Factors that Influence the Enrolment and Implementation of Integrated Functional Adult Education: The Case of Sebeta Town

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### Acronyms and abbreviations

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<th>Description</th>
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<tbody>
<tr>
<td>IFAE</td>
<td>Integrated Functional Adult Education</td>
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<tr>
<td>ABE</td>
<td>Adult Basic Education</td>
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<td>GED</td>
<td>General Education Development</td>
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<td>AE</td>
<td>Adult Education</td>
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<td>FAL</td>
<td>Functional Adult Literacy</td>
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<td>GTP</td>
<td>Growth and Transformation Plan</td>
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<td>IWEP</td>
<td>Integrated Women Empowerment Program</td>
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<td>NAED</td>
<td>National Adult Education Strategy</td>
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<tr>
<td>REB</td>
<td>Regional Education Bureau;</td>
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<tr>
<td>ZEO</td>
<td>Zonal Education Office;</td>
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<td>WEO</td>
<td>Wereda (District) Education Office</td>
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Abstract

The purpose of the present study was to investigate Factors that Affect the Enrollment and Implementation of IFAE in some selected kebeles of Sebeta Town. For this purpose a mixed research design which uses both qualitative and quantitative data method was employed. The study conducted on 88 randomly selected adult and non formal education students from Sebeta town. Data collected using questionnaire were analyzed using quantitative data collection methods like percentage and data collected using qualitative data collection method was analyzed using thematic data collection method. Accordingly, it was found out that there was low enrollment of students into adult and non formal education in Sebeta town. This low enrollment is due to challenges related to lack of time to participate in formal and adult education, lack of budget to run adult education. Besides, nature of contents included in adult and non formal education is not something that is directly related to the life of adults. Moreover, the goal of adult education is not directly related to the goal that the adults put. Moreover, some adults have related their education with their self esteem. Besides, time schedule and contents did not consider the existing situation of adults who have lots of responsibilities. Teaching adults has its own methodology; lack of training on adult and non-formal education, lack of uniform rules on adult and non formal education were some of the factors that constrain the implementation of adult education. Finally, It was recommended that awareness creation training has to be given for the population through different media like radio and different social networks both for adults and the society at large on the overall impacts of adult and non formal education.
CHAPTER ONE

1 Introduction

The International Standard Classification of Education (ISCED) was designed by UNESCO in the early 1970’s to serve ‘as an instrument suitable for assembling, compiling and presenting statistics of education both within individual countries and internationally’. Ethiopia is one of the countries that have pursued the vision of lifelong learning. While the journey continues to evolve, the lessons learned along the way can help to assess the current enrollment practice and implementations of basic adult education and also help to identify key facilitating factors as well as pitfall to be avoided in formulating future lifelong learning strategies.

1.1 Background of the study

According to Beder (1991), adult education refers to any form of learning undertaken by or provided for mature men and women outside the formal schooling system. The notion of adult education is often used interchangeably with other notions such as literacy, adult basic education, lifelong learning, continuing education, adult non formal education. Basically, adult education is understood as a transmission process of general, technical or vocational knowledge, as well as skills, values and attitudes, which takes place out of the formal education system with a view to remedying early education inadequacies of mature people or equipping them with the knowledge and cultural elements required for their self-
fulfillment and active participation in the social, economic and political life of their societies.

As early as the 1948, the emperor of Haile Silase, understood the importance of adult education and opened the BerhanihZare New (Your Light Is Today), a school and cultural institute whose ultimate purpose was to branch out into the field of mass education so that every person in the Empire would become literate in a prescribed period. Plans were made to adopt a simplification of the Amharic alphabet as a vehicle for achieving this end (Pankhurst, 1972).

Before 1991, although the government appears to be fully aware of the importance of non-formal education, it has no clear idea as to the target group and objectives of non-formal education. As far as the educational policy was concerned, non-formal education is used and understood as a short cut for students to enter the formal education sector. It was also noted that the non-formal education program was the same as that provided by the formal education sector. As a result, up to 1991, the Adult Education Department, responsible for literacy campaigns within the MoE as well as for the Community Skills Training Centers, (CSTCs), had a staff of about 144. The commitment of the MoE was exclusively limited to the provision of office facilities and salaries, while capital investment and training of experts was provided by donors, the most important of which was SIDA Mennesemay, Maimire, 2006).

Since 1992, the Department of Adult Education has been fully regionalized. This has meant that the Department of Adult Education is no longer a department but only a panel. It is now called the non-formal education panel and is one of the several panels under the Education Programs and Supervision Department (Negash, 2006) Of course, the value of lifelong learning has long been embedded in most cultures, but the strong emphasis on attaining formal credentials has often overridden its importance. When UNESCO reignited the concept of lifelong
learning in the late 1960’s, the idea challenged educators across the globe to think beyond literacy and primary education. It also set in motion the often heated debate on whether such concept was feasible or desirable.

Education and Training Policy of 1994 called for the provision of non-formal education beginning with and parallel to basic education and at all levels of formal education in Ethiopia. MoE It is 2001 organized by the various development and social institutions in co-ordination with the Ministry of Education (ME). Other ministries (Agriculture, Health, and Community Development) and many governmental organizations have their own departments of education and training for non-formal education programs. There are also various NGOs and religious organizations that run non-formal adult education programmers.

