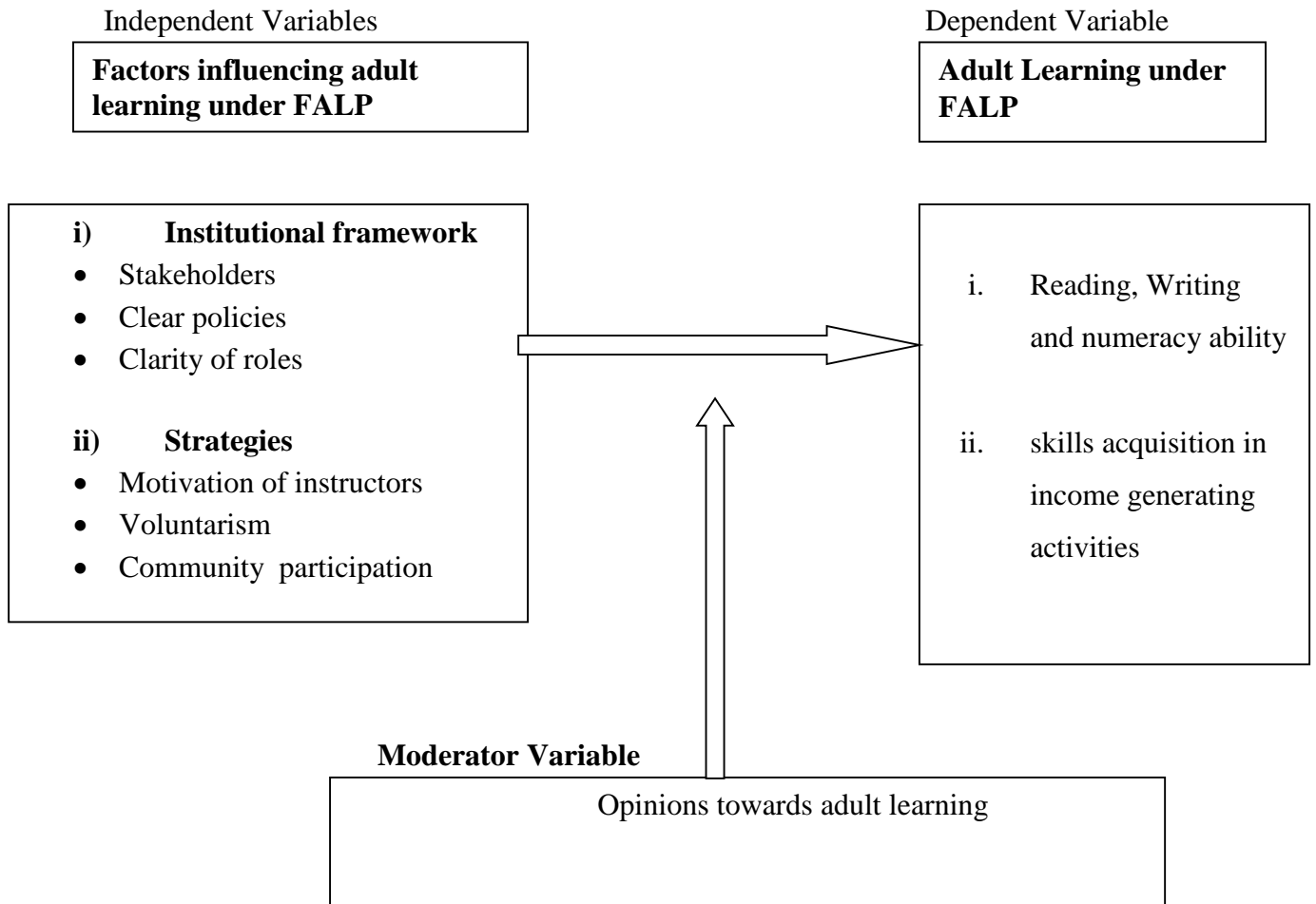
Ho: Existing strategies affect adult learning under FALP in Wakiso District.

Ho: There is a relationship between opinions of stakeholders and adult learning under FALP implementation in Wakiso District.

1.7 The Conceptual Framework

The Conceptual Framework below shows the factors influencing adult learning as the independent variables, adult learning under FALP as the dependent variables and the opinions of the stakeholders towards adult learning as the moderate variable

Figure 1: The factors influencing adult learning under FALP



Source: Adopted from the National Action Plan for Adult Literacy, MGLSD 2011

The conceptual framework pointed to the linkage between the dimensions of adult learning under FALP which were the Independent Variables (IVs), adult learning under FALP as the Dependent Variable (DV) and the opinions of the stakeholders as the moderator variable. The major factors independent variables affecting adult learning under FALP that were conceptualized as responsible for the effective learning under FALP included a good institutional framework and proper strategies. The institutional framework was conceptualized in the context of clarity of roles, stakeholders and clear policies.

The effective strategies were conceptualized in terms of motivation, voluntarism and community participation. It was believed that once all these were in place, then adult learning under FALP would increase by enrollment and improve in quality.

The opinions of stakeholders towards adult learning were conceptualized in terms positive attitudes towards, for instance, once the community had a positive attitude about adult learning, it was likely to cooperate by way of mobilizing non-literate adults to attend FALP classes. Similarly, if the learners under FALP were enthusiastic about adult learning, they were likely to be active participants and therefore willing learners who would turn up in big numbers and as regularly as required. In the same way adult learning under FALP was conceptualized to have taken place if there was manifestation of opinions and abilities among the learners to read, write and enumerate with understanding, improvement in Income Generating Activities (IGAs) and learners' participation in community leadership.

1.8 Scope of the study

1.8.1 Content scope:

The content of the study was limited to the factors influencing adult learning in Wakiso district. The variables were factors affecting adult learning under FALP as the dependent variable, adult learning as the dependent variable and opinions of stakeholders towards adult learning as the moderator variable.

1.8.2 Geographical scope:

Geographically, the study was carried out from Wakiso district in the Sub Counties of Gombe and Nangabo because of its mixture of the urban, rural and semi-urban characteristics. This was because it was perceived to show the impact of FALP in both the rural and the urban areas.

1.8.3 Time scope:

The study was confined within the period from 2000 to 2012, being the time when the FAL Programme has been running Nationwide.

1.9 Significance of the Study

1.9.1 Policy Makers

For the policy makers and implementers, the study unearthed more significant insights into the dynamics of the programme. This would lead to improvement and modifications so that the needs of the different stakeholders especially the beneficiaries of adult learning under FALP could be met.

1.9.2 Implementers

For the implementers the study would act as a point of reference to areas that need to be improved as well as those that require consolidation in the provision of adult learning services under FALP.

1.9.3 Researchers

The same information was also considered helpful for researchers and academicians who wish to improve the models of adult learning.

1.10 Justification of the Study

The study on the factors influencing adult learning under FALP in Wakiso district was desirable because the programme is being implemented Nationally and accessing considerable resources from the Poverty Action Fund (PAF) as well as from the donors. Notwithstanding this however, there have not been many independent studies to examine the contribution being made by the FALP towards the country's social transformation as

envisaged the National Development Plan (NDP) (National Planning Authority) (NPA) (2010).

1.11 Operational definition of terms

For the purpose of the study, the following concepts were used in the context as follows:

Adult learning: The acquisition of skills in reading, writing and numeracy for non-literate youth of 15 years and above as well as all adults. Although the Constitution of the Republic of Uganda defines an adult as a person aged 18 years and above, adult literacy in this context was taken to include youth from 15 years because at this age, they are not expected to enroll for primary education and all adults.

Functional Adult Literacy: The acquisition and application of skills in reading, writing and numeracy in routine activities engaged in by youth of 15 years and above and all the adult.

Functional Adult Literacy Programme: A Nationwide initiative of the Government of Uganda concerned with provision of applicable skills to routine and livelihoods activities in the dimensions of reading, writing and numeracy.

Stakeholders: All the people who offer, support and benefit from adult learning under the Functional Adult Literacy Programme.

Motivation: This is an incentive given to instructors so as to encourage them to continue teaching the adult learners under the Functional Adult Literacy Programme

Community participation: An initiative to bring all the beneficiaries and providers of adult learning under Functional Adult Literacy Programme together to be involved in its implementation.

Opinions : The way in which non-literate males and females as well as other stakeholders perceive adult learning under Functional Adult Literacy Programme, in terms of what they anticipate to gain from the programme, their levels of participation in income generating activities, regular class attendance.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter dealt with review of the literature related to the study. Specifically, it focused on institutional framework for adult learning; the strategies and attitudes of adult learners. The literature review was done alongside themes and subthemes deducted from the study objectives and conceptual framework. This chapter presents the introduction, theoretical review, actual review and gaps in the reviewed literature.

2.1. Theoretical Review

There were several theories and models of adult learning constituting a wealth of knowledge on the subject that were used, among them;

2.1.1 Merriam and Cafferella (1991) Transformative Learning Theory

In this theory, Merriam and Cafferella put it that, adults learn following specific steps from programmed procedures which should have policies and different roles. They emphasize that adult learning follows a certain procedure in form what must come first and what then follows. Adult learners integrate new information into meaning resulting in change and further development. However, much as the learners may follow some curriculum, it is not always very strict because sometimes the topic of study may be chosen because of the prevailing situation, Swindell, (1999). Even in the case of Uganda, much as adult learning under FALP follows a curriculum, sometimes it tackles topical issues without necessarily following the strict procedures and programmes or the curriculum.

2.1.2 Malcolm Knowles (1990) Informal Adult Education Theory

Malcolm Knowles on the other pointed out that adult education takes place in a 'friendly and informal climate' in many situations, which are flexible and use lots of experience, and the enthusiasm and commitment of participants, including the teachers or facilitators. He commented that club experience provides the best opportunity for practicing and refining the things learned. He pointed out that adult learners need to know why they learn, they need to be responsible for their own decisions and to be treated as capable of self-direction, adult learners have a variety of experiences of life which represent the richest resource for learning, adults learn those things they need to know in order to cope effectively with life situations and that adults are motivated to learn to the extent that they perceive that it will

help them perform tasks they confront in their life situations Knowles (1980). It is worth to note that, much as most of what the theory of Malcolm Knowles talks about is very true and useful to adult education implementation, the enthusiasm of the teachers or instructors may not be there, for example in the case of Uganda where the instructors, were said to have low morale because of poor remuneration, MGLSD (2011). This is because; he does not give a solution on what should be done to retain the instructors who work for free.

2.1.3 Dewey's Model of learning and experience (1998)

Dewey meanwhile states that adult learning is a phenomenon triggered and takes place as a result of an occurrence. This he says is often associated with a change in life circumstances, such as retirement and need for employment. According to him; the change in circumstances provides the opportunity for learning. Therefore, in this way adult learning appears to be an approach that is dictated by different circumstances faced by learners. Adult learning is also portrayed as the circumstances created in one incident in order for them to become the circumstances for the next logical step.

Although it is true that adult learning is and may be triggered by circumstances, it is not always the case but sometimes adults learn for self-actualization and self-esteem Mubuya & Odedo; (2009). Adults learn to keep their minds fresh and also to enhance their image, Merriam and Brockett, (1997) but also, they agree that adults learn in order to attain competent skills and to face the challenges such as those brought by globalization. They also do so for emancipation especially the women and to fully participate in the social-cultural aspirations of the adult learners.

2.2 Related Literature

2.2.1 Institutional framework and adult learning

2.2.1.1 Stakeholders and adult learning

The world over, adult education stakeholders are majorly the Government but also assisted by other stakeholders. In most developed countries including Sweden, Finland, Australia and Japan for example, the key stakeholders in the promotion of adult education and literacy include the Central Governments, through the relevant Ministries such as those for Education and Social Development UNESCO (2009). These are reinforced by the Private Sector and NGOs which may be International, Multilateral, Bilateral or Local in nature as well as Faith Based Organizations (FBOs) such as churches UNESCO (2009).

In Uganda, as stated in the white paper of 1992 education review commission, the stakeholders in the implementation of adult education to which FAL is a major component are led by Government Institutions, as the major stakeholders but also NGOs/CBOs, FBOs and Business Enterprises are also major stakeholders MGLSD (2008).

There is also an Institutional Structure in place to coordinate the activities of the various actors. Among those are; the National Council for Non-Formal and Adult Education, a semi-autonomous body for the coordination, curriculum formulation, evaluation, resource mobilization, program formulation, training and provision of special adult education to special needs categories such as women, the department for Community Development and Literacy at the Ministry of Gender, Labour and Community; and District committees for non-formal and adult education MGLSD, (2011).

However, with efforts in place there are still gaps that lead to the proper implementation of the gaps, one of them being shortage of funding to the programme by both the Central and

Local Governments. MGLSD (2011) and is one of the reasons why adult education has not been accorded priority status by Government.

2.2.1.2 Clear Policies and Adult Learning

Having clear policies and Good governance in place is considered important for adult learning and education systems to work in the whole world, as it is said to facilitate the implementation of adult learning and education in ways which are effective, transparent, accountable and equitable UNESCO (2009). MGLSD (2008) lays emphasis on having clear policies in Uganda for adult education generally and FALP in particular. Among the policies are; literacy being recognized as a right, Mainstreaming adult learning and education policies in the different Development Government Programmes, covering and linking all components of learning and education, as well recognizing and funding initiatives.

There is also the policy to put in place the Education For All (EFA) framework in practice as it places equity and quality as one of the policies. The purpose and scope of adult education as a policy also is said to include basic education, vocational training, human resource development, continuing professional development and adult literacy.

The other policy promotes and supports inter-sectoral and inter-ministerial cooperation through projects and networks for sharing know how and innovative practices. It further looks at participation and inclusion where all those who need it should be included, significant financial investment to ensure quality and effective language policies which recognize linguistic diversity and its importance for literacy and development MGLSD (2010).

The Government of Uganda as well put guidelines in place that give the NGOs the mandate to advocate and lobby for FALP and where possible, finance the provision of adult literacy

services. In the same way, there is a policy in place where the learners are mandated to sensitize and mobilize other non-literate members of embrace the FALP, MGLSD (2011). However, much as the clear policies are important in the provision of adult learning under FALP in Uganda there are issues therein which are presumed vital in the implementation of the programme but which have not been properly catered for, to smoothly run the programme such as, the provision of adequate resources namely finance and human resources MGLSD, (2011).

