

Methodological Limitations on the Implementation of Adult Basic Education Curriculum in Kenya

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Abstract: The objective of this paper is to explore methodological constraints affecting curriculum implementation of adult basic and literacy education in Kenya. The study used descriptive survey research design and was based on the conceptual framework embracing four main theories namely: - Adult learning theory, Mezirow's Theory of Perspective Transformation, Systems Theory and Reference Group Theory. The units of analysis were 424 Adult Education Learning Centres. The study population was 181 Adult Literacy teachers. The targeted populations were 54 teachers.. The researcher used both Stratified and saturated random sampling to pick out a corresponding sample. The instruments of data collection were questionnaires, interviews and document analysis. Reliability of the instruments was addressed through piloting in one adult education centre and reliability co-efficient of 0.745 which indicated that the instruments were reliable were obtained by subjecting the instruments to a Split-half Technique and Spearman "Brown Prophecy Formula". Two experts were used to validate the instruments. Data was analysed using both qualitative and quantitative methods. The findings of the study were; almost all of the adult education teachers had no understanding of the specific adult education teaching methods of Andragogy, Geragogy/Eldergogy and Metagogy. They therefore majored on the use of pedagogy similar to that used in primary and secondary school and this definitely had adverse effects on the overall and implementation of the Curriculum.

Keywords: Adult basic education, Pedagogy, Andragogy/Eldergogy, Metagogy.

INTRODUCTION

Curriculum is the foundation of the teaching-learning process. The development of programs of study, learning and teaching resources, lesson plans and assessment of students, and even teacher education are all based on curriculum. Curriculum and curriculum development at first glance appear to be of chief concern to educators, governments and parents, and both have relevance and impact on the development of communities. According to De Vaus [1], curriculum, more than ever before, is now viewed as being at the centre of daily life and the responsibility of society as a whole. Levin [2] states that educational change is more complex, and as governments has attempted to make large-scale changes, curriculum change has become less of an activity in its own right and curriculum renewal has become part of a broader strategy for change in education. Bhola [3] asserts that more than 950 million people are illiterate. Because many countries depend on self-reporting to set their literacy rates and define as literate anyone who has been to even one year of school, this figure is probably a significant underestimation of the adult illiterate population. For example, in 1985 the World Bank reported the literacy rate in Lesotho as 74 percent, but in that same year an

independent assessment found that only 62 percent of a sample population could perform satisfactorily on a test of simple reading and writing skill and only 46 percent could pass a test of basic maths. UNESCO reports the United States' literacy rate at greater than 95 percent, but the recently completed National Adult Literacy Survey finds that at least 45 percent of the U.S. population has low or severely limited basic skills.

According to the Machakos County Adult Education office 2014 quarterly reports, a part from the inadequate teaching staff, Machakos County also has to contend with unskilled part-time teachers and demoralized part-time teachers due to little or no honoraria. There is also lack of proper learning venues and other facilities; lack of transport for supervisory staff; insufficient funds; low attendance of learners; stigmatization of the programme and also the adult education learners; dilapidated learning venues and furniture, and centres expansively spaced posing a mobility challenge as Adult Education officers can only visit a few centres within a day. This raises a lot of concern since almost all the above challenges pose a direct threat to Curriculum implementation and points to the likelihood of some serious constraints affecting

the implementation of the adult education curriculum in the County. This problem is worsened by the fact that adult education programs have little or no funding at all by both the National and County governments. Notably, even the County adult education is not represented in the County Education Board unlike the case with Primary and Secondary education. The study therefore intends to find out whether the adult education Curriculum has been well implemented, and if not establish the issues that could be hindering the implementation process and propose ways in which these hindrances can be overcome or at least put under control.

LITERATURE REVIEW

Methodological Constraints on the Implementation of ABEC

Instructional materials provide the focus for classroom learning as well as the knowledge and skill units of the curriculum [4]. The instructional materials must be built around a coherent approach to teaching basic skills, contain sufficient material, cover content of interest to the participants, employ a large type size, and have an appropriate number of words on a page [5]. With a good set of materials, teachers and participants can still work out a way to learn even if teacher training has been insufficient. To ensure that the materials are well designed, program staff must field test and revise them several times to ensure that they are serving the needs of participants [6]. Each field test requires a full class cycle, usually a year. The complete development of a set of effective literacy materials can take two or three years. During the first year, the number of participants served must be kept low so that the materials development staff can focus on identifying strengths and weaknesses. After the first year, the program can serve a larger number of participants while refining the materials [7].

Pedagogy

Pedagogy itself is a contested term, but involves activities that evoke changes in the learner: According to Bernstein, pedagogy 'is a sustained process whereby somebody(s) acquires new forms or develops existing forms of conduct, knowledge, practice and criteria from somebody(s) or something deemed to be an appropriate provider and evaluator' [8].