Adult education programmers within the education sector are planned and administered by the REB. Programmed of adult and non-formal education conducted in some of the regions include: literacy, income generating projects like, carpet making, embroidery, masonry, pottery, something, tailoring, weaving and woodwork. Evening classes in primary and secondary schools and higher education institutions are conducted mainly in urban centers (Oromia Regional Educational Bureau).

Ethiopia is one of the countries that have pursued the vision of lifelong learning. While the journey continues to evolve, the lessons learned along the way can help to assess the current enrollment practice and implementations of basic adult education and also help to identify key facilitating factors as well as pitfall to be avoided in formulating future lifelong learning strategies. So my study intends to identify the problem of Integrated Functional Adult Education in Oromia Regional state, in Sebeta Town.
1.2 Statement of the problem

Ministry of Education Statistics Annual Abstract (2001) Adult and Non-Formal Education is designed to address the Primary education needs of adults and others who are substantially older than the traditional primary school going ages of 7-14. MoE 2001 On the other hand, even though the government uses most Adult Basic Education (ABE) activities to accomplish in Basic Education Centers, and is designed to enroll adults for IFAE with the objective of universalizing access to education by 2015, no significant change is observed regarding IFAE, but some of them were there. This is because of varieties of factors that affect the enrollment and implementation of Adult education.

Similarly, Darken Wald, & Gavin, (1987) stated that more than 90 percent of adult learners who should be enrolled in education program do not enroll into adult education due to factors related to adult students, teachers, and environment. Most researchers merge these factors and state it as the interactions between a student and his/her educational environment.

Factors that influence the enrolment and implementation of Integrated Functional Adult Education in Urban areas is characterized by such vary, this is the issue in developing countries because as such problem are there, like low income, House holding women’s, Factory employers etc.

Researches on issues related to awareness Integrated Functional Adult Education by different researchers. For instances According to Fujita-Stark, (1996), factors like age, gender, information, and employment status were raised as some of the factors that affect enrollment in adult and non formal education. Most adults have many responsibilities for their family as well as for their job, and these two are key factors affecting adult learners’ decision to enroll in adult and non formal education. Moreover, there are varieties of factors that would be obstacles to
enrollment and participation in adult education. These barriers to adult learning would be the interplay between the internal factors (both cognitive and emotive) and the external factors (environment). The different categories of barriers towards participation to adult learning can be seen affecting a person in their different life stages/needs and in different dimensions of learning. Most importantly the emotion and environment dimension seem to be mostly affected by the different barriers and as such it needs a high degree of attention. Besides, motivation and barriers (being power and load) are two opposing forces which are greatly involved in adult learning participation. Motivation gives the energy towards participation in adult learning while the barriers drain the energy. Hence, identifying factors that affect the enrollment and implementation into adult and non formal education is important.

If factors that affect enrollment and implementation of IFAE vary from place to place and change from time to time it seems that there are other unnoticed factors that affect the enrollment and implementation of IFAE in Sebeta town. From the light of this, we do not observe while the gap in IFAE in Sebeta town. This may be due to factors related to students, teachers, or factors related to the curriculum of IFAE. Hence, it is important to identify the factors that contribute to learner’s enrollment and implementation of IFAE in the stated town. Hence, the present research focuses on answering research questions listed below.
1.3 Research questions

In order to achieve the blow objective, the following research questions were raised the study to be answered the factors that influence the practice of Integrated Functional Adult Education.

1. What are the major factors that affect the enrollment of adults in Integrated Functional Adult Education in Sebeta town?
2. What is the awareness level of community about IFAE in Sebeta town?
3. What are the major factors that contribute to adults’ dropout from IFAE in Sebeta town?
4. What are adults individual motivations for enrollment in IFAE in Sebeta town?
1.4 Objective of the study

The present study has general and specific objectives which were discussed as follows.

1.4.1 General objective of the study
The general objective of the study was to factors that influence the enrollment and implementations of IFAE in some selected kebeles of Sebeta town.

1.4.2 Specific objective of the study
Based on the above general objective, the specific objectives of the present study were to:

1. Investigate the major factors those affect the enrollment of Integrated Functional Adult Education in Sebeta town.
2. Assess the awareness level of people on IFAE in Sebeta town.
3. Inspect the major factors that contribute to adults’ dropout from IFAE in Sebeta town.
4. Study adults’ individual motivation for enrollment in IFAE in Sebeta town.
1.5 Significance of the study

The present study contributes to the scientific literature as reference for interested researchers to conduct further studies on the same area. In addition, Policy makers and Education office may use the findings of the present study as a manual on issues related to adult education in Sebeta town. More specifically,

- The finding of this study would help South Western Shoa ZEO and Sebeta town WEO in tackling problems of student enrollment and IFAE implementation of IFAE in the stated area.
- The findings of this study would also help the policy makers to consider factors that influence the enrollment and implementation of IFAE while they prepare curriculum for students of IFAE.
- It is also important for service providers such as psychologists, social workers, etc in order to adequately meet the needs of adults regarding their need for basic education.
- Nongovernmental organizations (NGO) and interested Government offices (GO) that work on education of adults may use this research for reducing factors that influence its implementation of IFAE.
- At the end, it would be used as knowledge base for other researches who want to make further research on factors that influence the enrollment and implementation of IFAE.
1.6 Delimitation of the study

The present study focuses on social and situational factors that affect the enrollment and implementations of IFAE in some selected kebele’s from Sebeta town.