2.2.1.3 Clarity of Roles and Adult Learning

UNESCO (2007) recognizes the importance of clear roles in the provision of adult literacy through adult education as an important strategy. Internationally UNESCO which is the major stakeholder in education generally and adult education in particular, plays its global role of leadership and coordination of the stakeholders in adult education and literacy, including all the major United Nations Agencies among them; UNDP, UNFPA, UNICEF and the World Bank as well as the International Organizations, Bilateral Sectors, Governments and Private Sector.

According to Barger (2004), the state is in charge of legal considerations when making decisions pertaining to policies governing adult learning. It also makes important decisions in matters of finance, and plays a major part of the development curriculum and teaching that goes on at the learning centre.

The district or local government has responsibilities that include creating long-term plans for technology, educational delivery, and district growth. The roles of each stakeholder in adult education provide an integral part to the entire organization of the adult learning.

UNESCO in the regard states that, the Central Governments are responsible with policy-making and framework-setting, promoting public consultation and input, national (and

international) public campaigns and financing. The Civil society and non-governmental organizations, are responsible for public awareness-raising, advocacy, campaigns and lobbying, consultancy and input into policy formulation, delivering learning materials and promote participatory learning and action mediation between government and the people.

In Uganda, the Central Government plays the role of a major funder of the FAL Programme through the MGLSD and the major implementer of the FAL Programme through the same Ministry. It is also in charge of providing guidelines, provision of instruction and learning materials, monitoring and support training for Community Based Services staff, and work with local authority decision-makers and planners to ensure that they implement FALP. The districts also play the major role of community mobilization which is spearheaded by Community Development Officers at district level, Community Development Workers (CDWs) and Assistant Community Development Officers (ACDOs) at Sub-County, Parish and village level. They also work on information dissemination. The communities on the other hand are supposed to identify people to work as instructors who are trained by the districts with support from the MGLSD. These work on voluntary basis (SDIP 2003).

The learners have the obligation of attending classes regularly, mobilization of other learners and identifying class venues. The NGOs on the other hand among them Lit Net play the role of currying out adult basic education research and supporting the districts in budget tracking and also lobbying for the services to reach all those who need them, (Lit Net 2006).

However even with clear roles for each stakeholder properly spelt out, and with some of the stakeholders for example LABE, an NGO taking care of their roles by supporting training of 1427 instructors between 200-2005 , Nyamugasira, et al (2007), many other stakeholders including the Government were found to have short comings in the

performance of the different stakeholders. For example the a progress report of Wakiso District Local Government for the financial 2010/ 2011 showed that out of 112 instructors in the district, only 60 got support for transport in form of bicycles while even the instruction and learning materials were not adequate. This was evident through the same report which showed that there is a book for 5 learners. Thus meaning that only having clear roles in place without laying proper means of achieving them may not be enough. In the same way, the literature does not state if there are laws that can be used to press the stake holders to perform their roles as a way of proper implementation of adult learning and or adult education and adult literacy.

2.3.2 Strategies and Adult Learning

2.3.2.1 Motivation and Adult Learning

Motivation is overwhelmingly considered important in adult learning as it was realized that when learners participate in planning their learning activities they are highly motivated and there is a great improvement in their lives, including an increased rate of employment especially self-employment , increased self-esteem, and increased community participation. It is also said to be a process through which participants gain skills and confidence, enabling them to be truly productive members of the modern society, as workers, citizens, and family members Bingman, Ebert, and Smith (1999).

Knowles (1980) says that adults are motivated to learn by internal factors rather than external ones and that, they are motivated to learn in order to solve problems, and thus, they are motivated by learning for immediate application.

Deci & Ryan, (2000) in their Self -Determination Theory stated that Motivation to learn by adults is directly related to their ambition to succeed and is directly related to personal desire to achieve through participating in adult learning. He says that, it is what they aim at achieving in life so as to develop themselves, their communities, and their entire Nation which pushes them to learn.

USAID on the other hand looks at motivation as one which can be achieved by ensuring equitable access to adult education and literacy, especially for populations underserved because of their poverty, rural residence, ethnic background, disability, or sex. Motivation as a strategy can be achieved when there is quality in delivering Adult education services which is when the teacher understands the subject matter, knows how to teach it effectively. The teacher or instructor is then motivated to come to school as regularly as planned and work to so as to help the learners learn. USAID also emphasizes that motivation can only be achieved when the curriculum includes specific knowledge and skills relevant to learners current environment as well as the more general knowledge and skills that learners will need to deal with new challenges created by economic and social change as well as all learners having access to appropriate study books and other learning materials that complement and reinforce teachers' efforts USAID (2002). UNESCO (2007) in the same way, emphasizes provision and contribution to an enabling environment and promotion of dialogue as well as exchanging information among all the literacy and adult education stakeholders on the issues, themes and any factors that have an impact on the quality of adult education and adult literacy.

However it should be realized that motivation has been pointed out as a major challenge to the proper implementation of adult learning. It is said adult are highly motivated to learn if they believe in their teachers or instructors while the teachers are motivated by the regular

attendance of the adult learners as required. It is also stated that financial remuneration to the instructors is a great motivator to the instructors and yet it is pointed out that many countries especially the developing ones do not have the means of ensuring this, Kaimakamis et al (2008).

2.3.2.2 Community Participation and Adult Learning

Community based as a sub-theme of strategies for providing adult literacy and education is a major component in achieving any development as put by Srinivasan (1993). He says it promotes self-esteem; associative strengths; resourcefulness; action planning; and responsibility and helps to make priorities and benefits for community members and therefore gets people's willingness to participate willingly.

He says is very essential to involve the communities and have a programme that is community based so that it is not resisted, because then if it not community based and community participation is not encouraged then the beneficiaries will lose out as they tend to reject. He therefore says that adult literacy and education just like all other development programmes should involve the community and make it a community based programme. MGLSD (2011) emphasizes the need to mobilize support and commitment at community level by providing documented information on adult literacy and disseminating it to the communities as well as proving a community responsive adult literacy service to all those who need it.

Community participation is very much attributed to the rising concern for human capital and the community participates in issues of adult learning because they think that when people get the literacy skills, then the households, the community and society will be better off Boudard and Rubenson, (2003).

Community members participate in adult educational activities in order to acquire the knowledge and skills necessary to succeed in the workforce, to earn a college or advanced degree, to learn basic skills or English language skills, or to enrich their lives. Kim & Creighton (2000) as well as Creighton & Hudson (2002) state that many societal factors influence community members participation in adult education activities, including economy and technological advances and as a way to improve on their livelihoods. However, all these scholars do point out the major reasons why some community members fail to participate in the programmes for adult learning and adult literacy. Kaimakamis et al (2008) also say that sometimes community members participate in adult education as a way to comply with the rules of those in authority, in which case, then adult learning appears to be an order of those in authority. They say that others participate so as to kill off boredom, while others participate so as to meet their religious obligations and goals. In Ugandan as stated by MGLSD (2011) stress the importance of adult learning to just attaining literacy skills for livelihood improvement but as Emmarou (1987) stated some people just study in adulthood to help other community members or even the if they like the instructor as well as for social involvement.

2.3.2.3. Voluntarism and Adult Learning

Voluntarism was found to be very key to the success of adult education in general and adult literacy in particular. In New Zealand for example, many successful adult education and adult literacy ventures were said to be strengthened substantially or entirely by voluntary support. This was said to been made possible by the popular Model known as the University of the Third Age (U3A) model which is based on the fact that experts retire and when they do so, then the adult literacy and adult education learners do not have to rely on

paid up teachers, as these can offer the free service, Swindell (1999). This model was considered to be successful in New Zealand and when it was quantified it totaled to 550,000 dollars a year which was being spent on the communities.

Kerka (2011) on the other hand says that, engaging adult learners in real world situations through a volunteer placement is a practical adult education teaching method. The type of learning and skills learned depend on the objectives of the learners and facilitators as volunteers and the content and methods involved. Social cause organizations such as neighborhood improvement groups allow adult volunteers to learn political processes and even Organizations centered on problem solving, such as emergency services organizations, teach teamwork, problem solving and decision making.

The theory of Volunteerism and the human behaviour theory, states that voluntarism is one way reciprocal transactions can occur between different systems. People who volunteer learn new things and feel helpful and help those they are teaching to acquire skills. People receiving assistance from volunteers benefit from the services and from knowing they are important enough for others to care about and in so doing, they get more involved in what they are learning, Robbins et al (1998).

Voluntarism is a key strategy in the success of the FALP in Uganda as all the instructors work as volunteers and there is a network of instructors established, supported and maintained throughout the country to mobilize and train the learners MGLSD (2011).

However much as voluntarism is considered very vital the implementation of adult learning the world over generally and Uganda in particular, they are very small percentages of volunteers in adult learning in form of those who teach the adult learning for no fees. In Hungary for example, it is only 7.5% of adult educators that offer the services free, Torres,

et al (1994). Even though there are different strategies in place this may just be the case in the developed world because some people in Africa and specifically in Uganda cannot access literacy services, for example the blind and the deaf as there are materials in Braille neither are there sign language instructors.

2.4 Opinions and Adult Learning

The opinions and perceptions of adult learners in the developed world are influenced by maximum participation of the learners themselves as they invest their experiences and values in the learning process. The learners' opinions to learning are also very relevant if the instructors or teachers use questions to instruct because the learners know a great deal and when they are asked and to give relevant answers, they get more interested in learning (aeq.sagepub.com). Adult leaning in the developed world is also greatly influenced by need for employment. For example in Britain and Italy, the adult learners are always influenced by the urge to get better employment after going through a certain stage (www.niace.org.uk). Coley (2008) says that adult learn as a result of their conviction about the future employment and success not only for self but for the entire society.

Research has also pointed to the importance of opinions toward learning. Houle (1961) in his book *The Enquiring Mind* says that every adult has an underlying conviction about the nature and value of learning which influences their opinion and, hence, the decision to participate. The importance attributed to learning appears to be the most decisive factor in predicting participation as well the opinions or perceptions on adult learning.

In Africa, opinions of adult learners are influenced by the need to improve self-confidence, in their communities as well as for economic empowerment, Fasokun, (2005). For example in Benin, women said adult learning improves their self-confidence as well earning them respect in society, while also it helps them to form groups for the economic

interests as well as focus on their economic welfare and that of their communities. In the same way, it is common for learners' opinions to be greatly influenced by the topic they are to be taught, for example women elsewhere in Africa such as in Nigeria and Tanzania just as those in Benin are influenced to learn because of the various roles they play in their respective societies.

MGS LD (2007) indicated that in Uganda, many adult learners' opinions towards learning were said to be influenced by gender, for example many most non-literate males were said not to want to be associated with being illiterate or un- educated. Therefore, they had a tendency of shunning adult literacy programmes even when they were fully illiterate or semi-literate. On the other hand, women viewed literacy as a key to social and economic development. As a result many women embraced the programme and therefore there were very big numbers of women enrolling for the FALP as compared to men, MGS LD (2007).

2.5 Summary of the Literature

The purpose of reviewing the literature was to examine the views of scholars and other researchers on the concept of the factors that influence adult learning. Theories on adult learning namely; Malcolm Knowles Theory of Adult Non-Formal Education, the Formative Learning Theory by Merriam and Cafferella and Dewey's Model of Learning and Experience were reviewed in relation to the key dimensions under study. Most of the literature gives insight into understanding the factors that affect adult learning globally. The literature shows that these factors just as they are globally are the same factors that affect adult learning in Uganda and adult literacy particularly. The other literature revealed that government is the major stakeholder in adult education and adult literacy in most of the countries just as it is in Uganda. The literature also revealed that the main substance of adult learning generally and adult literacy in particular is to impart skills for the would be

non-literate adults so as to (a) enable them to develop and have better standards of living, (b) teaching them writing; reading; numeracy (c) enable them to become competitive in order to achieve personal, and National development (d) improve their health and water and sanitation services. The literature also showed that there are gaps in the availability of policies, clarity of roles, motivation, voluntarism and opinions. Among the gaps pointed out was the failure to execute the roles by the different stakeholders like financing, negative opinions or perceptions by non-literate males, as well the failure to access literacy services, by some sections of the non-literates such as the blind and the deaf as there are materials in Braille neither are there sign language instructors, MGLSD (2008).

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter dealt with the overall plan that was followed in undertaking the study. Specifically, it covered the research design, study population, sample size and sampling techniques and the research design. It also deals with data management which includes data collection instruments and their pretesting, data analysis, study limitations and the ethical considerations.

3.1 Research Design

The study adopted the case study research design and this according to Amin (2004), is the intensive examination of limited number of events or conditions and their relationships in detail. Both qualitative and quantitative approaches were applied. A case study research design was preferred because of its ability for intensive investigation of complex issues especially those that contribute to individuality of a social unit. It also helped to investigate in depth, into the factors that affect adult learning, taking the case of Wakiso district.

3.2 Study Population

Population refers to the complete collection of all the units in a particular study Amin (2004). In line with this, the population comprised of political leaders from the upper and lower local governments in Wakiso district, the district technical staff among them, the DCDO, Wakiso district, the SCDO in charge of the FALP the technical staff from MGLSD, the instructors, the adult learners, as well as the community leaders, in the sub-counties of Gombe and Nangabo in Wakiso district.

3.3 Sample size and Selection

A sample is a sub group of the population under study Sekaran, (2005). By studying the sample conclusions were drawn that generalized the interest of the population. The researcher used a non- probability sampling technique called purposive sampling which was based on accessibility of targeted respondents. In the same way, a simple random sampling technique was later on introduced after the purposive sampling technique.

Table 1: Stakeholders that comprised the study population

NO.	Population category	Population	Sample Size	percentage	Sampling method
------------	----------------------------	-------------------	--------------------	-------------------	------------------------

1.	Adult learners	150	40	26.6	Purposive
2.	FAL instructors	20	15	75	Purposive
3.	Civil servants at MGLSD& Wakiso district	11	10	90.9	Purposive
4	Political leaders and community leaders	14	12	85.7	Simple random sampling
	Total	195	77	39.5	

Source: Wakiso District Annual Report 2011 and FAL Abstract 2010

3.4. Sampling techniques and procedures

Both probabilistic and non-probabilistic sampling methods were used to select sample size for the study.

3.4.1 Probability Sampling

According to Saunder et al (2003) and Sekaran (2003) when a researcher chooses to use probability sampling methods, they can select from the following types, namely; simple random, stratified, cluster, and multistage sampling techniques to locate the subject. The researcher used simple random sampling to select first the FAL stakeholders who were involved in the study and then she also selected the learners, instructors and political leaders as the other subjects of the study. The researcher then carried out a simple random sampling. These included the political and community leaders.