Teaching practices are the specific actions and discourse that take place within a lesson and that physically enact the approach and strategy. Taking a cue from Alexander's teaching practices comprise teacher spoken discourse (including instruction, explanation, metaphor, questioning, responding, elaboration and management talk); visual representation (using a chalkboard, writing, diagrams, pictures, textbook, learning aids such as stones, experiments,

drama) to understand or construct the new knowledge being presented or indicated to the learners; the act of setting or providing tasks for learners to cognitively engage with new content or develop physical skills, such as experimentation, reading, writing, drawing, mapping, rehearsing, problem solving, practicing a variety of social interactions, in which language is central between learners or learners and teacher such as pairs, groups, individually or whole-class; teachers' monitoring, use of feedback, intervention, remediation and formative and summative assessment of the students or assessment by the students.

The ultimate goal of any pedagogy is to develop student learning, and yet the 2005 Global Monitoring Report on quality [9] includes creative, emotional and social development as indicators of quality learning. In order to include a wide number of studies on pedagogy, the review has conceptualized 'effective' pedagogy as those teaching and learning activities, which make some observable change in students, leading to greater engagement and understanding and/or a measureable impact on student learning. Implicit in these definitions is a starting point or baseline with which to contrast the observable change in behaviour or learning taking place because of a teacher's pedagogy.

An alternative term we could have used in this review is that of 'quality', referring not merely to school, national or international student examinations or assessments but also to the quality of the human interaction in the classroom through appropriate pedagogy, including freedom from corporal punishment. Within this latter understanding, equity of learning is seen as an essential indicator of quality [10]. 'Quality', however, can be seen as looking at the relationship between school inputs, such as quantitative surveys of textbooks and other physical school resources and student achievement, but studies focusing on these range from showing 'significant positive associations' to others which state that 'there are no clear and systematic relationships between key inputs and student performance'.

Alternatively, other studies see quality as encompassing the more complex pedagogical issue of the way resources are used in teaching and learning that affects students' achievement. On a larger scale, education systems and international monitoring bodies, including the Global Monitoring Report (GMR), are increasingly using assessments or tests of cognitive achievement as proxies for learning outcomes and therefore quality of education. International surveys such as PIRLS, PISA and PASEC are widely used as measures of academic achievement, as well as local and national examinations. Pre-PIRLs are being increasingly used in developing countries at primary

levels, and with the plans for a single reference point for measuring learning in developing countries from UNESCO's Learning Metric Task Force after 2015, such international indicators will have a far greater reach and influence within developing countries.

In contrast, Alexander argues that for 'national accounts of quality to have a distinctively national and indeed local slant'. He distinguishes indicators of quality from measures, recognising that there are non-measurable indicators that may be culturally or contextually specific but difficult to gauge by objective measurements. Bearing Alexander's warning in mind here, 'effective' teachers' pedagogic practices in this review are broadly interpreted and seen in the outcomes they engender. Measurements of enhanced student cognition are significant, but other indicators are included, such as changes in student confidence, participation or values, and social indicators such as teacher-student interaction and inclusion. Secondary outcomes of successful learning because of effective teacher pedagogic practice may be higher student attendance, use of resources, use of specific practices and stakeholder satisfaction, such as parents and community members [11].

Andragogy

Originally formulated in 1833 by a German teacher Alexander Kapp, the term andragogy was used to describe elements of Plato's education theory [12]. Andragogy is derived from two root Greek words *andr-* meaning 'man' and can be contrasted with pedagogy *paid-* meaning 'child' and *agogos* meaning 'leading' [13]. Even though Kapp's use of andragogy had some currency, it fell into disuse due to the dispute and controversy surrounding the use of the term. Andragogy however reappeared in 1921 in a report by Rosenstock in which he argued that 'adult education required special teachers, methods and philosophy. Notably, Rosenstock used the term andragogy to refer collectively to these special requirements.

However, Knowles [14] expounded the concept of andragogy by looking at several assumptions about adult learners and how these assumptions compare to the pedagogical model. Adults need to know why they need to learn something; how the learning is going to benefit them and what the consequences are if they do not learn it. The teachers' role moves from director of all activities to one of facilitator, a partnership between the teacher and the adult learner without the formal status differentiation. The learning climate is one that is safe and accepting where the adults feel accepted, supported, and respected. Readiness to learn and motivation are other key hallmarks of adult education. Knowles submitted that adults become ready to learn when they understand why they need to know or do something and have a life-

centered orientation. Adults are motivated to learn when they see the learning will help solve a problem they are currently facing. Adults are motivated by external factors such as promotions and better jobs, but the most potent motivators are internal motivators such as self-esteem, quality of life, or increased job satisfaction [15].