This study was conducted in Oromia Regional State, South Western Shoa Zone, Sebeta town. Sebeta town was located at South Western part of the Capital City of Ethiopia (A.A) located at 26 km. Sebeta have 8 kebeles and more than 110,000 people are lived. The boundary of Sebeta was from the South-East, Finfinne, from the East, West, North, and South were bonded by Sebeta Awas Woreda.

1.7 Limitation of the study

The major limitation encountered the study during the time of data collection was frequent turnover of officer and management bodies at all sector offices such as health office, Agricultural office, Education office & Small Micro enterprise office. Besides resource constraints have limited him to do so, lack of adequate research out puts related to awareness education on Integrated Functional Adult Education and official’s manual refers to awareness education program. Moreover, data was collected from small number of participants that complicated the generalizability of the finding of this research.
1.8 Operational definitions of terms

**Adult education:** in this context, education was to mean education given for matured adults who could not get the opportunity of attaining formal education.

**Formal education:** education that was prepared based on normal curriculum for fixed age, education level and accomplishment of which is approved with certificate.

**Non-formal education:** on formal education and informal education were used interchangeably in this research.

**Informal education:** the mechanism of getting education outside the formal education system.

**Integrated functional adult education:** adult education program that these students apply on resolving daily problems.

**Literacy:** is education program intended to teach the adults.
CHAPTER TWO

2 Review of related literature

2.1 Enrollment motivation and dropout from adult education

Humans begin learning at birth and generally continue this process throughout life, but how much is learned and the value of that knowledge varies greatly from one individual. To the contrary, society limits learning to childhood period and ignores learning during adulthood period. (Alderfer, 1992). Historically, the perception of adult learning and its value has varied greatly among individuals and groups. In the past, many people considered non-formal adult education as valueless and many individuals might have considered such pursuit of knowledge as self-centered (Merriam, 1991). Many of these attitudes were linked to a study by Kent (1973) suggesting that older adults perceive learning from the vantage point of approximately how much time is left to live. Regardless of these popular attitudes, more recently people have come to view education of adults as important and learning theorists assert that adults learn differently and have different reasons for learning than children (Alderfer, 1992).
The first assumption of adult teaching theory states that adult learners need to know why they need to learn something before they undertake to learn it (Beder, & Valentine, 1990). Many factors affect why adults seek education. Education in subject matter that will make a positive contribution to the individual's life is of the most importance and is most likely to be sought by the learner.

Beder (1991) characterized adult learners as having set habits and strong taste, a great deal of pride, a rational framework (values, attitudes etc) by which they make decisions and have developed group behavior consistent with their needs and have a strong need to apply what is learned and apply it now. Taking into consideration these characteristics, the adult learners’ motivation to learn would be different from those of children. To further complicate the adult learners’ situation, they also have to perform their individual culturally associated roles as husband/wife, worker and citizen and perceive themselves as responsible for their own individual life (Boshier, 1991).

On the other hand people’s perception of adult education is negative due to adult learning association with old people. This is because as one ages chronologically, not only are physical changes taking place such as reduced vision and hearing ability, but other age related factors can impact cognitive function well. Factors such as impaired blood circulation, decreased neurotransmitters, depression, stress, and chronic illness can all have an effect on the ability of the individual to learn (Alderfer, 1992). However, though age has little effect, there are different factors that affect the implementation and practice of lifelong and adult education in our country.

According to Merriam & Cafferella (1991) studies focusing on barriers of adult education have categorized barriers to participation to adult learning into situational (depending on a person’s situation at a given time), institutional (all
practices and procedures that discourage adults from participation), dispositional or psychosocial (person’s attitudes about self and learning) and informational (person is not aware of educational activities available). Further categorizations based on the social structure were namely geographic conditions, demographic factors, socio-economic conditions and education and cultural determinants.

Cross, K. P. (1979) also explained varieties of factors that affect enrollment in to adult education. These factors directly and indirectly affect adults’ enrollment into education. He explained this using his admission model. The model included two prior-to-admission variables and two after-admission variables. The two prior-to-admission variables are student characteristics and student skills prior to admission. The two after-admission variables are external factors (e.g., finances, hours of employment, outside encouragement, etc.) and internal factors (e.g., academic integration, social integration, self-esteem, interpersonal relationships, study habits, advising, absenteeism, etc.). Finally, he stated that these factors change from time to time and differ from place to place but still affect enrollment in to IFAE.

Fujita-Staark, (1996) reviewed studies that focused on identifying factors affecting students who enroll into adult education. He indicated that there are many factors that affect adult enrollment into adult education and they also vary from place to place and culture to culture. Some of the factors he raised are increased workload, lack of time related to nature of their work, and other external factors. In addition, external factors and internal factors are likely to interact with each other. For example, when learners have a heavy workload and little time for attending their education, they are more likely to avoid enrolling into adult education So the relationship between internal factors and external factors are expressed as inter-correlation rather than as a one-sided influence.
The concept of the experienced adult engaged in learning is an interesting and popular concept in education where it is generally accepted that adults have more experiences, different kinds of experiences, and that these experiences are organized differently (Long, 1983). Besides, he pointed out that adults derive much of their self identity from their past experiences. In that respect, they are much different from children who tend to view themselves largely from external sources. Because of this factor, adult learners place a great deal of value on their experiences and if they cannot use those experiences, or, if those experiences are rejected, it may feel similar to being rejected as an individual. Related to this is the fear of failure that an adult learner may bring to the classroom, particularly if this is a new environment where they might fear further rejection from their group.