3.4.2 Non Probability Sampling

According to Saunder et al (2003) when a researcher chooses to use non probability sampling, they can choose from many methods namely , quota, purposive, snowball, self-selection and convenience sampling. Thus the researcher used purposive sampling to select the key informants. According to Amin (2005) and Mugenda& Mugenda (2003) purposive sampling is useful when choosing the respondents that best answer the research questions. They also assert that it is used when working with a very small sample such as case study research and when the researcher wishes to select the cases that are particularly informative to the subject under the study.

3.5 Data Collection Methods

Both quantitative and qualitative techniques were used in this study. According to Amin (2005), this is known as triangulation and it is helpful; because it results from one method helping to inform the others while at the same time neutralizing any inherent bias. The three commonly used methods for data collection are interviews, observations and focus group discussions (Sekaran, 2003, p219).For the purposes of this study, all the four methods together with the documentary review method were used for data collection. Methods are often mixed when studying investigation because of their efficiency and convenience Sekaran, (2003); Amin, (2005).

3.5.1 Questionnaire Method

A questionnaire survey is defined as a pre-formulated written set of questions to which respondents' record their answers usually with closely defined attitudes Sekaran (2003). The researcher used questionnaires because of their advantage of reaching many respondents in a short time, their being cheap and the fact that their respondents may answer without bias Mugenda & Mugenda (1999).

3.5.2 Focus Group Discussions (FGD) Method

A focus group is a group that gathers people from similar background or settings or experiences to handle and discuss an issue or topic of interest to the researcher Krueger (1988). In FGDs, the group brainstormed on the issue, and then a synthesis by the researcher was made. A group discussion of 15 persons guided by the researcher as a facilitator was met, during which group members talked spontaneously about the topic under study. The purpose of this method was to obtain in-depth information on concepts, perceptions and ideas of a group on adult learning under the FALP. It aimed at being more than a question-answer interaction.

3.5.3 Interview Method

An interview is where the researcher uses a face to face interaction to exchange views Amin, (2005). By the use of an interview guide, data was collected from the key informants. The interviews provided the researcher with the chance to probe the respondents in cases of ambiguous responses, as well as being able to notice their reactions.

3.5.4 Documentary review Method

The study involved the review of both internal and external documents so as to obtain information related to the research area. According to Desey (2003) documentary review involves collecting, recording, analyzing and interpreting of data from secondary sources such as texts and magazines, news, journals and government publications. The documents were studied and reviewed in relation to the set objectives of the study and the documents included articles, internal and external reports, budgets and work plans.

3.6 Data collection Instruments

3.6.1 Questionnaire

The questionnaire was the major instrument used because of its convenience and efficiency in the collection of quantitative data Amin (2005). Mugenda and Mugenda (1999) contend that questionnaires enable respondents to answer without bias, are low and can conveniently reach many people in short period of time. Questionnaires were designed, pretested in order to determine whether they answered the research questions. Pretesting was done on a few respondents in Nangabo Sub County and it was established that they could answer the questions well, after which, they were distributed to respondents. The respondents were asked to fill them in a period of two weeks. The questionnaire included close-ended structured questions designed to answer the research questions that address the objectives of the study. This study constituted a total of 30 survey items that measured the factors affecting adult learning under FALP.

3.6.2 Interview Guide

For the researcher to obtain in-depth data which was not possible using questionnaires, an interview guide was used to guide the process. This helped to standardize the interview structure so that the questions could be asked in the same way. According to Dick (2002), interviews enable a researcher to gather more focus information rapidly and, they allow for some personal contact between the interviewer and the respondent which enables the interviewer to work directly with the interviewee.

The interview was based on themes that were of a particular interest to the study. A list of themes based on the independent and dependent variables were used to guide the interview process. The guide was applied to 17 key informants namely, one Assistant Commissioner

for Literacy, DCDO Wakiso district, the District FALP Coordinator, National FAL Coordinator, the Director Gender and Women Affairs at the MGLSD and 12 FAL instructors Wakiso district. The researcher used unstructured (open ended) interview guides because they give liberty to discussions, reactions, and openness Amin (2004).

3.6.3 Documentary Review Checklist

In addition to information obtained from questionnaires and interviews, supplementary information was obtained through analysis of written documents, among them articles, reports, annual works plans and mid-term expenditure work plans. The documentary analysis generated both qualitative and quantitative information. This helped in analyzing the problem.

3.7 Quality Control of Research Instruments

3.7.1 Validity

Validity of a data instrument refers to the appropriateness of the instrument to measure a variable or construct and come up with the intended results Amin, (2005). Instrument validity was ascertained with an information technology professional, working under the Project of Functional Adult Literacy who assessed what concepts were being measured and determined whether the set of items accurately represented the concept under study as given by Amin (2005) and Mugenda & Mugenda (1996).Armin's formula of establishing the content validity index (CVI) Amin (2005) was used and the instrument that had an index of 0.7 was accepted as valid. This is also given by Sekaran (2005:207). The instrument used gave an index of 0.81 which is a valid result.

The formula used was given as;

$$CVI = \frac{\text{no of items declared valid}}{\text{total number of items}}$$

$$CVI = \frac{62}{77}$$

$$CVI = 0.81$$

3.7.2 Reliability

The reliability of an instrument measures its consistency, stability and dependability Sekaran, (2003). To measure the internal consistency of items in the questionnaire Cronbach's coefficient alpha was computed using SPSS version 12.0 and it gave a coefficient alpha of 0.651 which is accepted in social research. Cronbach's alpha measures how well a set of items (or variables) measures a single uni-dimensional latent construct as shown in the table below.

Table 2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.651	.796	41

3.8 Procedure of Data Collection

After defending the proposal and getting permission from the institute, the researcher accessed various study subjects and collected the required data for the study. Meetings with key informants were also arranged. The process involved moving to the field to look for the respondents. The responses were coded and organized at the end of each day/ interview while the whole data was analyzed after all questionnaires had been filled.

3.9 Measurement of Variables

All the variables under study were measured using a Likert scale that had five categories to respond to namely; 1=strongly agree (SA), agree (A), 3= Not Sure (NS), 4=Disagree (D) and 5=Strongly Disagree (SD). According to Mugenda and Mugenda (1999) this scale is suitable for measuring perceptions, attitudes, values and behaviors that relate to the topic under study and in this case adult learning in general and FALP in particular.

The data collected from interview was cleaned, sorted and grouped into themes in order to support the hypothesis tested.

3.10 Data Management and Analysis

3.10.1 Quantitative Data Analysis

Quantitative data was sorted, edited, coded and entered into SPSS which generated frequency tables, cross tabulations and graphs to explain the behaviour of data. Cross-tabulation is a two or more dimensional table that records the number (frequency) of respondents that have the specific characteristics described in the cells of the table Dave Gutzman, Data Step Development (2004).

The degree of relationship between factors influencing adult learning under FALP was determined using by Pearson Correlation technique to determine the direction of the relationship (whether it is a positive or negative relationship) and using 5% level of significance, was the basis of the researchers' conclusion on the stated hypothesis.

Correlation refers to any departure of two or more random variables from independence.

In this study, the Pearson's correlation was measured to determine the dependence between the independent and dependent variables.

3.10.2 Qualitative Data Analysis.

The researcher evaluated and analyzed the adequacy of information in answering the research questions through coding of data, identifying categories and parameters that

emerged in the responses Mugenda & Mugenda (1999) summaries were made on how different themes are related and how they influence the performance FALP. The researcher evaluated and analyzed the competence of information in answering the research questions through coding of data, identifying categories and parameters that emerged in the responses on the factors affecting adult learning taking the FALP in Wakiso district. While analyzing qualitative data, summaries were made on how different variables were related and how they affect adult learning, the case of FALP in Wakiso district.

CHAPTER FOUR

PRESENTATION ANALYSIS AND INTERPRETATION OF FINDINGS

4.0 Introduction

In this chapter, the results are presented, analyzed, discussed and interpreted. This chapter highlights the response rate, the demographic characteristics of the respondents, descriptive statistics for both dependent and independent variables and lastly, it highlights the findings on correlation and regression. The analysis of data was done using SPPSS 12.0. The quantitative data is presented using frequency tables and figures, while qualitative data is in form of narration.

4.1 Response Rate

There should be an account for the active response rates for every study. The total response rate is computed as the ratio of the total number of responses to the total number of disqualified responses in the sample Neumann (2000).

$$\text{active response rate} = \frac{\text{total number of respondents}}{\text{total number in sample (disqualified and unreachable)}}$$

The researcher had a study population of 195 and from this; a sample of 77 was selected for the study. Of these a total of 62 responded fully during the study giving a response rate of 80.5% as shown in the table below;

Table 3: Response rate

NO.	Population category	Sample Size	No. of respondents that participated	%age
1.	Adult learners	40	35	87.5%
2.	FAL instructors	15	12	80%
3.	Civil servants at MGLSD& Wakiso district	10	6	60%
4	Political leaders and community leaders	12	9	75%
	Total	77	62	80.5%

Mugenda & Mugenda (2003) suggest that a response rate of 50% is adequate when quantitative research data is collected. Response rate is defined as the ratio between the numbers of returned usable questionnaires and the number of reachable sampled respondents. For most studies or researches, a response rate of 50% or higher is adequate, 60% or higher is good, and 70% is very good. The response rate was 80.5% and therefore it is very good.

4.2.1. Demographic Characteristics of Respondents

To ascertain the background of respondents, the study looked at their age, gender, level of education and marital status.

Table 4 : The Composition of the respondents by gender

Gender	Instructors		Learners		Political Leaders and technical staff		Grand Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Male	7	58.3	8	22.9	7	46.7	22	35.8
Female	5	41.7	27	77.1	8	53.3	40	64.2
Total	12	100	35	100	15	100	62	100

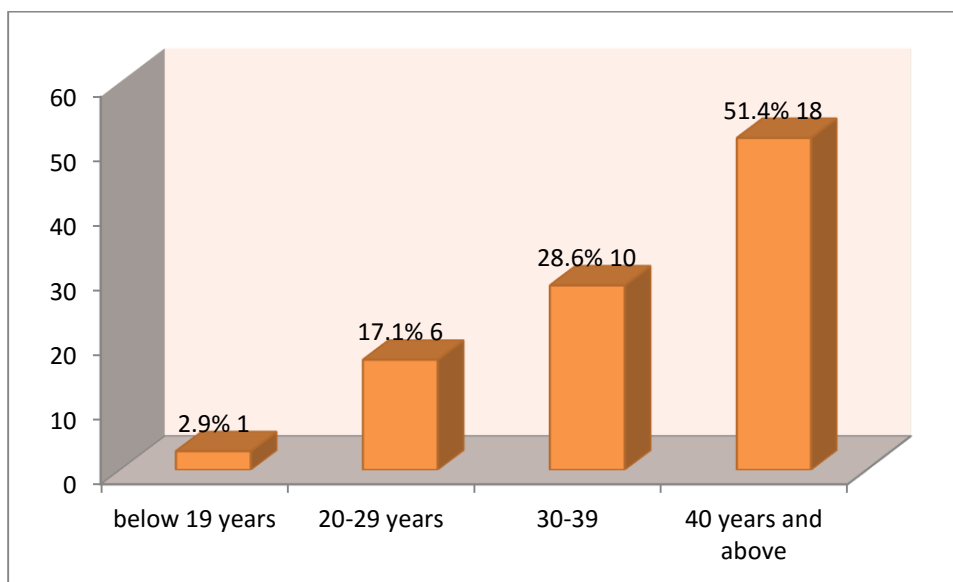
Source: Primary Data

Most of the respondents were female 64% (40) majority of them being learners at 77%(27) as compared to male respondents who were 36% (24) with learners at 23% (8).This means that the study targeted both male and female respondents but got more views from females because their number was much bigger than the one for males. This could have created a bias.

4.2.2 Age of Learner Respondents

The age of the learner respondents was categorized as below 19 years, 20-29 years, 30-39 years and 40 years and above.

Figure 2: Age of learner respondents (N=35)



Source: Primary Data

The study findings show that majority of the respondents in this category (learners) fall in the age category of 40 years and above who were 51.4% (18), followed by those between 30-39 years who were 28.6% (10), followed by those between 20-29 years at 17% (6) while the smallest number was those below 19 years at 2.9% (1). This implied that adult learning under FALP benefits mostly the people of 30 years and above maybe because they are the ones who are most likely to have missed out on the chance to get formal education through Universal Primary Education (UPE).

4.2.3: Marital status of the Learner Respondents

The marital status of the learner respondents was categorized as single, married, widow/widower and divorced.

Figure 3: Marital status of the learner respondents (N=35)



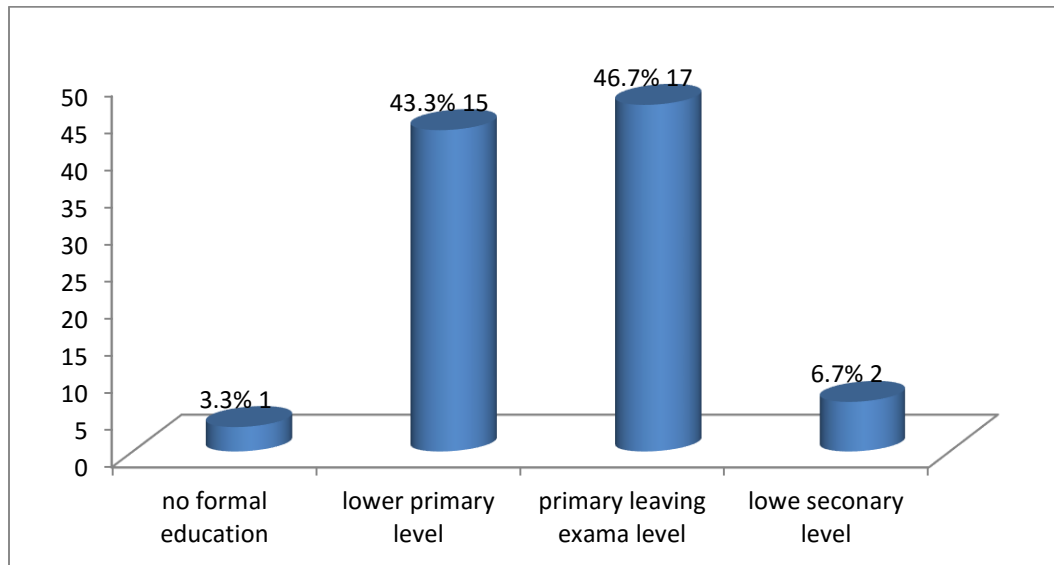
Source: Primary Data

As shown in the table above, the findings revealed that majority of the respondents were married 46% (16), followed by the widowed at 31% (11), and then followed by the single persons 20% (7), while the minority are divorced at 3% (1). This could mean that since most of respondents were female, and then may be it is because most of them got married before they could get formal education, or that they were encouraged by their spouses to enroll for the FALP. This also meant spending more time in the field, since most of the respondents had many competing roles to attend to and could not be readily got for interviews.