Geragogy and or Eldergogy

The boundary between Geragogy, Eldergogy and Metagogy as adult teaching methods is rather thin. However, since each concept has already an identity, it's important to carefully scrutinize each of them. Simply defined, the terms Geragogy and Eldergogy refer to the art and science of teaching the elderly. Although the concept of older adult education was propounded by Comenius in Czechia as early as the 16th century, the term "Geragogy" only achieved prominence after appearing in Lebel's [16] article in "*Lifelong learning: The adult years*". Lebel was the first writer to advocate the term "Geragogy" as a description of an educational theory for older learners. Teachers, for instance, are expected to assign homework that – amongst other tasks – request learners to measure pens and pill bottles, and name body parts. Recent years witnessed other attempts at developing and expanding the concept of Geragogy. For instance, a number of academics [17], researching older adult learning, turned their attention to how practioners in the field may facilitate the smooth transition of older adults back into a classroom setting after an absence of sometimes more than five decades. Baringer and colleagues [18] pointed out that older adults returning to the classroom generally face a challenge to their independence and control, since to them individuals grow to be independent in life, but as adults return to the classroom, they may fall back on the educational experience of their youth.

Additionally, Wlodkowski [19] reports that older adults thrive in learning experiences where there is a positive rapport between teacher and learner, as this setting provides a feeling of social inclusion that generates much motivation and enthusiasm and a sense of community. Moreover, if course material is to be successful in engaging older learners' imagination, it must be presented in a way that reflects the "real world," which is very popular with older learners, rather than some abstract component, (Peterson, 1983). Keeping in mind that older adults tend to suffer from visual problems as well as other general health issues, older learners develop a preference for auditory rather than visual learning.

As far as teaching styles are concerned, the consensus is that peer teaching is the most effective method in late-life learning. Peer teaching is a learner-centered activity because members of educational communities plan and facilitate learning opportunities

for one another. Peers will plan and facilitate courses of study and be able to learn from the planning and facilitation of other members of the community: "Peer teaching is a rare and provocative model of education in which, in the morning, a person may teach a class for her peers, and that same afternoon have one of her students become her teacher" [20]. Recently, there was an emergent body of literature focusing on peer teaching in Lifelong Learning Institutes [21]. Originally called Institutes for Learning in Retirement, Lifelong Learning Institutes constitute college and university-based programs that arose in the United States of America during the mid-1970s to organise learning opportunities for older persons.

An early study by Clark and colleagues [22] examined 42 course moderators and their perceived roles, and found that a moderator who was overly didactic risked causing passivity among the learners. Brady and colleagues [23] work reported several distinct challenges such as managing the wide range of older students' educational backgrounds and reasons for attending, adjusting to learners' physical deficits associated with aging, such as hearing, vision, or memory loss, and perhaps the most fundamental challenge, determining a mission for teaching.

Nevertheless, surveys clearly indicated that the peer teaching experience is an overwhelmingly positive one, with peer teachers noting many rewards such as personal satisfaction and intellectual stimulation [24]. Studies also examined several peer-teaching methods that ranged from group discussion to a mixed-method approach in which teachers employed a combination of approaches they deemed appropriate. Brady and colleagues [25] report that a mixed-method approach is the most frequently employed strategy among peer teachers because it allows them to be more flexible and responsive to the needs of older learners. Without doubt, the extensive character of literature focusing on Geragogy is promising since older adults are overlooked in mainstream discussions on teaching strategies. However, this corpus of literature has been taken to task for its lack of critical imagination [26]. Most writings perceive older people as a relatively homogenous group, embrace the psychological deficit model of older adult learning, and assume that any type of education improves the quality of life of older persons.

Moreover, one finds no attempt to problematize the fact that largely middle-class notions of what constitutes education drive late-life education. Indeed, only exceptional articles adopted a critical lens towards the geragogical field that asks: whose interests are really being served? Who controls the learning process? Why is education "good" for people? How is the quality of life enhanced by education? Seeking a

response to these enquiries, critical educators embarked on a quest to develop a rationale as well as a practice-oriented front for older adult learning that is sympathetic to the constraints of social structure and that accepts that the educational process occurs within particular social, economic, and political contexts. This issue is the subject of the following section.

Metagogy

Metagogy, is a science and art of adult learning that employs a collaborative approach and borrows heavily from Pedagogy, Andragogy and even Geragogy and Eldergogy. Metagogy is taken from the word 'meta' meaning 'beyond' or 'through' [27]. Taken, literally metagogy means beyond the leader or beyond the teacher. Current and historical models of teaching, while well researched and well-intended, too often leave the teacher with a haunted wanting [28] and treat the student as a product to be consumed [29], rather than a potential to be actualized. Creativity is too often not celebrated in such efforts; rather out of fear, it is discouraged [30]. Human potential suffers as creativity is dismissed or is threatened by the ruthless metrics of failure.