Studies about ABE enrollment motivation indicate that students have multiple categories and dimensions of goals are ostensibly pragmatic. Yet the importance of social others and requirement for self-evaluation can be seen to underlie many of the stated goals, suggesting a complicated picture that includes inter- and intra-personal components. Writing from five months of interviews conducted in 1990 with volunteers from nine intact student groups and five adults’ case studies at Literacy Volunteers of New York City, Fingeret and Drennon (1997) report that entering a literacy program constitutes a kind of boundary-crossing, only part of which has to do with the difficulty of learning new literacy practices. They show the difficulty some students face regarding the reconciliation of becoming students and the worry about losing the security of their old sets of friends and their “old ways of being in the world”.

Fingeret (1983) reported adults more prone to enroll in programs when their lives and social networks are in transition due to such circumstances as new children, jobs, geographic locations or change in status of significant others. Transitions require adaptation and offer turning points when an individual is better able to
entertain adjustment of short- and long-term goals. They also may stretch coping skills as the individual faces hopes, promises, fears and threats. Other studies corroborate Beder and Valentine’s primary conclusion that the motivations for enrollment in adult education are more complex than simply wanting to improve basic skills and that the role of social others underlies many of the motivational categories (Boshier, 1983, 1991; Malicky & Norman, 1994; Morstain & Smart, 1974; Fujita-Starck, 1996).

An important consideration that may underlie an ABE student’s motivation for enrollment in Adult Basic Education may be the ontological meaning of her school goal, and whether that meaning is congruent with the overall goal frameworks she maintains for the contexts in which she engages. If she sees becoming more educated as self-serving in terms of distinguishing herself as an individual, or establishing a role for herself, then she may exhibit more conceptions in her meanings that reflect individual identity. On the other hand, if she sees it as a relational goal, she may exhibit perceptions of movement toward or away from a particular group identity. There is also the possibility that the student is attempting to do both within a complex set of relationships. As Schlenker and Pontari (2000) succinctly state, social life is not so simplistic that people have the luxury of pursuing just one goal at a time. The fundamental issue how compatible these goal meanings are in relationship to one another.

Ford (1992) explains that people are always behaving in relationship to their environment, what he calls the whole person-in-context, and a goal sustains commitment to the extent that it can be coordinated with other goals across contexts. This coordination is accomplished by organizing and directing ongoing behavior within that context. An individual typically responds to the events around him/her by remembered sets of related behavior episodes and uses these to guide new behavior. These remembered, behavioral guides, not wholly conscious,
represent how the person conceives himself/herself to function with specific goals in specific contexts.

The Ford and Nichols Taxonomy of Human Goals (Ford & Nichols, 1987; Ford, 1992) maintains to cover the entire range of consequences that people seek and avoid, providing a framework to assess individual meanings of costs and benefits. In the taxonomy, personal consequences are defined in two major divisions as those occurring within people as individuals, and those occurring between people and their social environment. These denote different aspects of goal content, but are not mutually exclusive. For example, within-Person consequences that people seek fall into the subset categories of Affective Goals, feelings or emotion, Cognitive Goals, mental representations, and Subjective Organization Goals, special or unusual states. Person-Environment consequences that people seek fall into the subset categories of Self-Assertive Social Relationship Goals, maintaining or promoting oneself, Integrative Social Relationship Goals, maintaining or promoting the well-being of other people, and Task Goals, reflecting relationships between people and various objects in the environment.

Similarly; Cross, (1981) reasons for nonparticipation in mainstream adult programs fall primarily into three categories of barriers. She made a general synthesis of data from thirty state and national surveys of what respondents reported, having to allow for the variety of item formats and the fact that some surveys asked for the single, most major obstacle to participation while others requested all obstacles. She stated that situational barriers comprise issues such as available time, cost, transportation, distance, and child-care. Cost and lack of time were cited as often as 50% of the time, while lack of child-care and transportation affected roughly 10% of respondents. Institutional barriers include inconvenient scheduling, location or transportation (how this differs from transportation and distance, mentioned as situational obstacles, is not made clear), course relevance,
procedural and time problems (referring to overall time required to complete a program, as opposed to a person’s more immediate available time, already stated as a situational obstacle), and lack of information about programs and procedures.

According to Quigley (1997) the most frequent reasons given by new students as initial motivation to enroll in adult basic education reflect pragmatic needs that describe ultimate achievements while available dropout information indicates that a major cause for withdrawal is often affective dissatisfaction with events that occur after enrollment, on the path toward those needs. Examples of what have been found to contribute to affective dissatisfaction are feeling overwhelmed with outside concerns (Barron-Jones, 1998), social challenges related family case, parenting concerns, and unresolved domestic issues (Merritt et al., 2002), social and family problems among women due to juggling home and school responsibilities (Malicky & Norman, 1994), students’ feeling less positive about themselves due to disruption in relationships with children and spouses (Malicky & Norman, 1994), simultaneously wanting more teacher attention but feeling uncomfortable in a classroom situation and not turning to teachers for help (Quigley, 1992), and skepticism about “school” which is not equated with education and learning (Quigley, 1997).