4.2.4: Level of Education for the Learners

The level of education for the learners was categorized as no formal education, lower primary level; primary living level (PLE) and lower secondary level.

Figure 4 : Level of education for the learner respondents (N=35)



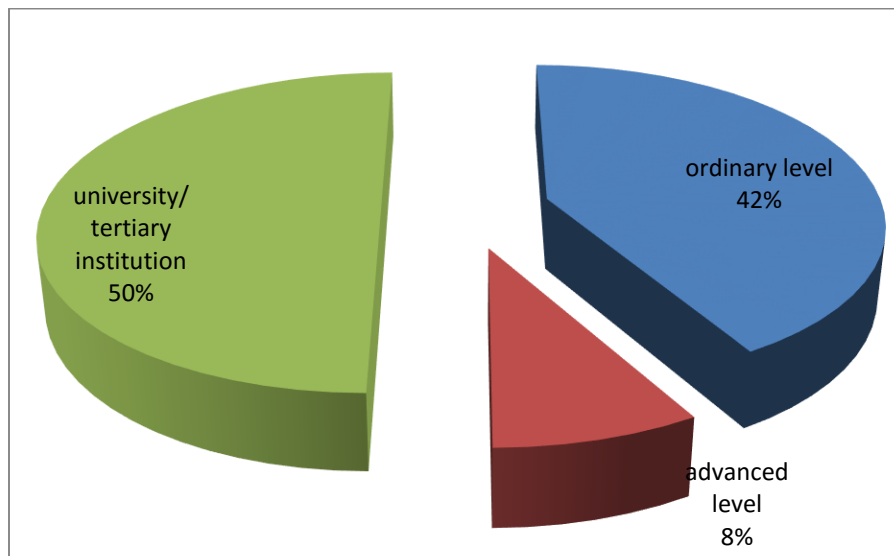
Source: Primary Data

The study findings reveal that a big number of the learners were PLE leavers at 47% (17), followed by those who attained lower level formal education at 43% (15), followed by those who attained lower secondary level education at 7% (2) and lastly those who never attained any formal education at 3% (1). This gives a picture that, those who had ever attained some formal education embrace the adult learning under FALP more than those who did not attain any formal education.

4.4.5: Level of Education for Instructors

The level of education for this category of respondents (instructors) was categorized as ordinary level, advanced level and university level.

Table 5: Level of education for instructors (N=12)



Source: Primary Data

The researcher established that, most of the instructors had attained tertiary or university level of education at 50% (6), followed by those with ordinary level at 42% (5) and the then least number of the respondents had attained advanced level at 8% (1). This therefore means that functional adult literacy services are facilitated by people who have a good education background and therefore the learners get good quality literacy skills.

4.3 Empirical Findings

This study was designed to assess the factors affecting adult learning under FALP taking a case of FALP in Wakiso district. This section presents the empirical findings on how the institutional frame work, the strategies and the attitudes affect adult learning under FALP. The findings are presented using grouped results and grouped variables as recommended by Glattorn and Joyner (2005) who say that results can be grouped in four different means that is; research questions, taking grouped results methods, using variables and hypothesis. Each variable was analyzed to give descriptive statistics, followed by correlation analysis and then regression between the independent and dependent variables.

The factors that were perceived to influence adult learning under FALP were divided into three dimensions and they included; the institutional frame work, the strategies and the attitudes. While analyzing the objectives, the researcher assigned scores to levels of satisfaction exhibited by the respondents. In other words, data was transformed from nominal category data to ordinal categorical data where by it was assigned in numbers from (1-5) to represent; strongly agree (SA) = 1, Agree (A) = 2, Not Sure (NS) =3, Disagree (D) =4, and Strongly Disagree (SD) =5, while those other responses that either had Yes or No were assigned 1& 2 respectively. The rationale for doing this was to draw meaningful conclusions out of the data.

4.3.1: Institutional Framework and adult learning under FALP

This section dwelt with the different dimensions of the Institutional Framework under FALP and how they affect adult learning in Wakiso district. These included Stakeholders/Duty Bearers, Clear Policies and Clarity of Roles.

4.3.1.1: Stakeholders and Adult Learning under FALP

This sub-section looked at stake holders and how they affect adult learning under FALP in Wakiso district. The respondents in this case the learners were asked to inform the researcher about the providers of adult learning services under the FALP.

Table 6: Providers of adult learning under FALP

Item	Number	Percentage
Non-Government Organizations (NGOs)	4	11.4
Faith Based Organizations (FBOs)	1	2.9
Community Based Organizations (CBOs)	4	11.4
Local Governments (LG)	26	74.3
Total	35	100

Source: Primary Data

On the providers of adult learning under FALP 74.3% (26) said that local government was providing the services, followed by NGOs and CBOs both at 13.8% (4) and FBOs at 3.4% (1). In other interviews, the results suggest that the stakeholders for adult learning under FALP include the Central Government through the MGLSD. A Technical Staff at Wakiso district said,

“The stakeholders include Central Government through MGLSD, the District Technical and Political Leaders, the instructors, the learners the NGOs, CBOs, FBOs other institutions that offer similar services and all Community Members”

4.3.1.2: Clear Policies and Adult Learning under FALP

This sub section analyzed data on how clear policies affect adult learning under FALP. All respondents were asked agree or disagree.

Table 7: Responses on clear policies and adult learning under FALP

Statement	Strongly agree		Agree		Not Sure		Disagree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
The district always budgets and provides funds for the implementation of FALP	2	3.2	5	8.1	10	16.1	35	56.5	10	16.1	62	100
The stakeholders in adult learning under FALP collaborate with existing social institutions and organizations that offer similar services in your area	31	50	22	35.5	2	3.2	5	8.1	2	3.2	62	100
Through collaboration and networking Functional Adult Learners can share experience and share resources	21	33.9	17	27.4	12	19.4	8	12.9	4	6.4	62	100

Source: Primary data

From the table above, 73% (45) of the respondents disagreed that the district budgeted and provided funds for implementation of FALP 16% (10) were not sure while 3% (7) agreed.

On the stakeholders collaborating with other institutions and organizations that offer similar services, 56% (53) agreed, 11% (7) disagreed, while 3% (2) were not sure. 61% (38) agreed that, through networking and collaboration, learners can share experience and resources, 19% (12,) disagreed, while 19% (19) were not sure.

The SCDO stated that having clear policies is very vital for the successful implementation of adult learning under FALP in Wakiso district.

In order to test the hypothesis, so as to establish the relationship between clear policies and adult learning under FALP correlation coefficient and regression were performed.

Table 8: Correlations between clear policies and adult learning under FALP

		Adult learning	Clear policies
Adult learning	Pearson Correlation	1	0.693**
	Sig. (2-tailed)	.	0.037
	N	62	62
Clear policies	Pearson Correlation	0.693**	1
	Sig. (2-tailed)	0.037	.
	N	62	62

Source: Primary data

From the correlations above, the findings revealed that there is a strong positive correlation between clear policies and adult learning (0.693). Pstatistic = 0.037 which is less than $P=0.05$, thus there a strong relationship between clear policies and adult learning and it implies that when there are clear policies in place, adult learning under FALP increases. Further regression analysis was done in order for the researcher to understand the variation in adult learning under FALP and clear policies.

Table 9: Model Summary for clear policies and adult learning under FALP

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.693(a)	0.480	0.514	1.879

a Predictors: (Constant), clear policies

Source: Primary data

The above results mean that 48% variation in adult learning (dependent variable) is explained by clear polices for adult learning under FALP, while 52% variation in adult learning cannot be explained by clear policies and adult learning under FALP.

Table 10: Coefficients ^(a)for clear policies and adult learning under FALP

Model		Un-standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.285	2.145		0.039	0.000
	Clear policies	0.032	0.681	0.693	0.047	0.037

a Dependent Variable: adult learning

Source: Primary data

From the table above, findings reveal that, $P= 0.037$ which is less than the $P=0.05$. This therefore means that clear policies positively affect adult learning under FALP. Thus, it can therefore be deduced that clear the policies are an important factor that enables adult learning under FALP to take place.

4.3.1.3 Clarity of Roles and Adult Learning under FALP

This sub section looked at the clarity of roles played by different concerned parties and how they affect adult learning under FALP.

The researcher tasked the adult learners to specify the role they played in provision of Adult learning under FALP in their area. The respondents answered using multiple responses as shown below.

Table 11: Role played by the learners

Item	Count	Percentage
Provision of learning centre	4	11.4
Mobilization of community members to enrollment	23	65.7
Educating the community members about what I have learnt	6	17.1
Attending the classes regularly	1	2.9
Encouraging my spouse to enroll and attend	1	2.9
Total	35	100

Source: Primary Data

As noted from above in the table, 65.7% (23) of the learners said they mobilized community members to enroll for FALP, 17.1% (6) said they educated others about what they had learnt, 11.4% (4) said they provided a learning center while 2.9% (1) attended classes regularly and 2.9 (1) said they encouraged their spouses to enroll and attend the FALP.

The adult learners were also asked whether they had offered any other support for adult learning under FALP. They responded using (Yes or No)

Table 12: learners’ logistical support to FALP

Response	Frequency	Percent
Yes	25	71.4
No	10	28.6
Total	35	100

Yes or No

Source: Primary Data

As seen from above, 71.4% (25) of the respondents said they had given support in support of the programme, while 28.6% (10) said they did not offer any support. The respondents (learners) were asked to agree or disagree on the different roles played by the other stakeholders, in the implementation of adult learning under the FALP. Their responses are shown below.

Table 13: Clarity of roles on adult learning under FALP by learners

Statement	Strongly agree		Agree		Not Sure		Disagree		Strongly disagree		Total	
	No	%	No	%	No	%	No	%	No	%	No	%
I mobilize others to enroll for FAL classes.	13	37.1	5	14.3	6	17.1	4	11.4	7	20	35	100
I provide learning centres.	17	54.8	4	12.9	3	9.7	1	3.2	6	19.4	31	100
I encourage our illiterate spouses to enroll	7	23.3	9	30	1	3.3	5	16.7	8	26.7	30	100
I educate others in the community about what I have learnt	15	42.9	1	2.9	6	17.1	6	17.1	7	20	35	100
Adult learners attend classes regularly	12	35.3	7	20.6	4	11.8	9	26.5	2	5.9	34	100
Some community members have offered donations to support adult learning under FALP	11	32.3	7	20.6	4	11.8	6	17.7	6	17.7	34	100
The district technical and political leaders give enough support to adult learning under FALP	14	40	8	22.9	4	11.4	4	11.4	5	14.3	35	100
I contribute resources to support adult learning under FALP	12	34.3	4	11.4	4	11.4	6	17.1	9	25.7	35	100
Community members offer free labour to implement adult learning under FALP in the area	11	31.4	4	11.4	6	17.1	5	14.3	9	25.7	35	100

Source: Primary data

When asked whether they mobilize others to enroll for FAL classes; 51.44% (18) of the respondents agreed, 31.4% (11) disagreed, while 17.1% (6) were undecided.

On provision of learning centres, 67.78% (21) agreed that they provided learning centres, 22.6% (7) said they did not while 9.68% (3) were not sure. On encouraging their spouses

to enroll for the programme, majority of the respondents 63.3% (16) agreed that they did encourage them, 43.4% (13) disagreed while 3.3% (1) was undecided.

When asked about educating others in the community about what they learn, a good number of the respondents at 45.7% (16) agreed, 37.1% (13) disagreed, while 17.1% (6) were not sure. On attending classes regularly, 55.9% (19) agreed that they were attending regularly, 32.4% (11) disagreed, while 11.8% (4) were not sure. On whether some community members offered donations to support adult learning under FALP, 52.9% (19) agreed, 35.3% (12) disagreed, while 11.8% (4) were not sure. When asked whether technical and political leaders gave enough support to adult learning under FALP, 62.9% (22) agreed, 25.7% (9) disagreed while 11.4% (4) were not sure.

When asked whether they contributed resources to support adult learning under FALP, 45.69% (16) agreed, 42.8% (15) disagreed while 11.4% (4) were not sure.

About community members offering free labour to implement adult learning under FALP, 41.8% (15) agreed, 40. % (15) disagreed and 17.1% (6) were not sure.

All those interviewed during the different interviews, including MGLSD technical staff DCDO, SCDO, Sub County Chiefs, the LC councilors and LCI political leaders admitted to knowing clearly what their roles were in the implementation of adult learning under FALP. One of the technical staff said,

“Our roles as the district technical and staff political leaders include the supervisor of FAL activities; making FALP work plans and budgets, monitor funds and activities for the programme and publicize and advocate for the programme”.

In order to establish the relationship between clarity of roles and adult learning under FALP correlation coefficient was performed.

Table 14: Correlation between the clarity of roles and adult learning under FALP

		Adult learning	Clarity of roles
Adult learning	Pearson Correlation	1	0.446
	Sig. (2-tailed)	.	0.019
	N	35	35
Clarity of roles	Pearson Correlation	0.446	1
	Sig. (2-tailed)	0.019	.
	N	35	35

Source: Primary data

From the above findings, it is seen that there exists a moderate positive correlation (0.446) between adult learning under FALP and the clarity of roles. Furthermore, the computed Pvalue = 0.019 is less than the Pstatistic = 0.05, thus the clearer the roles, the more the adult learners under FALP. This therefore means that the more the clarity of roles of the different stakeholders the more the increase in the number of adult learning under FALP.

Regression analysis was also carried out on the finding to determine the results as shown below;

Table 15: Summary of Adult learning and roles of stakeholders in the FALP

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.446(a)	0.199	0.085		1.008

a Predictors: (Constant),clarity of roles

Source: Primary data

From the table above, 19.9% variation in adult learning is explained by clarity of roles, while 80.1% variation in adult learning cannot be explained by clarity of roles. This therefore means that there is a significant relationship between the roles prayed by the different stakeholders and adult leaning learning under FALP.