To engage effectively, a Second Tier perspective is to follow what Cook-Sather [31] calls a "change in mindset [that] authorizes student perspectives" (p. 3) in the potentiating and learning partnership. Learner-centered and integrally based attitudes and environments can effectively provide space for the creative way of being for both the potentiator and the learner, and in the process nurture the growth of human potential within the individual and the community of learning [32]. As a result, creativity coupled with an innate spirituality and a sense of empowerment form an inseparable triad that is foundational to catalytic teaching and therefore to the purposes of metagogy. Collectively this triad forms and represents the enlivening force of metagogy.

Metagogy speaks directly to the nature of creativity, intuition, imagination, play—to spirituality uncommon in today's learning places and organizations. Due mostly to our Western cultural heritage, evoking the notion of spirituality as a construct directly relevant to the nature of Second Tier teaching and learning can become for some a stumbling block [33]. Yet metagogy, the teaching to creativity and potential, at its core is spiritual and integral. Therefore, efforts here will be to transform spirituality into a stepping-stone. It can be suggested, and not in a derogatory sense, that it is the first tier prejudices concerning spirituality that get in the way of understanding it in a deeper and more inclusive and universal way [34]. Too often, spirituality and religion are viewed as inseparable.

However, we must agree with James Moffett [35], author of *The Universal Schoolhouse*, that while spirituality may well be what all religions have in common, spirituality is not dependent upon or bound by religion. Tisdell [36] suggests there is no way to avoid concepts like soul, heart, intuition, instincts, a calling, or spirituality when discussing the full actualization of human potential. They simply emerge like they were part of the landscape of our natural teaching and learning ecology. What we find to be true for others and ourselves is that efforts to fully actualize one's greatest potential seem to be accompanied by or spring from spiritual experiences.

Metagogy begins with different assumptions:

1. The usual state of *teaching*, therefore *learning*, is sub-optimal, less than interdependent and therefore disconnected from the typical learner. Where the focus of educational programs and largely educational practice is currently on the content (i.e., teaching to an objective), it could rightly, some suggest should [37], be on the learner (i.e., teaching to a person with his or her own objectives). This state, which can be suggested as more optimal for both learner and teacher, occurs naturally at the intersection of potentials—those of the learner and those of the teacher (the potentiator).
2. Where *teaching* and therefore *learning* may be sub-optimal, this state can be resolved and advanced to optimal via methods that catalyze personal potentials for both teaching and learning.
3. Awareness and reflection lead to sensitivity for the human potentials before us, leading towards perhaps the greatest skill required by the potentiator—the ability to learn from and about the very ecologies of the learner [38]. In truth, education does not rest beyond that point, but within it.
4. Intentions move away from objective-based education and toward potentiated, mutual growth of the student, the teacher and the community.

Metagogy seeks to inductively catalyze open-ended inquiry in a community of learners in such a way that the synergistic flow of learning inductively discovers and provokes the questions appropriate to reach correspondingly appropriate truths for each community member and thereby for the community as a whole. Catalytic teaching (metagogical inquiry) potentiates “ah-ha!” understandings, stimulating the learner to make a quantum leap (borrowing a term from physics), a stepping straight up (as in from the ground to the top of a picnic table) in moving to a more holistic understanding of a new concept. Once that new understanding is attained, the learners' perspectives are broadened, clarified, fitting more of the puzzle pieces together. At the same time, they become metamotivated to intrinsically reflect on their learning to more fully

understand their own potential and to extrinsically share, their transformations with others to expand the potential of the collective motivated by connected to self-directed/community-motivated selves. This is neither a push nor a pull, a lift or carry, but an essential relationship of metagogical teaching and learning.

A Comparison and a Contrast of the Teaching Methodologies

In order to appreciate and grasp the differences, implications, similarities, uniqueness and the practical applications of the various teaching methodologies a comparison would be imperative.

Andragogy and Pedagogy

According to Knowles, the way in which adults learn, andragogy, is different from how children learn, which is referred to as pedagogy. Knowles compared the assumptions about learners in the pedagogical model to those assumptions about adult learners in his andragogical model. The pedagogical model sees a learner as a dependent person who carries out the teacher's direction and becomes ready to learn when the teacher tells the learner when and what to learn. The learner has a subject-centred orientation to learning and is primarily motivated by external factors. In contrast, the andragogical model sees learners as self-directed persons who become ready to learn when they have a need to know or do something. The learner, who is task-centred or problem-centred, is learning in order to be able to solve a problem or perform a task and is motivated by both internal and external motivators [39]. Exploring how older adults learn will begin with a discussion about andragogy, “the art and science of helping adults learn”. According to Knowles, the way in which adults learn, andragogy, is different from how children learn, which is referred to as pedagogy.