In a review of ABE studies conducted predominantly throughout the 1980’s, Malicky and Norman (1994) surmise that factors outside of (basic) literacy programs seem to be more influential in enrollment and dropout from adult education. Interventions that provide counseling or referrals for social issues have demonstrated a 25-42% increase in retention (Barron-Jones, 1998; Merritt et al., 2002). While many conflicting factors are reported to be of a material nature, such as time, money, geographical logistics, day care issues, etc., this section will show that social/psychological factors also play an important role, and especially the influence of social groups outside the school environment.
Besides, reasons for withdrawing from adult basic education are often linked with the same reasons thought to preclude eligible students from participating (Boshier, 1983; Cross, 1981; Quigley, 1997). Conceptualized as barriers to recruitment and retention, these have been widely accepted within adult literature are that the categories of barriers that are not entirely discrete, and that internal parameters, both alone and in association with external parameters, are underrepresented in the data.

2.2 Demographic characteristics

A few demographic characteristics, notably age and academic achievement, have been shown to impact enrollment and continuation in an adult basic education program until completion. Studies looking at the impact of age, Clark (1999 et al) found that age was a factor in enrollment and persistence. Internal variables, also referred to as psychological factors, have been shown to impact enrollment and perseverance in adult basic education. These include goal clarity, course relevancy to life, self-esteem, locus of control, presence of support, prior school experience, and determination.

Beder, H. W. & Valentine, T. (1990) discussed course relevancy and goal clarity. They stated that the best predictor of enrollment and persistence is satisfaction with learning in relation to its helpfulness to the student in meeting his goals. Garrison on the other hand found that students may not enroll and drop out thought classes were more relevant but were also clearer about their goals. He then examined the interaction between course relevancy and scholastic ability and determined that students often set unrealistic goals. On social integration as factors in persistence, Zieghan, L. (1992), also found that having a goal as well as support was important. Thoms, K. J. (2001) also determined that having a definite goal was a factor in enrollment and persistence.
While it may be true that adults often have a highly specialized or even expert knowledge base via extensive past learning activity, some researchers speculate that slowing of new information may occur because of a large knowledge base (Sternberg & Berg, eds. 1992). Additionally, adults may or may not bring experiences with them that are related to their current learning. Not all experiences are of equal value to the task at hand. Finally, not only can experiences be unequal in value, in some cases those experiences might actually be detrimental to their learning. Beder, H. W. & Valentine, T. (1990) notes this phenomenon and indicates, past experiences can also be a handicap in acquiring new learning. This type of handicap could occur from past habits or old ways of thinking about some important issue. A preconceived way of thinking and doing something is not always easily changed, especially when it has been previously backed up by some perceived expert advice. It could be added then, that adults are more skeptical about accepting new information, especially if it appears to contradict what they already believe.

2.3 Factors related to students’ self-esteem

According to Zieghan, L. (1992) low self-esteem is perhaps one of the most important obstacles for an adult basic education student to overcome if he/she is to be successful in completing his/her goals. A poor self-image finally develops a fear of failure and a feeling of high self-esteem after having participated in education (Students) could talk to others without fear. A positive self-image appeared to be the single best motivator for students who were persisting in the program. Thoms, K. J. (2001) also found that the greater persons self-esteem, the more likely they would participate in an adult basic education program and that being in the program often led to increased feelings of self-esteem.

Other studies have looked at the impact of self-esteem on adults. Thoms, K. J. (2001) stated that high self-esteem is a positive factor toward participation in
adult education. She stated that one can have self-esteem in one area but not in others. Morstain, B. R. & Smart, J. C. (1974) quoted an adult education student as saying, "Feeling undereducated can lead to a poor self-image" Kazemek, F. E., (1988) asserted that the common denominator among deprived or disadvantaged students appears to be shattered self-image, little or no sense of purpose, and a poor understanding of what causes failure or success. Perin, D. & Greenberg. (1994). Believed that the disadvantaged are hampered by certain psychological disabilities, including a lack of self-confidence, low self-esteem, and a high degree of dependency.

On the other hand, Garrison (1985) stated that the self-confidence and ideal self discrepancy variable was important for both enrollment and dropout from education. Dropouts had higher discrepancies between self and other than per sisters did according to Boshier (1971). Kazemek, F. E., (1988) concluded that a program offering individualized instruction, good teacher models, and self-image enhancement has the best chance of enrollment and success.

The presence of support is another psychological factor linked to enrollment and persistence into adult basic education programs. Zieghan, L. (1992) found that family played a large part in the student’s enrollment and persistence in adult education. Thoms, K. J. (2001) also found support to be influential in persistence. She stated, if supportive factors outweigh the inhibitive factors, then learners will probably decide to enroll and persist after enrollment.

Studies relating locus of control (whether a person attributes success or failure to his own behavior or external forces also found to play crucial role for enrollment and persist and adult education (Hathaway and Rhodes, 1979). It was found that more students completed if they were internally motivated and that more dropouts had been referred by social agencies. To the contrary, Richards (1983) found no connection between an internal locus of control, greater self-esteem, and goal
attainment. Thoms, K. J. (2001) determined that adult basic education students with an internal locus of control had a greater chance of completing their goals. She also cited Taylor (1984) who found that adult learners who completed the literacy program were significantly more internal than those who did not complete the program.