Table 16: Coefficient of Adult learning and the roles of stakeholders

Model		Un-standardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.365	2.656		0.514	0.063
	Roles	0.194	0.147	0.446	0.319	0.019

a Dependent Variable: Adult learning

Source: Primary data

From the table above, the Pvalue= 0.019 and is less than the Pstatistic =0.05, thus the clarity roles affects adult learning under FALP.

The researcher further put together the findings on the different variables under the institutional framework and adult learning under FALP as shown below

Table 17: Correlations between Institutional framework and adult learning

		Adult Learning	Institutional Framework
Adult learning	Pearson Correlation	1	0.458
	Sig. (2-tailed)	.	0.034
	N	62	62
Institutional Framework	Pearson Correlation	0.458	1
	Sig. (2-tailed)	0.034	.
	N	62	62

Source: Primary data

From the table above, there exist a moderate positive relationship of 0.458 between adult learning and institutional framework. In addition, the computed Pvalue (0.034) is less than the Pstatistic (0.05). Thus, this implies that the institutional framework has an influence on adult learning under FALP.

Further regression analysis was done to conclude the hypothesis earlier stated.

Table 18: Summary of the Institutional framework and adult learning

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.458(a)	0.210	0.131		1.086

a Predictors: (Constant), Institutional framework

Source: Primary data

The above summary model depict that the R² 21% variation in adult learning is explained by the institutional framework.

Table 19: Coefficients ^(a) of the Institutional framework and adult learning

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.026	.658		0.597	0.001
	Institutional framework	0.044	0.027	0.458	0.628	0.034

a Dependent Variable: Adult learning

Source: Primary data

From the above regression analysis, the computed Pvalue (0.034) is less than the Pstatistic (0.05), thus the researcher accepted the hypothesis and conclude that the Institutional framework affects adult learning under FALP.

4.2.2: Strategies that affect Adult Learning under FALP in Wakiso district

This section analyzed the different variables namely, Motivation, Voluntarism and Community participation. The respondents were asked to give the views on motivation, voluntarism and community participation and how they affected adult learning under

FALP. The responses were given as Strongly Agree (SA), Agree (A) Not Sure (NS) Disagree (D) Strongly Disagree (SD).

4.2.2.1 Motivation of Instructors and Adult Learning under FALP

This sub section analyzed data on motivation of instructors and adult learning under the FALP. The respondents were asked to give their opinions using agree or disagree.

Table 20: Opinion of instructors on their motivation and adult learning

Statement	Strongly agree (SA)		Agree (A)		Not Sure (NS)		Disagree (D)		Strongly Disagree (SD)		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
The technical and political leaders play their roles as stakeholders to motivate the you to fully participate in the FALP	3	25	1	8.3	1	8.3	5	41.7	2	16.7	12	100
The venues learning centres are conveniently located	1	8.3	8	66.7	1	8.3	2	16.7	-	-	12	100
The timing of the classes are appropriate and convenient	3	25	9	75	-	-	-	-	-	-	12	100

Source: Primary data

As seen from the table above, when asked whether they are motivated by the district technical and political staff, 58.4% (7) disagreed, 33.3% (3) agreed, while 8.3% (1) was not sure. About whether the learning centres are conveniently located, 78% (9) agreed, 16.7% (2) disagreed, while 8.3% (1) was not sure. On whether the timing of the classes is appropriate and convenient, all the respondents 100% (12) agreed.

In order to test the hypothesis on the relationship between motivation of the instructors and adult learning, correlation coefficient and regression tests were performed.

Table 21: Correlations between motivation and learning as given by the Instructors

		Adult learning	Motivation of instructors
Adult learning	Pearson Correlation	1	0.691
	Sig. (2-tailed)	.	0.009
	N	12	12
Motivation of instructors	Pearson Correlation	0.691	1
	Sig. (2-tailed)	0.009	.
	N	12	12

Source: Primary data

From the table above, it is realized that, there is a high positive relationship (0.691) between the instructor's motivation and adult learning under FALP. In addition, the Pvalue (0.009) is less than the Pstatistic (0.05) thus the more the motivation of instructors the more the Adult learning under the FALP.

Table 22: Summary on Motivation of the Instructors and Adult learning

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.691(a)	0.477	0.729		2.121

a Predictors: (Constant), Motivation of instructors

Source: Primary data

The model summary above shows that 47.7% of adult learning under FALP is explained by motivation of instructors. This means that there is a significant contribution of motivation of instructors on adult learning under FALP.

Table 23: Coefficients ^(a) between Motivation of Instructors and Adult learning

Model		Unstandardized Coefficients	Standardized Coefficients	T	Sig.

		B	Std. Error	Beta		
1	(Constant)	2.929	3.327		0.880	0.054
	Motivation	.071	0.371	0.691	0.192	0.009

a Dependent Variable: Adult learning

Source: Primary data

From the table above, the Pvalue (0.009) is less than the Pstatistic (0.05) thus motivation of instructors affects Adult learning under FALP.

4.2.2.2 Voluntarism and Adult Learning under FALP

sub section dealt on voluntarism and how it affects adult learning under the FALP. The respondents (instructors and learners) were asked to agree or disagree with the statements given on voluntarism as shown below

Table 24: Responses of Learners on voluntarism and Adult Learning

Statement	Strongly agree (SA)		Agree (A)		Not Sure (NS)		Disagree (D)		Strongly Disagree (SD)		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Your instructors are highly encouraged to work on voluntary basis by participation of the political leaders in the implementation of the FALP	18	51.4	5	14.3	2	5.7	3	8.6	7	20	35	100
Adult community members in your participate fully in the implementation of the FALP with no pay	11	31.4	2	5.7	2	5.7	7	20	13	37.1	35	100
Political leaders volunteer in the implementation of adult learning under FALP	12	34.2	6	17.1	4	11.4	3	8.6	10	28.5	35	100
Instructors are happy and work willingly as volunteers	5	14.3	4	11.4	5	14.3	15	42.9	8	22.9	35	100

Source: Primary Data

From the table above, 67.7% (20) of the instructors agreed that they are encouraged to work on voluntary basis by participation of political leaders in implementing adult learning under FALP, 43.6% (10) disagreed, while 5.7% (2) were not sure. On whether all adult community members participate in the implementation of adult learning under FALP, 57.1% (27) disagreed, 37.1% (13) agreed, while 5.7% (2) were not sure. 51% (18) agreed that, political leaders volunteer to implement adult learning under FALP, 51.3% (18)

agreed, disagreed 37.3% (13) while 11.4% (4) were not sure.65.8% (23) disagreed that instructors are happy and willing to work as volunteers, 25.7% (9) agreed while 11.4% (5) were not sure.

It was established during the interviews with some MGLSD staff who are major implementers of FALP in the country that the instructors are supposed to work on voluntary basis. One of them said,

“FALP instructors’ are volunteers with no salary but just a few incentives”.

They went ahead and said that this had affected the programme because many of them drop out and opt for programmes were they are given good incentives such as Community Driven Development (CDD) and Village Health Teams (VHTs).

In order for the researcher to ascertain whether there was a relationship between voluntarism and adult learning under FALP, correlations coefficient and regression were carried out.

Table 25: Correlations between voluntarism and Adult learning by learners

		Adult learning	voluntarism
Adult learning	Pearson Correlation	1	0.390
	Sig. (2-tailed)	.	0.231
	N	35	35
Voluntarism	Pearson Correlation	0.390	1
	Sig. (2-tailed)	0.231	.
	N	35	35

Source: Primary Data

From the above table, it is shown that there is a weak positive correlation between voluntarism and adult learning under FALP at 0.390 and the Pvalue (0.231) is greater than

the Pstatistic (0.05), thus there is no relationship between voluntarism and adult learning under FALP.

Regression analysis was also performed to ascertain further if there is a relationship between voluntarism and adult learning under FALP

Table 26: Summary of response of learners on voluntarism and Adult learning

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.390(a)	0.1521	0.498		1.731

a Predictors: (Constant), motivation of instructors

Source: Primary Data

From the model summary above, it is seen that 15.2% variation on adult learning under FALP is explained by voluntarism while 84.8% is not. Thus, there is no relationship between voluntarism and adult learning under FALP. This means that when voluntarism is increased, adult learning under FALP does not increase in the same rate.

Table 27: Coefficients ^(a) between Voluntarism and Adult learning learners

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.142	2.731		0.784	0.521
	Response	0.019	0.164	0.390	0.055	0.231

a Dependent Variable: Adult learning

Source: Primary Data

From the table above, the Pvalue (0.231) is Greater than the Pstatistic (0.05) thus; meaning that there is no relationship between voluntarism and Adult Learning under FALP.

Another category of respondents (the instructors) were asked to give their opinions on voluntarism and adult learning under FALP, using either agree or disagree.

Table 28: Responses of Instructors on voluntarism and adult learning under FALP

Statement	Strongly agree (SA)		Agree (A)		Not Sure (NS)		Disagree (D)		Strongly Disagree (SD)		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
	You are encouraged to offer free services to adult learners by the participation of the political leaders in the implementation of the FALP	5	41.7	1	8.3	1	8.3	4	33.3	1	8.3	12
All community leaders in your area work willingly as volunteers to implement adult learning under FALP	2	16.7	2	16.7	1	8.3	3	25	4	33.3	12	100
You are encouraged by technical staff to volunteer in the implementation of adult learning under FALP	3	25	3	25	2	17	3	25	1	8.3	12	100
You are happy to work as a volunteer in the implementation of adult learning under the FALP	2	16.7	1	8.3	1	8.3	4	33.3	4	33.3	12	100

Source: Primary data

As seen from the table above, 50% (6) of the respondents agreed that they were encouraged to offer free services to adult learners by participation of political leaders, 41.6% (5) disagreed while 8.1% (1) was not sure. On whether community leaders work willingly as volunteers to implement adult learning under FALP 56.3% (7) disagreed, 33.4% (4) agreed, while 8.3% (1) was not sure. When asked whether they are encouraged by the district technical staff to volunteer, 50% (6) agreed, 33.3% (4) disagreed while 25% (3) were not sure. On whether they are happy to work as volunteers, 66.6% (8) disagreed, 28% (3) agreed, while 8.3% (1) was not sure.

Table 29: Correlations between Voluntarism and Adult learning by Instructors

		Adult learning	Voluntarism
Adult learning	Pearson Correlation	1	0.408
	Sig. (2-tailed)	.	0.592
	N	12	12
Voluntarism	Pearson Correlation	0.408	1
	Sig. (2-tailed)	0.592	.
	N	12	12

Source: primary data

From the above findings, the Pearson Correlation (0.408) implies that there is weak positive relationship between adult learning and Voluntarism. In addition the Pvalue (0.592) is greater than the Pstatistic (0.05), thus we conclude that the relation between voluntarism and Adult learning is weak.

Table 30: Summary of responses by instructors on Voluntarism and Adult learning

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.408(a)	0.167	-0.250		1.581

a Predictors: (Constant), Voluntarism

Source: Primary data

From the above summary, the R square implies that 16.7% variation in Voluntarism can be explained by adult learning, thus significant.

Table 31: Coefficients^(a) between Voluntarism and Adult learning by instructors

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.500	4.031		1.116	0.380
	Voluntarism	-0.500	.791	0.408	-0.632	0.592

a Dependent Variable: Adult learning

Source: Primary data

From the above findings, the Pvalue (0.592) is greater than the Pstatistic (0.05), thus implying that there is a no relationship between adult learning and Voluntarism. This means that when there are volunteers in place to offer free adult learning services, adult learning under FALP does not progress by the same rate or amount.

4.2.2.1 Community Participation and Adult Learning under FALP

This sub section analyzed data on how community participation can affect adult learning under FALP. The respondents were asked to agree or disagree with statements given on community participation as shown below.

Table 32: Opinions on community participation and adult learning under FALP

Statement	Strongly Agree		Agree		Not Sure		Disagree		Strongly Disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Views of all the community stakeholders in adult learning under FALP are taken into consideration	30	48.4	15	24.2	-	-	10	16.1	7	11.3	62	100
All community stakeholders participate in priority setting for implementation of adult learning under FALP	17	27.4	7	11.3	4	6.5	29	46.8	5	8.1	62	100
Community members participate in identifying persons to work as instructors	34	54.8	9	14.5	7	11.3	11	17.7	2	3.2	62	100
All community members know about FALP in your area	22	35.5	8	12.9	7	11.3	20	32.3	5	8.1	62	100
All concerned community members in your area participate in the sustainability of adult learning under the FALP	14	22.6	7	11.3	7	11.3	10	16.1	24	38.7	62	100

Source: Primary data

When the researcher asked the respondents whether the views of all community stakeholders in adult learning are considered majority 72.6 % (35) agreed, 27.4% (17) disagreed. On whether community members participate in priority setting for implementation of adult learning under FALP, 54.9% (34) disagreed, 38.7% (24) agreed, while 6.5% (4) were not sure. More than half of the respondents 69.3% (43) agreed that community members participated in identifying persons to work as instructors, 20.9% (13) disagreed and, 11.3% (7) were not sure.

When asked whether all community members knew about adult learning under FALP, 48.4% (30) agreed, 48.53% (27) agreed, 40.9% (25) disagreed while 11.3% (7) were not sure. 54.8% (34) disagreed that all concerned community members participate in the sustainability of adult learning under FALP, 33.9% (21) agreed and 11.3% (7) were not sure.

In order to establish the relationship between community participation and adult learning under FALP, correlation and regression were performed

Table 33: Correlations between community participation and adult learning

		Adult learning	Community participation
Adult learning	Pearson Correlation	1	0.467
	Sig. (2-tailed)	.	0.028
	N	62	62
Community participation	Pearson Correlation	0.467	1
	Sig. (2-tailed)	0.028	.
	N	62	62

Source: Primary data

From the above findings, there is a weak positive relationship between community participation and adult learning at 0.467. Furthermore, the calculated Pvalue (0.028) is less

than the Pstatistic (0.05), implying therefore that the more the community participates in adult learning, the more adult learning under FALP takes place.

Table 34: Summary of community participation and adult learning under FALP

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.467(a)	0.218	-0.042		1.250

a Predictors: (Constant), Community participation

Source: Primary data

From the model summary above, the R squared implies that 21.8% variation in Adult learning under FALP is explained by community participation, while 78.2% is not. This further implies that when community participation is increased, adult learning does not increase by the same rate.