Knowles [40] explained these differences by looking at several assumptions about adult learners and how these assumptions compared to the pedagogical model. The first assumption is about the need to know. Adults need to know why they need to learn something, how the learning is going to benefit them and what the consequences are if they do not learn it. While the pedagogical model assumes learners do not need to know how they will apply learning to their lives, they only need to know that they must learn if they want to pass or get promoted. The self-concept of the learner is the next assumption. Adults see themselves as responsible for their own decisions and self-directing while children are often seen as dependent. According to Knowles, the pedagogical model assigns to the teacher full responsibility for making all decisions about what will be learned, how it will be learned, when it will be learned, and if it has been learned. It is teacher-directed education, leaving to the learner only the submissive role of following a teacher's instructions.

In contrast, the andragogical model assumes that adult learners are responsible for their own actions and are self-directing. The teachers' role moves from director of all activities to one of facilitator, a partnership between the teacher and the adult learner without the formal status differentiation. The learning climate is one. The role of the learners' experience is also different between the pedagogical and andragogical models.

Adult learners enter learning activities with a greater amount and variety of experiences than children [41]. These life experiences provide a valuable resource that should be tapped into. Therefore, various experiential techniques and practical application opportunities allow learners to share and utilize their life experiences to solve problems. These could include group discussion, problem-solving activities, case studies, and scenario based activities. Another difference is found with the readiness to learn. Children typically become ready to learn when they are told they have to learn, while adults become ready to learn when they understand why they need to know or do something. This realization that learning is needed can occur with any change in a person's life such as loss of job, death, divorce, but can also be triggered by demonstrating to the learner why the learning would be beneficial to them [42]. Orientation to learning is another difference. Children have a subject-centred orientation to learning while adults have a life-centred orientation.

Adults are motivated to learn when they see the learning will help solve a problem they are currently facing. They are task or problem-centred and learn most effectively when learning activities and examples use real-life situations in which they can apply their new learning. How children and adults are motivated is the final difference. Children are typically motivated by external factors such as, teachers, and grades. In contrast, adults' primary motivators are internal motivators. Adults are motivated by external factors such as promotions and better jobs, but the most potent motivators are internal motivators such as self-esteem, quality of life, or increased job satisfaction.

Metagogy and Andragogy

Knowles and colleagues [43] also informs us that in traditional Western European thought adults' learning has been perceived as "a process of mental inquiry" (p. 35), and he also reminds us, correspondingly, that the teaching of adults is a "a process by which the adult learns to become aware of and evaluate his experiences" (p. 39). Experience, he says, comes first and texts and other resources compliment the learning process as the source for constructing knowledge. This andragogical mind-set and approach is at the heart of the new metagogy. No

one approach, at the operational level of facilitating the learning process, will address all learners' needs. We have long come to accept this as a fact in our adult education practice.

Depending on the task at hand and the learning styles, needs, and preferences of an adult, the metagogical approach embraces andragogy's original claim for flexibility, "The andragogical model is a system of elements that can be adopted and adapted in whole or in part. As such, the adult educator ought to be capable to understand her own developmental status at any given point in time and for any particular task in facilitating the learning process, as much as being capable and skilled in selecting flexibly from among a universe of instructional approaches. Therefore, metagogy is inclusive of an andragogical approach. While andragogy is touted as the only approach distinct from conventional educational approaches (or conventional pedagogy), metagogy also includes conventional pedagogical approaches as they are appropriate to a task at hand depending on the context, learner needs or stated goal, or when indicated for a learner as a way to transmit content.

The often-disparaged banking approach to education may also be useful in a given educational, training, or developmental task. When we are transparent about the process of facilitating learning, we can remove oppressive elements of conventional pedagogy. Metagogy is strengthened with knowledge from other professional fields as much as it shares its foundation with the social and behavioural sciences.

Metagogy advocates a both /and attitude within a practice -theory-practice loop. As such, a concept must be theorized, described, and prescribed to be consequently analyzed in order to be readied for application. In addition, it is crucial to understand that one cannot take metagogy or any theory of learning or of education in isolation of the context in which its methods will be put into practice. The organizational or communal environment in which it is practiced no doubt, influences practice. These environments typically include very specific systems and structures that are based on an organization's management theory or a community's ideology, for example. These, in turn, influence what the very goal of a program is to be. With this in mind, the Metagogy Project will explore the philosophical and theoretical contexts and layers with input from educators, students and other stakeholders.

The expansive concept of metagogy embraces pedagogy and andragogy with their respective corresponding, reciprocal roles of the teacher and learner. Moreover, metagogy transcends any particular preferred approach or "best" practice to instructing, learning, and teacher training in order to guide

stakeholders in developing and delivering instruction that is appropriate to a task at hand. The goal of a metagogical approach is to collaboratively build capacity in educators and students to address the needs and lead critical developments we all face in the new frontiers of this 21st Century. Once conceived within a Learner–Teacher Spectrum [44], an expansive approach to pedagogy for adults ushered in an approach for the preparation and professional development of knowledge workers, or what can be called the multi-dimensional teachers, needed for the education, training, and development demands of the third millennium.