2.4 Situational and other factors

Reder, S. & Strawn, C. (2001) listed situational and other factors that contribute to enrollment and dropouts. These are class and work schedules, finances, economic status, family situation, alcohol / drug use, marriage, employment, health, relocation, transportation, and lack of time. Others like transportation, time constraints, class with completion class scheduling, day care problems, transportation and location, health and family problems, and lack of interest employment, and family problems are also important things for enrollment and dropout (Darkenwald, 1987).

According to Harman and Balmuth (1987), 50--70% of adults entering literacy programs drop out before they reach their goals. For example, it is estimated that 34% of the United States population do not have basic skills constituting an adult education. These figures vary somewhat with a report put out by the Office of Vocational and Adult Education (1993) in Washington, D.C. for the program year 1990-1991 that states that 74% of the people entering an adult education program are retained. Numbers for completers (25%) and per sisters (49%) were added together. They list 26% of those entering as leaving before they complete their goals.

Besides, many dropout theories have been offered as to why some adult learners drop out before completing their goals while others persist. These include intelligence, age, race, sex, marital status, parents educational level, prior educational level, entry level, scholastic ability, prior diagnosis of learning
disabilities, time to complete ones goals, prior positive / negative school experiences, goal setting, motivation, determination, self-esteem, course relevancy, academic and social integration, unrealistic expectations, locus of control, support, availability of counseling, making progress, finances, economic status, family situation, alcohol / drugs, marriage, employment, health (current / prior medical conditions and current / prior use of medication), relocation, child care problems, transportation, lack of time, quality of instruction, number of tutors, class size, class scheduling, class location (rural / urban, learning center / home), and materials(King, J.E., Anderson, E.L., Corrigan, M.E., 2003).

There is a significant amount of evidence that poor academic progress relate to adults’ dropout. Adult students who dropout demonstrates difficulties with class attendance and understanding. Studies also show that the structure, curriculum, and practices of schools per se debilitate students’ motivation and beliefs about their academic success, which can affect academic progress.

Other studies indicate that the need to work is a more common reason (Kent, 1973; Kreitlow, Gustrom, & Martin, 1981). More recently, a national study of an unspecified number of adults dropped out because of weak performance. Alexander (2001) reports that dropout masks vast differences among students, which involve academic, parental, and personal resource deficiencies throughout all school years. Profiles of students who drop out frequently show a variety of situational influences and interpersonal variables that are capable of having chronic effects, such as neighborhoods characterized by high levels of social disorganization, peer drug models, poor coping strategies, and family stress (Hess, 2001; Newcomb, 2002; Weisman, 2001).

Quigley also discussed personal motivation as part of a report by the Pennsylvania State Department of Education for enrollment and dropout. He listed a number of
reasons that adults drop out of adult education classes: transportation difficulties, child care arrangements, family health, conflicts with the time classes are scheduled, lack of family support, and fear of failure. Finally, he added that all of these problems have solutions if the students have personal motivation. Without personal motivation, a genuine desire to achieve, each one of the problems listed becomes the reason students use for dropping out.

According to Weisman (2001) while demographic characteristics perhaps cannot be changed and situational factors are often difficult to surmount, the areas that can most be influenced by studies such as this are psychological factors and program variables are perhaps what can be changed the most readily. Things such as class size, class time, location of lessons, number of tutors working with a person, quality of instruction, and selection of materials are within the control of ABE programs. Concerning this, previous studies have looked at some of these areas. Wigfield, A. & Eccles, J. S. (2000) listed research related to class size. She says that Boshier (1973) found that a class with fewer than nine students had a lower dropout rate and that Wheaton (1976) also suggested smaller classes to aid in retention. Darken Wald (1981) found that dropout rates were fewer for classes meeting less than 20 sessions. Weisel (1980) again found that students who attended in the afternoon participated in more classes. Thoms, K. J. (2001) listed regular attendance as one of the five factors she determined to impact goal completion.

Zieghan, L. (1992) found success to be a major factor in goal completion. When they returned to education and began to succeed, they also saw this as a personal affirmation of their talents. Progress can be both a program variable and a psychological factor. Instructors can be instrumental in helping the students to realize that they are progressing. Support can also be a program variable in addition to a psychological factor. Wigfield, A. & Eccles, J. S. (2000) stated that
counseling on an individual basis, and individual pre-enrollment counseling as well as continuous one-on-one follow-up play important role both for enrollment and dropout.

Other studies mentioned the importance of supportive counseling in goal completion. Darken Wald, G. G. & Gavin; W. J. (1987) said that counseling is an integral part of the more effective workplace literacy programs. A 1981 report by the Indiana Vocational Technical College mentioned greater retention of ABE students with counseling. According to a 1987 California state evaluation report (for fiscal year 1986-87), two of the sites that had the best retention rates (72% and 67%) had a placement center that oriented students to (the) program and provided formalized tracking of students between instructional levels and program components. Similarly, McKenzie (1986) supported the importance of counseling and said that students need to be aware of the whole process of goal attainment so that pitfalls can be anticipated and dealt with appropriately and recommended supportive counseling.

Moreover, Darken Wald, & Gavin, (1987) found that supportive teachers aided retention in ABE program is very important. They found that the presence and assistance of caring and well qualified staff can make a difference in student outcomes. Often teachers of Adult Basic Education are not regarded as professionals by others in the field of education, but they in fact work with the most difficult students, the students that the traditional educational system has failed. Special skills are needed to work with these students in addition to a solid knowledge base. Quality of instruction, improved through staff development, needs to be considered in regard to student outcomes when looking at program variables.