Further regression analysis was run as shown in the table below;

Table 35: Coefficients^(a) of community participation and adult learning under FALP

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.708	1.948		1.903	0.153
	CP	-0.052	0.057	0.467	-0.915	0.028

a Dependent Variable: Adult learning

Source: Primary data

From the table above, the calculated Pvalue (0.028) is less than the Pstatistic (0.05). It can therefore be concluded that there exists a positive relationship between adult learning under FALP and community participation.

Correlation was further performed to establish the relationship between adult learning under FALP and the strategies for adult learning.

Table 36: Correlations between adult learning and the strategies for adult learning

		Adult learning	strategies
Adult learning	Pearson Correlation	1	0.328
	Sig. (2-tailed)	.	0.019
	N	62	62
strategies	Pearson Correlation	0.328	1
	Sig. (2-tailed)	0.019	.
	N	62	62

Source: Primary data

The table above shows that, there is a weak relation (0.328) between the strategies for adult learning and adult learning. In addition the computed Pvalue (0.019) is less than the Pstatistic (0.05) thus meaning that strategies affect adult learning under FALP.

A regression analysis was carried out to conclude on the hypothesis earlier stated as shown in the table below.

Table 37: Summary on Strategies for adult learning under FALP

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.328(a)	0.107	0.018		1.154

a Predictors: (Constant), strategies

Source: Primary data

From the model summary above, the R^2 value implies that 10.7% variation in adult learning under FALP is explained by the strategies.

Table 38: Coefficients ^(a) of the adult learning and the strategies for adult learning

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.492	0.500		4.987	0.001
	Strategies	-0.032	0.029	0.328	1.097	0.019

a Dependent Variable: Adult learning

Source: Primary data

From the above table, the Pvalue is 0.019 which is less than the Pcomputed (0.05). Thus the researcher accepted the hypothesis and concluded that the strategies put in place affect adult learning under FALP.

4.3: Opinions towards Adult Learning under FALP

This section looked at opinions and how they affect adult learning under FALP. The respondents were asked to give their views using agree or disagree.

Table 39: Opinions on adult learning under FALP by stakeholders

Source: Primary data

Item	Strongly agree		Agree		Not Sure		Disagree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Adult learning under FALP helps learners to improve their IGAs	33	53.2	10	16.1	-	0	11	17.7	8	12.9	62	100
Adult learning under FALP helps learners to improve their hygiene	42	67.7	13	21.0	-	0	5	8.1	2	3.2	62	100
Adult learning under FALP helps to reduce poverty	37	59.7	12	19.4	5	8.1	5	8.1	3	4.8	62	100

From the table above, 68.1% (43) of the respondents agreed that adult learning under FALP helps learners to improve their, IGAs while 30.9% (19) disagreed. 88.7% agreed that adult learning under FALP helps learners to improve their hygiene, while 11.3% (7) disagreed. On adult learning helping to reduce poverty, 79.1% (49) agreed, 12.9% disagreed while 8.1% (5) were not sure.

4.3.1 Correlation Analysis

In order to establish whether there is a relationship between opinions and adult learning under FALP, correlation and regression were carried out.

Table 40: Correlations between opinions and adult learning

		Adult learning	Opinions
Adult learning	Pearson Correlation	1	0.655
	Sig. (2-tailed)	.	0.046
	N	62	62
Opinions	Pearson Correlation	0.655	1
	Sig. (2-tailed)	0.046	.
	N	62	62

Source: Primary data

From the above table, there is a high positive correlation (0.655) between the opinions towards adult learning and adult learning; in addition the computed Pvalue (0.046) is less than the Pstatistic (0.05). This implies that if there are positive concepts or opinions then more adult learning under FALP will take place.

A Senior Technical Staff at the district revealed during an interview with him that, the opinions people have towards adult learning under FALP affect the programme. He said,

“FALP is considered by the learners especially the women as an opportunity for them to get out of poverty and as a programme that brings individual and community development that is why they are more women than men. On the other hand the males think that they will be labeled as illiterates, thus shunning the program. ”.

4.3.2 Regression analysis

Regression analysis was also performed as shown below

Table 41: Summary of the opinions towards adult learning under FALP

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.655(a)	0.429	-0.143	1.633

a Predictors: (Constant), Opinions towards adult learning

Source: Primary data

From the above summary, the R squared implies that 42.9% variation in adult learning under FALP is explained by opinions towards adult learning under FALP.

Table 42: Relationship between opinions and adult learning under FALP

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-5.833	9.477		-0.616	0.649
Opinions towards adult learning	0.167	0.192	0.655	0.866	0.046

a Dependent Variable: Adult learning

Source: Primary data

From the above regression, the computed Pvalue (0.046) is less than the Pstatistic (0.05), thus the researcher accepted the hypothesis and concluded that the opinions affects adult learning under FALP

Finally hypothesis on all the three varies that were considered to affect adult learning under FALP was performed as shown below:

Table 43: Results of the Hypothesis Tests

Hypothesis	Variable	R	R²	Sig	Conclusion
Institutional framework affects adult learning under the FALP	Institutional framework	0.458	0.21	0.34	Accept
The strategies in place for adult learning under FALP affect Adult learning	Strategies	0.328	0.107	0.019	Accept
The opinions towards adult learning affects adult learning under FALP	Opinions	0.655	0.429	0.046	Accept

Source: Primary data

KEY : **R²** -Coefficient of determination,

R - Pearson correlation,

Sig. -level of significance

After getting information on the independent and the moderator variables, the respondents were then asked to give their views on the adult learning under FALP (dependent variable).

The following responses were given by both learners and the other respondent.

Table 44: Responses on adult learning as given by the learners

Statement	Strongly agree		Agree		Not Sure		Disagree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
You are able to read and write with easy after enrolling for adult learning under FALP	30	85.714	4	11.429			-	-	1	2.857	35	100
You can count with easy after enrolling for adult learning under FALP	29	82.857	4	11.429	2	5.714	-	-		-	35	100
Your skills in IGAs improved after you enroll for adult learning under FALP	26	74.286	7	20	1	2.857	1	2.857		-	35	100
You joined a group for participating in IGAs after enrolling for adult learning under FALP	28	80	4	11.429			3	8.571		-	35	100

Source: Primary data

From the table above, it is realized that when the learners were asked on whether they were able to read and write after enrolling for FALP, 97.143% (34) agreed, while 2.857% (1) disagreed. On whether they could count with easy after enrolling for FALP, 94.286% (33) agreed while 5.714% (2) disagreed. On whether their skills in IGAs improved after they were trained under FALP, 94.286% (33) agreed 2.857% (1) disagreed while 2.857% (1) were not sure. On whether they joined groups after enrolling for adult learning so as to participate in IGAs, 91.429% (32) agreed while 8.571% (3) disagreed.

Table 45: Opinions of stakeholders on adult learning under FALP

Statement	Strongly agree		Agree		Not Sure		Disagree		Strongly disagree		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Learners are able to read and write with easy after enrolling for adult learning under FALP	10	37.04	7	25.926	2	7.407	3	11.111	5	18.519	27	100
Learners can enumerate with easy after enrolling for adult learning under FALP	11	40.74	8	29.63	1	3.704	2	7.407	5	18.519	27	100
Learners' skills in IGAs improved after they enroll for adult learning under FALP	15	55.56	5	18.519	3	11.11	1	3.704	3	11.111	27	100
Learners form groups for participating in IGAs as one	13	48.15	8	29.63	1	3.704	3	11.111	2	7.407	27	100

Source: Primary data

As seen from the table above, when the stakeholders (instructors, the technical staff and the political) leaders were asked whether the learners could read and write with ease after adult learning under FALP, 62.963% (17) agreed, 29.630% (8) disagreed while 7.407% (3) were not sure. On whether the learners can enumerate with easy after adult learning under FALP, 70.371% (19) agreed, 25.924% (7) disagreed, while 3.704% (1) was not sure. When asked on whether the learners' skills in IGAs had improved as a result of enrolling for adult

learning under FALP, 74.078% (20) agreed, 14.815% (4) disagreed while 11.111% (3) were not sure. On whether the learners form groups for participation in IGAs as one, 77.778% (21) agreed, 18.517% (5) disagreed, while 3.704% (1) were not sure.

It was also revealed during a focus group discussion with the learner respondents that majority of them had acquired literacy and numeracy skills as well as realizing improvement in their IGAs. One of the female respondents said,

“I am so happy that I can help my children of primary two and primary three with their homework, particularly in mathematics”.

Also one of political leaders revealed during an interview that, majority of the learners especially women had come up to embrace IGAs so as to improve their livelihoods.

“All the women who are learning under FALP formed groups or joined SACCOs and they are collecting and borrowing money for investments”, he said.

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary, conclusions and recommendations of the findings. The study was guided by three objectives namely; the institutional framework, the strategies and the opinions s affect adult learning under FALP. The study also answered three hypotheses namely;

Ho: Institutional framework affects adult learning under FALP in Wakiso District.

Ho: Existing strategies affect adult learning under FALP in Wakiso District.

Ho: There is a relationship between opinions and adult learning under FALP implementation in Wakiso District.

5.1: Summary of Key Findings

The literature suggests that many countries have taken on adult learning as one of the priorities for human and economic development. UNESCO (2007 report) emphasizes the importance of adult learning in human and economic development. Literature also shows that in Uganda adult learning is considered a national priority in social and economic development MGLSD (2008), thus, the birth of the Functional Adult Literacy Programme (FALP). The literature in the same way suggested that governments in many countries are the major providers and implementers of adult learning in general and adult literacy in particular UNESCO (2007). In the same way, adult learning in general and adult literacy in Uganda is majorly provided by the governments, both central and local.

It was also established that adult learning under FALP has not been fully achieved despite the much effort that has been put in place to fully realize the benefits. This was ascertained

during an interview with the a technical staff of the CBS Department at Wakiso district who said that the insufficient funds provided for the programme cannot allow all the activities for the proper implementation of the programme to be carried out.

5.1.1: Institutional Framework for Adult Learning under FALP in Wakiso district

The study established that indeed the institutional framework which included, stakeholders, clear policies and clarity of roles were found to positively affect adult learning under FALP in Wakiso district. Clear policies were found to have a positive relationship with adult learning under FALP by Pearson correlation of 0.693% and a P value of 0.037% which is less than P statistic = 0.05, thus a strong relationship between clear policies and adult learning.

The findings also revealed a moderate positive correlation of 0.446 between adult learning under FALP and the clarity of roles and a computed Pvalue of 0.019% which is less than the Pstatistic = 0.05, thus the more clearer the roles are, the better the adult learning under FALP.

5.1.2: Strategies and Adult Learning under FALP

The research findings showed a positive relationship between the strategies put in place and adult learning under FALP. The strategies such as motivation of instructors, voluntarism and community participation all affect adult learning under FALP.

Motivation was found to have a high positive relationship with adult learning under FALP with a correlation of 0.691 and a level of significance of 0.009 which is less than the Pstatistic 0.05.

Voluntarism was also found to have a relationship with adult learning under FALP but it was a weak positive relationship, with a correlation of 0.390 and 0.408. And the levels of

significance at 0.592 and 0.231 respectively both of which are greater than the Pstatistic (0.05).

Community participation was also found to have a positive relationship with adult learning under FALP with a Pearson correlation of 0.467 and a level of significance at 0.028 which is less than the Pstatistic 0.05

5.1.3 Opinions and Adult Learning under FALP

The findings also showed that opinions have a high positive relationship with adult learning under FALP the Pearson correlation was found to at 0.655 and the level of significance was found to be at 0.046 which is less than the Pstatistic 0.05.

5.2 Discussions

This section links the findings with the study theories, practices and previous researchers. It generally provides support to the Non-Formal Adult Learning Theory. It also supports that all the variables influence adult learning under FALP, with the institutional framework having the strongest influence, followed by strategies and then the opinions.

The discussion of each of the variables follows here below;

5.2.1 The Institutional Framework and Adult Learning under FALP

The first objective was to find out how the Institutional framework affects adult learning under FALP in Wakiso District.

The findings indicate that the Institutional Framework through stakeholders, clear policies and clarity of roles all contribute to adult learning under FALP. This is in consistence with the Transformative Learning Theory by Merriam and Cafferella (1991) and MGLSD (2011) both of which say that there must be an institutional framework in

order for adult learning to take place. This is further supported by the findings which show that the Institutional Framework affects adult learning under FALP. This consequently shows that the Institutional Framework affects adult learning under FALP. Therefore, it is concluded that, the better the institutional framework in place, the more the adult learning under FALP.

5.2.1.1 Stakeholders and Adult Learning under FALP

The results of the literature findings show that, the presence of different stakeholders with the government as the major stakeholder supporting the FALP at 74.3% affect adult learning under FALP. MGLSD (2011) also asserts the importance of having the different actors in the implementation of adult learning and adult education under FALP because it is viewed as a means through which equitable adult learning generally and adult literacy in particular can be achieved. Results from the interviews also showed the importance of having different stakeholders involved so as to properly implement adult learning under FALP properly.

This therefore means that stakeholders affect adult learning under FALP. MGLSD (2011) emphasizes the importance of having different stakeholders involved in planning and monitoring in order for adult learning under FALP to be successful. The different stakeholders should therefore work hand in hand for the success of adult learning under FALP.

5.2.1.2 Clear Policies and Adult Learning under FALP

In the Transformative Learning Theory by Merriam and Cafferella (1991) it is stated that, adult learning is successful if there are specific clear policies in place. In the same way, UNESCO (2009) also notes the importance of having clear polices in place in order to provide meaningful adult learning and adult literacy services to all those that need them.

The study findings also revealed a moderate positive relationship between clear policies and adult learning under FALP. Therefore it is realized that adult learning is affected by clear policies. Findings from the interviews also showed that just like all other programmes spearheaded by government, policies on adult learning are vital for the proper implementation and success of the programme. This therefore means that, the better the policies in place the further the adult learning under FALP.

5.2.1.3 Clarity of Roles and Adult Learning under FALP

UNESCO (2007) recognizes the importance of having a strategy of clear roles properly spelled out in order for the effective provision of adult learning and adult literacy. Merriam and Cafferella (1991) similarly emphasize that adult learning can only be successful if the roles of each concerned party are clearly spelled out.

The findings revealed a moderate positive relationship between clarity of roles and adult learning under FALP. This therefore shows that adult learning under FALP is influenced by the presence of clear roles.