A Critical Review of Adult Teaching Methods

Davenport and Davenport [45] in their chronicle of the debate, note that andragogy has been classified as a theory of adult education, theory of adult learning, theory of technology of adult learning, method of adult education, technique of adult education, and a set of assumptions. Hartree [46] questioned whether there was a theory at all, suggesting that perhaps these were just principles of good practice, or descriptions of what the adult learner should be like. Knowles himself came to concur that andragogy is less a theory of adult learning than a model of assumptions about learning or a conceptual framework that serves as a basis for an emergent theory.

The second area on going today, is that of the extent to which the assumption that criticism is a characteristic of adult learners only. Some adults are highly dependent on a teacher for instruction, while some children are independent, self-directed learners. The same is true for motivation; adults may be externally motivated to learn, as in attending training sessions to keep their job, for example, while children may be motivated by curiosity or the internal pleasure of learning. For example, even the most obvious assumption that adults have more and deeper life experiences, may or may not function positively in a learning situation. Indeed, certain life experiences can act as barriers to learning [47].

RESULTS

The third research question sought to find out how the teaching methodologies that are used in adult education are a constraining factor in the implementation of adult basic education curriculum in Machakos County. The adult literacy teachers were requested by the researcher to give the methods they use in teaching the adult education programs. Table 1 shows their details.

Table 1: Methods Adult literacy teachers use in teaching the adult learners programs(n=50)

Statement		Freq.				Total F	Total score	Av. Score	% Score
	SA	A	U	D	SD				
Involves monitoring thinking processes, checking whether progress is being made towards the desired goal, and ensuring accuracy	29	9	8	1	3	50	213	4.26	85.21
Using verbal instructions and explanations, using appropriate music to complement learning, encouraging debate, discussion, and analysis.	36	11	1	1	1	50	230	4.61	92.19
Talking in a positive way, using word patterns such as rhyme, rhythm, or mnemonics to learn information, reading out loud, encouraging learners to question one another	23	5	7	11	4	50	181	3.63	72.54
Learning through formative assessment	17	13	3	6	11	50	169	3.37	67.46
Learning by considering, their existing thought and behaviour patterns.	29	4	7	10	1	50	214	3.99	79.88

Source: Responses from the field

Classification of individual scores**Likert scale**

SA (Strongly Agree) = 5, A (Agree) =4, U (Uncertain) =3, D (Disagree) = 2, SD (Strongly Disagree) = 1

When requested to score on the Likert scale their methods of teaching the adult learners' programs, the adult education teachers scored 4.26 (85.21%) on the item that the method used involves monitoring thinking processes, checking whether progress is being made towards the desired goal, and ensuring accuracy. This depicted that the adult teachers strongly believed that the methods they employed had such aspects. They scored 4.61(92.19%) on using verbal instructions and explanations, appropriate music, encouraging debate, discussion, and analysis. This is an indication that they were strongly in agreement with this method. They scored 3.63 (72.54%) on talking in a positive way,

using word patterns such as rhyme, rhythm, or mnemonics to learn information, reading out loud and encouraging learners to question one another. This shows their ambivalence on the use of such a method. They scored 3.37 (67.40%) on the item Learning through formative assessment, showing that they were uncertain about the use of this method; scored 3.99 (79.88%) on the item Learning by considering, their existing thought and behaviour patterns. This revealed that they were sure of using this method. Generally, the adult literacy teachers scored 3.97 (79.44%) indicating that they used the general methods revealed by the researcher.

The adult literacy teachers were requested by the researcher to give their responses on description of methods they used by ticking either true or false. Table 2 details their responses.

Table 2: Description of methods of teaching used by adult education teachers (n=50)