Perin and Greenberg (1994) felt that program design is one of the most important factors in student persistence. They felt further research was needed on the impact
of students perceptions of how close they are to specific educational goals at various points in the course. They also mentioned the possibility of increasing enrollment and retention by intake procedures that were sensitive to student characteristics, flexible scheduling, and availability of computer-based learning, counseling support, and appropriate assessment methods.

According to Harman (1983) said that high risk learners need to be identified through a profile of participants. Demographics, goals, locus of control, support systems, etc. could be part of an intake process. He added about the necessity of involving important others in the remediation process and preparing them for changes. He said that a policy regarding orientation, participation, on-going progress, termination, and follow-up needs to be developed in adult learning programs.
CHAPTER THREE

3 Research design and methodology

3.1 Research methodology

In this chapter, the overall methodological framework of the study the researcher used is presented in detail.

3.2 Study design

This study is Descriptive, Cross-sectional survey design which employed survey questionnaire in order to investigate the factors that affect the enrollment and implementations of IFAE in Sebeta town.

Cross-sectional surveys involve the collection of data at a single point in time from a sample drawn from a specified population. This design is most often used to document the prevalence of particular characteristics in a population. For example, cross-sectional surveys are routinely conducted to assess the frequency with which people perform certain behaviors or the number of people who hold particular attitudes or beliefs. Cross-sectional surveys do offer the opportunity to assess relations between variables and differences between subgroups in a population.
3.3 Study area and population

This study was conducted in South Western Shoa Zone, Sebeta town kebele. Sebeta is located at South Western part of the Capital City. It is 26 km far away from Addis Ababa in the South West direction. The town has 8 kebeles. There were adult and non-formal educations activity in all of these kebeles. There were a total of 258 adult and non-formal educations in all of these kebeles. More specifically, there were 26 students in Kebele 01, 32 students in Kebele 02, 20 students in Kebele 03, 24 students in Kebele 04, 50 students in Kebele 05, 24 students in Kebele 06, 42 students in Kebele 07, and 40 students in Kebele 08. During the time of data collection 258 adult students were attending their education in Sebeta Town.

3.4 Sample size and sampling technique

In Sebeta town, there were a total of 258 adults who were attending their education during the time of data collection. Majority of them were females (158 females) and the rest 100 were males. The sample size was determined based on Krejcie and Morgan (1970) sampling size determining technique. Accordingly, 88 participants 68 females and 20 males were selected based on Krejcie and Morgan (1970) sampling size determining technique. From these 258 adult education students, these 68 females and 20 males were selected using simple random sampling method. For qualitative data 5 participants were selected from Sebeta town education office using purposive sampling techniques.
Table 3.1 population and sample size

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Population</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Females</td>
<td>158</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>Males</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>258</td>
<td>88</td>
</tr>
</tbody>
</table>

Concerning the sampling techniques, the kebele awareness on Functional Adult Educations sectors were selected using purposive sampling techniques based on the limited resource of the researcher and issue concern

3.5 Data collection instruments

Data collection tools such as open and closed ended questionnaires and unstructured interviews were prepared for key informants. Demographic questionnaire is used to collect information on the socio-demographic variables of the respondents such as, ethnicity, religion, sex, and age of these participants. In addition, observations were made and checking of training interview was used to collect information from these participants. And Non-formal education materials visit was also conducted at each kebele.

Unstructured interview was used to collect qualitative data. The objective of using unstructured interview in addition to questionnaire was to elicit views and opinions of these participants on factors that influence adult and non formal education in the stated area. Besides, it supports the quantitative data with personal and lived experiences of these students.

During unstructured interview, data was audio taped and the student researcher took personal note with the full willingness of these participants. Finally, data was transcribed and analyzed using thematic data analysis method.
3.6 Data collection procedure

The instrument was organized in such a way that the introductory section to the instrument reviews the purpose of the study, the time it will take to complete, and the consent form. The consent simply states that by answering questions, they are indicating their willingness to participate. The consent informs the participants that the research is anonymous, meaning she/he will not need to put their name, and the information in the report from the study will never reveal their identity in any way.

Regarding data collection, quantitative data and qualitative data were collected in one phase. Both quantitative and qualitative data were collected during the month of March, 2014.

3.7 Pilot test

The present questionnaire was pilot tested on 20 participants before the actual data collection.

Pilot study was conducted to evaluate the questionnaire being planned for the main study and gain an opportunity to refine or adjust methods; to evaluate the adopted instrument can properly measure the variables the researcher intended to study and whether it meets the desired reliability and validity measures. It was found out that the questionnaire measured was found with a reliability of 0.73 which is sufficient score to measure the reliability of the instrument. Finally, questionnaire for data collection was improved based on the result of pilot study.

3.8 Method of data analysis

Data that was collected using interview was analyzed using thematic data analysis method. Descriptive statistics such as table was also used in analysis of quantitative data. The data collected through open and close ended questionnaire were interpret and summarized.
3.9 Ethical considerations

McNamara (1994) identifies five ethical concerns to be considered when conducting this type of research. These guidelines deal with voluntary participation, no harm to respondents, anonymity and confidentiality, identifying purpose of the research and analysis and reporting. Each guideline was addressed individually with explanations to help eliminate or control any ethical concerns.