The results from the interviews in the same way revealed that knowing clearly what each stakeholder is meant to do in order to implement adult learning under FALP would have an impact on it as stated by an officer from Wakiso district. This means that clarity of roles is important in the implementation of adult learning as given by

5.3 The Existing Strategies and Adult Learning under FALP

The second objective was to examine how the existing Strategies affect adult learning under FALP in Wakiso district

The findings reveal that strategies namely motivation of instructors, voluntarism and community participation contribute to adult learning under FALP.

5.3.1 Motivation of Instructors and Adult Learning under FALP

The research findings revealed a high positive relationship between motivation and adult learning under FALP. This means therefore that motivation of instructors affects adult learning under FALP. The findings from the interviews also showed that there is need to motivate the instructors so as to retain them.

This is in consistence with Bingman et al (1999) who emphasize that motivation of instructors or teachers can be enhanced by having community members participate in the implementation of the adult learning programmes as well as the learners participating in planning of their activities. In the same way, MGLSD (2011) emphasizes the importance of having meaningful motivational incentives in place for the instructors who work for free, as well as learner participation in the planning of the days, venues, and hours during which classes should be conducted. Instructors are also said to be motivated if they are invited for refresher courses MGLSD (2008).

5.3.2 Voluntarism and Adult Learning under FALP

Sandra Kerka (2011) says that adult learning and adult literacy would meaningfully be achieved by having in place people who can work as volunteers and teach others. MGLSD (2011) in the same way emphasizes that adult learning under FALP in Uganda can would be successful with continuous voluntarism on the side of the instructors, because they have a huge role to play in the implementation of adult learning under FALP. On the other hand since the research findings revealed a relationship which is significant then it means that voluntarism alone does not affect adult learning under FALP, but works with other factors. Results from the interview however revealed that the willingness of instructors to work on voluntarism is a key factor in the implementation of adult learning under FALP.

5.3.3 Community Participation and Adult Learning under FALP

The research findings established a positive relationship between community participation and adult learning. In the same way, since the level of significance was less than the P statistic, then indeed adult learning under FALP depends on community participation. During an interview with a Technical Staff of Wakiso District Local Government, it was revealed that, it is very vital to have community members participate in the implementation and sustainability of programme.

This is in line with UNESCO (2009) which commits all member states to have a participatory approach in the implementation of adult learning. Srinivasan (1910) similarly put it, that it is very essential to involve the communities and have an adult learning programme that is community based so that it is not resisted, and also to encourage the intended beneficiaries to gain from the programme. In the same way, MGLSD (2011) advocates for a partnership between Government bodies, NGOs and all the other Stakeholders to play their different roles for the smooth implementation of the programme.

5.4. The Moderator effect of Opinions towards Adult Learning under FALP

The third objective was to find out how the moderator effect of opinions affects adult learning under FALP.

The research findings showed a positive relationship between opinions and adult learning under FALP. In the same way, the level of significance was less than the P statistic, thus indeed, it was concluded that opinions affect adult learning under FALP. In the interviews it was revealed that many people especially female learners have positive opinions and perceptions towards adult learning under FALP and look at it as a way through which they can improve their IGAs and businesses and also improve their health and hygiene. This is also in line with. Coley (2008) who says that opinions towards adult learning are guided

by ones' need for development, employment opportunities and labour market opportunities.

5.5. Conclusions

It is worth to note that the Merriam and Cafferella Transformative Learning Theory is the best theory for adult learning under FALP in Uganda because of the way in which it explains adult learning and adult literacy and therefore can be advanced together with other ideas for further research in this area of study. The analysis revealed that the Institutional Framework, the Strategies put in place for FALP implementation and the Opinions of the stakeholders towards the programme all affect adult learning under FALP.

5.3.1 Institutional Framework for Adult Learning under FALP

This study concludes that the institutional framework significantly affects adult learning under FALP. While there are many other perceptions of institutional framework for adult learning under FALP, the study concludes that the presence of different stakeholders influences adult leaning under FALP, since respondents revealed the different kinds of support given by those different stakeholders with government at as the major stakeholder .In same way, the study concludes that Clear policies are also a very relevant variable that is considered critical for adult learning under FALP. This is because it was found to have a high positive Pearson correlation with adult learning. Likewise, clarity of roles was also found to influence adult learning under FALP. The study therefore concludes that clarity of roles affects adult learning under FALP. This further indicates that the government as the major implementer of adult learning in general and adult literacy in particular, together with other partners both International and Local should work towards having a proper institutional framework in place in order to for adult learning under FALP to be

successfully implemented. The therefore the researcher concludes that institutional framework greatly influences adult learning under FALP

5.3.2 Strategies and Adult Learning under FALP.

The study concludes that the strategies affect adult learning under FALP. The researcher observes that while there are many different insights on strategies, the study found that motivation of instructors is the most relevant and most critical factor in the implementation of adult learning under FALP. The study also established that community participation is relevant to the successful implementation of adult learning under FALP. The researcher therefore concludes that both motivation of instructors and community participation are very powerful elements, on which all the concerned parties, especially the central and Local Governments should lay their emphasis on, if adult learning under FALP is to be meaningful and fruitful.

On the other hand, the study concludes that voluntarism is not a very strong and critical element in the implementation of adult learning under FALP, but is necessary for the success of the programme and therefore should be accorded enough attention.

Overall, the study concludes that strategies significantly affect adult learning under FALP.

5.3.3 Opinions and Adult Learning under FALP

The study concludes that opinions significantly affect adult learning under FALP. The overall results show that opinions are a major determinant of adult learning under FALP. This means that the opinions towards adult learning are very vital and therefore should be taken seriously if successful implementation of adult learning under FALP is to be realized.

5.4. Recommendations

Basing on the analysis and the conclusions drawn, the following recommendations were made by the researcher:

5.4.1 Institutional Framework and Adult Learning under FALP

The findings reveal that the presence of different stakeholders, clear policies and, clarity of roles all contribute to successful implementation of adult learning under FALP.

The researcher therefore recommends that the Central Government through the MGLSD and the Local Governments should ensure that all stakeholders in adult learning under FALP are involved in planning and monitoring. The Government should also ensure that, there are clear policies on adult learning in place so that whatever is done is legitimate and the mandate of the different actors. The researcher also recommends that Government as a lead implementer of adult learning under FALP should clearly spell out the roles of the different actors so that each party knows well what is to be done by the different actors for the smooth running of the programme. This would help to bring about proper and successful adult learning under FALP. The researcher further recommends that all Government Ministries and Agencies be brought on board for the proper implementation of the FALP, since it is one of the programmes that are considered to bring about development.

5.4.2 Strategies and Adult Learning under FALP.

The study findings reveal that strategies do affect adult learning under FALP. The researcher therefore recommends full support of the different strategies put in place to provide adult learning and adult literacy services under the FALP. The Central Government through the MGLSD and the District Local Governments should give special attention

especially to the motivation of the instructors, since it is the most critical strategy that was established during the study.

The researcher also recommends that the government puts in place proper and regular incentives for the instructors if they are to willingly and efficiently continue providing the instruction services to the many people that need them. The government should lobby different stakeholders to help in the provision of continuous and meaningful incentives to the instructors. More importantly the researcher recommends the government to design and provide different training and instruction materials to target the disadvantaged members of community especially Persons with Disabilities so that they can be encouraged to enroll and benefit from the programme. This should be in form Braille materials as well as sign language instructors. The researcher also recommends more publicity to the FALP in form of radio and television talk shows in the different local languages, specifically targeting different communities so that all the non-literate males and females can be reached.

5.4.3 Opinions and Adult Learning

The researcher recommends continuous sensitization of the public especially the non-literates on the availability of FALP and the importance of adult learning so that they can embrace the services offered by the programme. The researcher recommends sensitization of all the other community members so that they can encourage others to participate in mobilization of the non-literate members and provide learning venues. The researcher also recommends more sensitization for male non-literate men, majority of whom fear to be labeled as illiterates and so they end up shunning adult learning under FALP. In the same way the researcher recommends a revision of the curricular so that more topical issues especially those that can attract non-literate males to enroll and be retained in adult learning classes under FALP.

5.5 Limitations of the Study

The study limited itself to just one form of adult learning the FALP. This means that challenges faced by FALP may only be unique to it, while other forms of adult learning may have totally different challenges. This therefore means that, the findings for this particular study cannot be generalized as those that affect all the other forms of adult learning.

The study was a case study type and was conducted in just a small area. This means that it could have left out other major respondents with more useful insights about adult learning under FALP.

5.6 Areas for Further Research

The study focused on the factors affecting adult learning under FALP, as a case study. There are so many Organizations, Agencies; both Local and International which offer similar or related programmes and these may be facing similar or different challenges. It is therefore visualized that a similar study focusing on another similar programme would enrich the findings.

It should also be noted that the researcher found out that many male non-literates tend to shun the programme. It is therefore visualized that a similar study focusing on the reasons why men do not participate in adult learning under FALP and other forms adult literacy as women non-literates do would further enrich the study.

REFERENCES

Alistair Boddy-Evans (2003). The El Dorado of Africa. Retrieved from [http:// About.com](http://About.com)
Guide.

Amutabi. M.N, Fredrick Muyia Nafukho and Otunga, R. (2005). Foundations of adult education in Africa. Geneva: UNESCO.

Atherson J, S, (2003) Learning and Teaching Intelligence. Makerere University Press
Kampala

Bello Paul (1998): Learning Theories and Implications for Adult Learning in Copying
With Learning in Adult Years-. Lagos-Nigeria

Bingaman. B. Mary, Olga Ebert, and Smith Michael (1999).The Study of Adult Learning
and Literacy, World Education- United States of America.

44 Farnsworth Street Boston-MA 02210.

Barger, R. N. (2004). History of American education. Retrieved June 18, 2008, from
<http://www.nd.edu>

Dewey John (1998) experience and education: copy righted by Kappa Delta. Touchstone
Edition

Dick, Bob (2002) Convergent Interviewing, Action Research and Evaluation. Southern
Cross University.

Efi Kaimakamis, Maria Panta, Kaparou Maria, George Kaimakamis (2008). Factors
influencing adults' participation in education. Athens Greece.

Emmalou Van Tilburg Norland (1987).Why adults learn? Ohio State University-
Columbus.

Franklin Town Blvd: lifelong learning (2008). The Fountains, Logan Square,
18th and Callow hill St. Philadelphia

Hanushek and Kimko (2000). Sighted by USAID (2002) Education Strategy for improving
Lives through Learning

Katahoire, A Fasokun, T and Aduran A (2005). African perspective on adult learning: The
psychology of adult learning in Africa. UNESCO and Pearson Education South
Africa, Gaborone

Kim, K., Collins Hagedorn, M., Williamson, J, Chapman, C. (2004). Participation in Adult
Education and Lifelong Learning: Washington, DC: U.S.A

Leon Houle (2010). The Inquiring Mind, Sighted by R Desjardins. Danish University of
Education, Copenhagen, Denmark.

Literacy network for Uganda (2006) annual report on literacy tendencies in Uganda.

Malcolm Knowles (1980) Informal Adult Education, Chicago: Association Press.

Malcolm Knowles (1990) theory of Informal Adult Education, Self Direction and
Andragogy Chicago: Association Press.

Matt Rosenberg: geography newsletter, Barnes & Noble (2004) Amazon.

Maria Kaparou and George Kaimakamis (2008) engineering education Athens National
Road Greece .

- Merriam, S. B. and Cafferella, R. S. (1991) *Learning in Adulthood; the Transformative Learning Theory*. San Francisco: Jossey.
- Ministry of Gender, Labour and Social Development (2010/2011). *Functional Adult Literacy Statistical Abstract*.
- Ministry of Gender, Labour and Social Development (2013) *Implementation Guidelines for the Social Development Sector Conditional Grants*.
- Ministry Of Gender, Labour and Social Development (2010) *Report of the Proceedings of the Debriefing/Dialogue meeting on the Sixth International Conference on Adult Learning and Education*.
- Ministry of Gender, Labour and Social Development (2007) *Strengthening Literacy Practices in Uganda through Functional Adult Literacy Education*.
- Mubarak Mabuya and Robert Odedo (2009), *External evaluation report of Icelandic support to the implementation of FALP in the islands of Buvuma district in Uganda*.
- Mugenda, M, O & Mugenda, A, G, (2003), *research methods, Nairobi Kenya*.
- Mugenda, O and Mugenda, A (1999), *Research methods: Quantitative and Qualitative approaches- African centre of technology studies, Nairobi*
- Participation in Adult Learning (Boudard and Rubenson, 2003: 267)*.
- Paulo Freire (2007). *The Pedagogy of the Oppressed*. New York: Continuum, 2007.
- Richard .J. Coley (2008). *Affirmative Action/ Equal Opportunity*. Rosedale Road
Princeton US
- Ryan, R. M., & Deci, E. L. (2000)

Psychology and Philosophical Foundations of Adult learning (attitudes of adult learning)<http://aeq.sagepub.com>

Robbins, Chatterjee & Canda, (1998). Contemporary human behavior theory: A critical perspective for social work

Sekaran Uma, (2002)Research Methods for Business John Wiley & Sons-Southern Illinois University, Carbondale, Illinois

Srinivasan Lyra (1993), Tools for community participation, Prowess –World Bank water and sanitation program

Swindell, Rick. (1999): New directions, opportunities and challenges for New Zealand. A New Zealand Journal of Adult Learning

Sandra Kerka (1998) Volunteering and Adult Learning. A journal by, ERIC Digest No. 202

Thoms Karen Jarrett, (2006) Motivating Adult Learners.

Torres, Carlos Alberto, Schugurensky, Daniel, Comparative Education, 1994, Vol. 30, Issue 2).

United Nations Educational Scientific and Cultural Organization (UNESCO). Education Progress Report (2007), France.

United Nations Educational Scientific and Cultural Organization (2009) Education For ALL Global Monitoring report- Belem Brazil

Uganda National Bureau of Statistics- Uganda National Household Survey (2009 2010)

Plot 9 Colville Street, Kampala

United Nations Educational Scientific and Cultural Organization (1995) Learning: The

Treasure with in. Report to the International Commission on Education. UNESCO

and Pearson Education South Africa, Gaborone

Wakiso district progress reports 2010/2011 and 2011/2012.