Statement	True	False
Most part of my teaching involves teacher spoken discourse (including instruction, explanation, metaphor, questioning, responding, elaboration and management talk); visual representation (using a chalkboard, writing, diagrams, pictures, textbook, learning aids such as stones, experiments, drama) to understand or construct the new knowledge being presented or indicated to the learners; the act of setting or providing tasks for learners to cognitively engage with new content or develop physical skills, such as experimentation, reading, writing, drawing, mapping, rehearsing, problem solving, practicing a variety of social interactions, in which language is central between learners or learners and teacher such as pairs, groups, individually or whole-class; teachers' monitoring, use of feedback, intervention, remediation and formative and summative assessment of the students or assessment by the students.(<i>Pedagogical</i>)	38(75%)	12(25%)
Most part of my teaching is task or problem-centred. Most of the learning activities and examples use real-life situations in which learners can apply their new learning. I use various experiential techniques and practical application opportunities so as to allow learners to share and utilize their life experiences to solve problems. This includes but is not limited to group discussion, problem-solving activities, case studies, and scenario based activities. (<i>Andragogical</i>)	47(93%)	3(7%)
I usually tell my learners to know that they must learn if they want to pass or get promoted(<i>Andragogical</i>)	35(70%)	15(30%)
I usually tell my learners why they need to learn something; how the learning is going to benefit them and what the consequences are if they do not learn it. (<i>Andragogical</i>)	39(78%)	11(22%)
As a teacher, I take full responsibility for making all decisions about what will be learned, how it will be learned, when it will be learned, and if it has been learned and the learners have to follow my instructions. This is necessary since learners are often dependent on me in everything they do and treat them as such.(<i>Pedagogical</i>)	29(58%)	21(42%)
I see my learners as responsible for their own decisions and self-directing and treat them as such.(<i>Andragogical</i>)	17(33%)	33(67%)
I See my learners as having a subject-centred orientation to learning and this forms the basis of my teaching.(<i>Andragogical</i>)	32(63%)	18(37%)
I see my learners as having a life-centred orientation to learning and this forms the basis of my teaching. (<i>Andragogical</i>)	34(67%)	16(33%)
As a teacher, I am the director of all activities in the teaching learning process and without me I doubt whether any learning can take place. (<i>Pedagogical</i>)	14(28%)	36(72%)
As a teacher, I am just a facilitator, and the teaching- learning process is just a partnership between the learners and the teacher without the formal status differentiation. (<i>Andragogical</i>)	31(61%)	19(39%)
I usually have to tell my learners when they have to learn, since I know very well know that if I do not do that they won't learn. (<i>Pedagogical</i>)	29(58%)	21(42%)

I usually know that my learners are ready to learn since they understand why they need to know or do something and my role as a teacher is just to facilitate them achieve their objectives. (<i>Andragogical</i>)	22(43%)	28(57%)
My role as a teacher involves tapping into the life experiences of my learners to help them learn and solve problems. (<i>Andragogical</i>)	16(32%)	34(68%)
My role as a teacher involves tapping into my own life experiences and of other people I know to help them learn and solve problems. (<i>Pedagogical</i>)	9(18%)	41(82%)
In order to motivate my learners to learn I emphasize on external factors such as parents, teachers, and grades. (<i>Pedagogical</i>)	7(14%)	43(86%)
In order to motivate my learners to learn I emphasize on internal motivators such as self-esteem, quality of life, or increased job satisfaction. (<i>Andragogical</i>)	41(81%)	9(19%)

On the concern about spoken discourse, 38 (75%) respondents scored true while 12 (25%) scored false. This indicated that majority of the adult literacy teachers (75%) use child based (*Pedagogical*) methods of teaching. Considering whether most part of the teaching is task or problem-centred, forty-seven of the respondents (93%) of the respondents said it was true while 3 (7%) said it was false. This meant that a great majority (93%) use *Andragogical* method that is mostly considered as applying to adults while a small number (7%) do not use the method. It should however be noted that though andragogical, this method has also a metagogical element that can be shared by both children and adults. Merrium [48] agrees with Knowles' discovery that pedagogy-andragogy represents a continuum ranging from teacher-directed to student directed learning, and that both approaches are appropriate with children and adults, depending on the situation.

Regarding the consideration of promotion to learning and passing of exams, 35 (70%), scored true while 15 (30%) scored false. This indicated that a large number (70%) of the respondents prefer to use this *Andragogical* teaching method. It should however be noted that though andragogical, this method has also a metagogical element that can be shared by both children and adults.

On whether to tell learners why they need to learn something; how the learning is going to benefit them and what the consequences are if they do not learn it 39 (78%) said it was true while 11 (22%) said it was False. The implication here was that majority of the respondents used the *Andragogical* teaching methods that is used for teaching adults.

About taking full responsibility for making all decisions about what will be learned, how it will be learned, and when it will be learned, 28 (58%) admitted doing so while 21 (42%) were not committal on ever using this method. This in essence means that majority of the respondents use this *Pedagogical* teaching approach of teaching children in spite of being adult literacy teachers.

On whether to see learners as responsible for their own decisions and self-directing and treat them as such, 17 (33%) agreed while 33 (67%) disagreed. The fact that majority of respondents disagreed with this distinguished approach of teaching adults means that most teachers used *Pedagogical* teaching methods that were more useful for teaching children than adults.

For 32 (63%) of the respondents to see learners as having a subject-centered orientation to learning and this forms the basis of their teaching as opposed to 18 (37%) was an indication that majority of the respondents preferred to use child appropriate methods of teaching though the would-be recipients of their services were in fact adults. With 34 (67%) of the respondents seeing learners as having a life-centred orientation to learning and this forming the basis of their teaching compared to 16 (33%) who see otherwise would suggest that the teachers are using this andragogical method that is used for adult learners.

Fourteen respondents (28%) did not see themselves as drivers of all the activities in the teaching-learning process as opposed to thirty-six of them (72%). This approach is used for children. Further, the finding is in line with participants who argue that with a good set of materials, teachers and participants can still work out a way to learn even if teacher training has been insufficient. With 31 (61%) of the respondents seeing themselves as facilitators, and the teaching-learning process as just a partnership between themselves and the learners without the formal status differentiation, compared to 19 (39%) who see themselves differently is an indication that the adult education concept and approach has been well received by the respondents in this particular aspect.

A distinct majority of 29 (58%) compared to 21 (42%) of the respondents usually have to tell their learners when they have to learn, since they know very well know that if they do not do that they won't learn is indicative of the use of child-education approach in a scenario where the opposite should be true. 22(43%) of the respondents usually know that their learners are ready to learn compared to 28 (57%) who know their

learners are not ready to learn since they don't understand why they need to know or do something indicates that most adult literacy teachers still view their adult learners in the same way as they view the children learners.

With 16 (32% of the respondents viewing their role as a teacher as involving tapping into the life experiences of their learners to help them learn and solve problems compared to 34 (68%) who think otherwise is an indication of the preferred use of the child-education approach towards an education meant for adults. A notable 9 (18%) of the respondents see their role as involving as opposed to 41 (82%) who see the role of the teacher as tapping into the experiences of the learner.

A notable minority of respondents 7 (14%) believe that in order to motivate their learners to learn they should emphasize on external factors such as parents, teachers, and grades while a whooping majority 43 (86%) points to the use of an appropriate method for teaching adults.

Majority of the respondents 41 (82%) motivate learners to learn by emphasizing on internal motivators such as self-esteem, quality of life, or increased job satisfaction compared to nine (18%) who act differently. The indication here is that most respondents use adult appropriate methods of teaching.

From the above observations, it's notable that out of the sixteen (16) scenarios presented only 3 scenarios (5%) point to the use of teaching methods appropriate for adults by the adult literacy teachers in Machakos County. The implication then is that majority (95%) of the adult literacy teachers use methods of teaching that are most suitable for children as opposed to adults. The reason for the adult education teachers' use of children's teaching methods as opposed to adult teaching methods can be explained by the earlier finding that none of these teachers has any formal training in adult teacher education. This in effect means that since the only method they know or have ever come across in their lives is the same one their own Primary and secondary school teachers used (which incidentally is pedagogy), then they have no option other than to use the same methodology.

This conclusion is authoritatively informed by the Republic of Kenya [49] finding that many scholars have pointed to the questionable impact of much teacher training, arguing that working habits acquired by persons who become teachers in the early stages of their own schooling tend to stay with learners to some degree throughout their learning and even teaching careers. The scholars further point out that the hardest element to change and the major challenge facing the

profession concerns changing instructional practices towards greater collaborative relationships between teachers and learners. Teaching and learning are what ultimately make a difference in the mind of the learner, and thus affect knowledge, skills, attitudes and the capacity of young people to contribute to contemporary issues. This then means that teaching methods are actually a constraint in curriculum implementation of adult education programs in Machakos County.

CONCLUSION

By scoring an average of 3.97(79.44%), the adult education teachers were well versed with general methods of teaching such as monitoring thinking processes, checking whether progress is being made towards the desired goal, ensuring accuracy, verbal instructions and explanations, appropriate music to complement learning, encouraging debate, discussion, and analysis and talking in a positive way. In addition is using word patterns such as rhyme, rhythm, or mnemonics to learn information; reading aloud; encouraging learners to question one another; formative assessment; and considering, their learners' existing thought and behaviour patterns. The use of general methods of teaching simply revealed that the adult teachers at least understood, were familiar with and probably practiced these basics of the teaching and learning process.

However, probed on their understanding, use and competence concerning the specific methods of Pedagogy, Andragogy, Geragogy/Eldergogy and Metagogy, it was evident they had very little understanding of these (if any) and the possibility of having ever used them was extremely minimal. This was evidenced by the use of spoken discourse (75%), having learners know that they must learn if they want to pass exams (70%) and making all decisions about what will be learned, how it will be learned, and when it will be learned (58%).

Important also is ensuring learners are responsible for their own decisions and self-directing (67%), seeing learners as having a subject-centered orientation to learning and this forming the basis of their teaching and having to tell their learners when they have to learn, since they know very well know that if they do not do that they won't learn (58%). Moreover, teachers are supposed to know that learners are ready to learn since they understand why they need to know or do something and their role as a teacher was just to facilitate them achieve their objectives (57%), not viewing their role as involving tapping into the life experiences of their learners to help them learn (68%).

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