Warren Nyamugasira, Aanyu Dorothy- Angura & Clinton Robinson 2007). Report of the

evaluation of Literacy and Continuing Education and Family Basic Education in

Uganda October 2005

APPENDICES

APPENDIX I: QUESTIONNAIRES

Dear Respondent,

This questionnaire is for the purpose of helping Agnes Nampeera, a graduate student of Master of Management Studies (Public Administration and Management) of Uganda Management Institute to obtain information that will assist her to write a dissertation which is a partial requirement for this course. The information is NOT meant for any other purpose; and therefore the responses will be kept with utmost confidentiality. You are therefore kindly requested to cooperate in answering the questions honestly to provide the required information. The topic of study is “**an assessment of the factors influencing adult learning in Uganda using a case of Functional Adult Literacy Programme in Wakiso district**”

EBIBUZO BYA BASOMI (QUESTIONNAIRE FOR LEARNERS)

Ssebo/Nyabo

Ebibuuzo bino, bigendereddwa okuyamba omukyala Nampeera Agnes omuyizi wa Degree eyokubiri (Masters) ku Uganda Management Institute era nga bya kumuyamba no’kuwandika lipota okusobola okumaliriza emisomo gye. Ebibuuzo bino tebirina kigendererwa kirala era ebidibwamu byonna bya kutwalibwa nga byakyama. Osabibwa okuddamu ebibuuzo mu mazima.

Ekitundu 1. EBYAFAAYO BYA’BANTU ABADDAMU EBIBUUZO

1A Amannyaga FAL wo’osomera

.....

1B. Erinnya lya gombolola gyobeera.....

1C.Ekikula kyo (golola ekituufu)

1. musajja

2Mukazi

1D.Oli mummyaka emeka?(golola ekituufu)

19 and above	20-29 years	30-39 years	40 years and above

1E. Wasoma kukoma wa musomero? (golola ekituufu)

sasomako	Bibiina ebya'wansi mu Primary	Natuula ekibiina ekyomusanvu	Siniya eya wansi

AF.Emberayo'bufumbo:

Mufumbo

Siri mufumbo

Namwandu/semwandu

Twayawukana

A7. Watandiika mwaka ki okusoma mu FAL? _____

EKITUNDU 2 A :(amateeka, ne'nono ebifuga era ebigobererwa mu FAL)(INSTITUTIONAL FRAMEWORK FOR ADULT LEARNING UNDERFALP)

2B. Nga omusomi wa FAL mu kintundu kyo mwobera wali owadde obuyambi bwonna okuyamba mukusoma kuno okwabakulu mukitundu yo?

yee

Nedda

2 Kiki kyokoze mukuyamba okulaba nga Abantu abetaaga okusoma kwa FAL kubatuuka ko mu kitundu mwobeera? (golola kukyokoze mu ka box)

a)ekifo ewasomerwa

b)okukubiriza abantu abalala okutandika okusoma mu FAL

c)okuyigiriza abalala kubyensomye mu FAL

d) Okusoma nga bwekyetagisa

e) okusiriza omwami/ omukyala wange okutandika okusoma

2C. Bantu ki oba bitongole ki ebiddukanya FAL mukitundu kyo?

- i. Non-Governmental Organizations (kitongole ekyo'bwanyewa)
- ii. eklezia/ekkanisa/ omuzigiti
- iii. ebibiina byo bwanyewa ebisibuka mu kitundu kyo
- iv. abakozi bagavumenti

2D: This section has statements on the institutional framework and adult learning under FALP. Kindly express your opinion by ticking one of the statements given below:

Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD).

2D	Institutional framework					
	Clear policies (answered by instructors and technical staff Wakiso)	SA	A	NS	D	SD
2D	statement	1	2	3	4	5
2D I	The district always budgets and provides funds for the implementation of FALP					
2DII	The stakeholders in adult learning under FALP collaborate with existing social institutions and organizations that offer similar services in your area					
2DIII	Through collaboration and networking Functional Adult Learners can share experience and share resources					

SECTION 2 E: This section has statements on the institutional framework and adult learning under FALP. Kindly express your opinion by ticking one of the statements given below: **Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD).**

Institutional Framework						
Clarity Of Roles		SA	A	NS	D	SD
2E	statement	1	2	3	4	5
2E I	I mobilize others to enroll for FAL classes.					
2E II	I provide learning centres.					
2E III	I encourage my illiterate spouse to enroll					
2EIV	I educate others in the community about what I have learnt					
2E V	Adult learners attend classes regularly					
2EVI	Some community members have offered donations to support adult learning under FALP					
2EV II	The district technical and political leaders give enough support to adult learning under FALP					
2E VII	I contribute resources to support adult learning under FALP					
2E VII	Community members offer free labour to implement adult learning under FALP in the area					

Below is the questionnaire translated into Luganda for learners

(Osabibwa okuwa endowozza yo kwekyo kyolowaza nti kyekituufu kwebyo ebikuwereddwa mu ka box wansi, omuli; **Nzikiririza Ddala, (ND)1, Nzikiriza(N) 2,Sirina ludda (S) 3, Sikiriza (SI) 4, Sikiriza Naakatono(SN) 5.**

	Amateeka ne'nnono agakwata ku kusoma kwabakulu okwa FAL mu Wakiso district					
2E	Statimenti	ND	N	S	SI	SN
		1	2	3	4	5
2E1	Nkubiriza abalala okwenyigira mu misomogya FAL					
2E II	Ne'nyigira mu kusoma nga bwekyetagisa					
2E III	Mpaayo ekifo ewasomerwa FAL					
2E IV	Nkubiriza Omwami/ omukyala wange okwenyigira mu kusoma kwa FAL					
2E V	Abantu abakulu mu kintundu bawayo obuyambi mu kusomesa abalala mu FALP					
2E VI	Abakozi ba District na'bakulembeze be byobufuzi bawagirannyo FAL nga bwekyetagisa					
2E VII	Mpaayo obuyambi nga bwekyetagisa okubeezawo okusoma kwa bakulu mu FAL					
2E VIII	Abantu mu kintundu kino bateeka mu amanyi gabwe nebakolera obwerere mukubunyisa okusoma kwabakulu okwa FAL					

SECTION 3A (STRATEGIES FOR ADULT LEARNING UNDER FALP IN WAKISO)

This section has statements on the strategies for adult learning under FALP. Kindly express your opinion by ticking one of the statements given below: **Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD).**

	Strategies for adult learning under FALP	SA	A	NS	D	SD
3A	Motivation answered by all respondents	1	2	3	4	5
3A I	The technical and political leaders play their roles as stakeholders to motivate the you to fully participate in the FALP					
3A II	The venues learning centres are conveniently located					
3AIII	The timing of the classes are appropriate and convenient					
3A IV	Your encouraged by technical staff to volunteer in the implementation of adult learning under FALP					
3A V	You happy to work as a volunteer in the implementation of adult learning under the FALP					

3B	Motivation : to be answered by the Instructors	SA	A	NS	D	SD
	Statement	1	2	3	4	5
3B I	You are encouraged to offer free services to adult learners by the participation of the political leaders in the implementation of the FALP					
3B II	All community leaders in your area work willingly as volunteers to implement adult learning under FALP					
3 BIII	Your encouraged by technical staff to volunteer in the implementation of adult learning under FALP					
3B IV	You happy to work as a volunteer in the implementation of adult learning under the FALP					

3C	Motivation: to be answered by the learners	SA	A	NS	D	SD
	Statement	1	2	3	4	5
3C I	Your instructors are highly encouraged to work on voluntary basis by participation of the political leaders in the implementation of the FALP					
3C II	Adult community members in your participate fully in the implementation of the FALP with no pay					
3C III	Political leaders volunteer in the implementation of adult learning under FALP					
3C IV	Instructors are happy and work willingly as volunteers					

Below is the questionnaire translated in Luganda for the learners

3A .Ekitundu kino ekyebibuuzo, kirina Statimenti ezogera kumpenda n'entegeke ziyitibwamu okutwala FAL mumaaso mu Wakiso district.

3C	Statimenti	ND	N	S	SI	SN
3C	Empenda N'entegeke	1	2	3	4	5
3C I	Abasomesa bo bakubirizibwa okolera obwerere mu kusomesa FAL					
3CII	Abantu abakulu bonna mukintu benyigira mu kutuusa FAL kubantu aba mwetaaga nga tebasasulwa					
3C III	Abakulembeze bebyo'fufuzi mukintu benyigira mu kutuusa FAL kuba mwetaaga nga tebasasulwa					
3C IV	Abasomesa bo basanyufu nyo okolera obwerere era bakola ewatali kuwalirizibwa					

	Strategies	SA	A	NS	D	S D
3D	Community participation answered by all respondents	1	2	3	4	5
3D I	views of all the community stakeholders in adult learning under FALP are taken into consideration					
3D II	All community stakeholders participate in priority setting for implementation of adult learning under FALP					
3D III	Community members participate in identifying persons to work as instructors					
3D IV	All adult community members know about FALP in your area					
3D V	All concerned community members in your area participate in the sustainability of adult learning under the FALP					

SECTION 4: This section has statements on the attitudes and adult learning under FALP. Kindly express your opinion by ticking one of the statements given below: **Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (D) and Strongly Disagree (SD).**

Opinions

4A	Opinions towards adult learning under FALP in Wakiso	SA	A	NS	D	SD
	Statement	1	2	3	4	5
4A I	Adult learning under FALP helps learners to improve their IGAs					
4AII	Adult learning under FALP helps learners to improve their hygiene					
4A III	Adult learning under FALP helps to reduce poverty					

SECTION 5: ADULT LEARNING

This section has statements on adult learning under FALP. Kindly express your opinion by ticking one of the statements given below: **Strongly Agree (SA)**, **Agree (A)**, **Not Sure (NS)**, **Disagree (D)** and **Strongly Disagree (SD)**.

	Adult learning under FAL[P in Wakiso answered by technical and political leaders	SA	A	NS	D	SD
	Statement	1	2	3	4	5
5A I	learners are able to read and write with easy after enrolling for adult learning under FALP					
5A II	Learners can enumerate with easy after enrolling for adult learning under FALP					
5 III	Learners' skills in IGAs improved after they enroll for adult learning under FALP					
5 IV	Learners form groups for participating in IGAs as one					

SECTION 4B) Statements on adult learning adult learning as given by learners

This section has statements on adult learning under FALP. Kindly express your opinion by ticking one of the statements given below: **Strongly Agree (SA)**, **Agree (A)**, **Not Sure (NS)**, **Disagree (D)** and **Strongly Disagree (SD)**

	Questions on Adult learning answered by learners	SA	A	NS	D	SD
		1	2	3	4	5
5B	Statement					
5 B I	I am able to read and write with easy after enrolling for adult learning under FALP					
5B 11	I can count with easy after enrolling for adult learning under FALP					
5B III	My skills in IGAs improved after you enroll for adult learning under FALP					
5B IV	I joined a group for participating in IGAs after enrolling for adult learning under FALP					

Below is the above questionnaire that was translated into Luganda

Akatundu kano kakwetagiisa okuwa endowoza yo ku kusoma kwabakulu nga ogolola mu ka bokisi wansi nga ogamba nti Nzikiriza Ddala,(ND) Nzikiriza (N) Sekakasa(S) Sikiriza (SI), Sikiriza Naakatono (SN)

4B		ND	N	S	SI	SN
4B	Statimenti	1	2	3	4	5
4B I	Nsobola okusoma no'kuwandika obulungi nga tofunye buzibu okuva lwewatandika okwenyigira mu musoma mu FAL					
4B II	Nsobola bulungi okubala okuva lwewatandika okwenyigira mu musoma mu FAL					
4B III	Nyongera obukugu mu kukola ebivamu ensimbi okuva lwewatandika okwenyigira mu musoma mu FAL					
4B IV	Nenyigira ekibiina okusobola okwenyigira mukukola ebivamu ensimbi okuva lwewatandika okwenyigira mu musoma mu FAL					

APPENDIX II: INTERVIEW GUIDE

1. Who are the stakeholders of adult learning under FALP in Uganda?
2. Do you have policies concerning the FALP?
3. If yes, how do they affect the FALP?
4. Do you have any guidelines you follow when executing your role in the Implementation of FALP?
5. Do the literacy instructors get any cash or any other form of payment?
6. If yes how often?
7. If no are they happy working as volunteers?
8. How do the learners perceive FALP?
9. How do you perceive FALP

The end

APPENDIX IV: FIELD INTRODUCTION LETTER FROM UMI



UGANDA MANAGEMENT INSTITUTE

Telephones: 256-41-4259722 /4223748 /4346620
256-31-2265138 /39 /40
256-75-2259722
Telefax: 256-41-4259581 /314
E-mail: admin@umi.ac.ug

Plot 44-52, Jinja Road
P.O. Box 20131
Kampala, Uganda
Website: <http://www.umi.ac.ug>

Your Ref:

Our Ref: G/35

17 April 2012

TO WHOM IT MAY CONCERN

MASTERS IN MANAGEMENT STUDIES DEGREE RESEARCH

Ms. Agnes Nampeera is a student of the Masters Degree in Management Studies of Uganda Management Institute 23rd Intake 2010/2011 specializing in Public Administration and Management, **Reg. Number 10/MMSPAM/23/062.**

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organisation, which is relevant to her research.

Her Research Topic is: ***"An Assessment of the Factors Influencing Adult Learning in Uganda: A Case of Functional Adult Literacy Programme in Wakiso District"***

A handwritten signature in blue ink that reads 'Benon C. Bashaka'.

Benon C. Bashaka (PhD)
HEAD, HIGHER DEGREES DEPARTMENT

APPENDIX V: STUDENTS' FIELD INTRODUCTION LETTER



UGANDA MANAGEMENT INSTITUTE

Telephones: 256-41-4259722 /4223748 /4346620
256-31-2265138 /39 /40
256-75-2259722
Telefax: 256-41-4259581 /314
E-mail: admin@umi.ac.ug

Plot 44-52, Jinja Road
P.O. Box 20131
Kampala, Uganda
Website: <http://www.umi.ac.ug>

Your Ref:

Our Ref: G/35

17 April 2012

Ms. Agnes Nampeera
10/MMSPAM/23/062

Dear Ms. Nampeera,

FIELD RESEARCH

Following a successful defense of your proposal before a panel of Masters Defense Committee and the inclusion of suggested comments, I wish to recommend you to proceed for fieldwork.

Please note that the previous chapters 1, 2 and 3 will need to be continuously improved and updated as you progress in your research work.

Wishing you the best in the field.

Yours sincerely,

A handwritten signature in blue ink that reads 'Benon C. Basheka'.

Benon C. Basheka (PhD)
HEAD, HIGHER DEGREES DEPARTMENT

APPENDIX VI: WAKISO DISTRICT SITE MAP