First, the student researcher conducted this research with full and completely voluntary participation of the participants. McNamara’s (1994) second ethical guideline is to avoid possible harm to respondents. This could include embarrassment or feeling uncomfortable about questions. This study did not include sensitive questions that could cause embarrassment or uncomfortable feelings to the participants.

A third ethical guideline is to protect a participant’s identity. This can be accomplished by exercising anonymity and confidentiality. The researcher promised not to disclose the individual’s identity. Besides; they were also given information on the purpose of the research. Finally, the fifth ethical guideline, as described by McNamara (1994), is to accurately report both the methods and the results of the surveys to professionals in the educational community. Because advancements in academic fields come through honesty and openness, the researcher assumes the responsibility to report problems and weaknesses experienced as well as the findings of the study. All of these ethical issues were considered while conducting this research.
CHAPTER FOUR

4  Presentation of results and discussion

This study basically focused on investigation of factors that affect the enrollment and implementation of Integrated Functional Adult Education. It is analyzed and discussed based on the data gathered from participants selected for this purpose. First, data collected using questionnaire will be presented and then discussion will be followed.

4.1  General information of participants

4.1.1  Sex & age of participants

<table>
<thead>
<tr>
<th>Table 4.1: sex &amp; age of participants</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sex of Participants</th>
<th>4.2 Age of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sex</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Female</td>
<td>68</td>
</tr>
<tr>
<td>Male</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
</tr>
</tbody>
</table>

As it can be seen in the above table, majority (77%) of the participants were females and the rest 23% of them were males. The above table clearly indicates that 2 participants were within the age range of 18-27 years, 58 participants were within the age range of 28-45 years and the rest 28 participant were beyond 45 years of age. The mean age of these participants was 41 years.
4.3 Marital status of participants

Table 4.2: Marital status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>No. of participants</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Married</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>Widowed</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Divorced</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

It is clearly observed in the above table that 2 (2%) of the participants were single, 70 (80%) of them were married, 14 (16%) participant was widowed, and the remaining 2 (2%) participants were divorced. From this one can easily understand that majority of these participants were married.

4.4 Enrollment and dropout

Table 4.4: Enrollment and Dropout

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
<th>No. of participants</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did all adults that need basic education enroll in adult education as you observed in your kebele?</td>
<td>Yes</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>84</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>If no, what are the major factors for this?</td>
<td>No clear goal</td>
<td>22</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Low self-esteeem of adults</td>
<td>19</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>course relevancy to life</td>
<td>21</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Absence of support</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Family issues</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>84</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Is there adult dropout from education?</td>
<td>Yes</td>
<td>86</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
If yes, what are the major factors for adult dropout?

<table>
<thead>
<tr>
<th>等因素</th>
<th>22</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of interest</td>
<td>18</td>
<td>21</td>
</tr>
<tr>
<td>Age</td>
<td>12</td>
<td>14</td>
</tr>
<tr>
<td>Prior educational interest</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>Marital status,</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>86</td>
<td>100</td>
</tr>
</tbody>
</table>

Are adults satisfied with their education?

<table>
<thead>
<tr>
<th>满意情况</th>
<th>87</th>
<th>99</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>88</td>
<td>100</td>
</tr>
</tbody>
</table>

What are reasons for dissatisfaction?

<table>
<thead>
<tr>
<th>原因</th>
<th>22</th>
<th>26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time schedule</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Teacher related cases</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>others</td>
<td>57</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>87</td>
<td>100</td>
</tr>
</tbody>
</table>

As it is clearly indicated in the above table, enrollment status is very low relative to population of adults in the town. The major factor for this low enrollment are lack of clear goal from the side of adults, low self esteem of adults, contents of adults and non formal education and family related issues. In support of this study Fingeret (1983) reported that all issues(absence of clear goal, low self esteem, course relevant course, absence of support and family issues) raised affect adult’s enrollment into adult and non formal education.

It is also indicated in table 4 above that drop out was the major problem in the town. This dropout was due to adults lack of awareness and interest in adult and non formal education. This lack of awareness was due to absence of knowledge on the contribution of adult education. Moreover, age related issues, sex, interest and marital status of adult and non-formal education students.

Quigley also discussed personal motivation as part of a report by the Pennsylvania State Department of Education for enrollment and dropout. He listed a number of reasons that adults drop out of adult education classes: transportation difficulties, child care arrangements, family health, conflicts with the time classes are scheduled, lack of family support, and fear of failure. Finally, he added that all of
these problems have solutions if the students have personal motivation. Without personal motivation, a genuine desire to achieve, each one of the problems listed becomes the reason students use for dropping out.

Similarly, Harman and Balmuth (1987), stated 50-70% of adults entering literacy programs drop out before they reach their goals. For example, it is estimated that 34% of the United States population do not have basic skills constituting an adult education. These figures vary somewhat with a report put out by the Office of Vocational and Adult Education (1993) in Washington, D.C. for the program year 1990-1991 that states that 74% of the people entering an adult education program are retained. Numbers for completers (25%) and persisters (49%) were added together. They list 26% of those entering as leaving before they complete their goals. This dropout was due to intelligence, age, race, sex, marital status, parents educational level, prior educational level, entry level, scholastic ability, prior diagnosis of learning disabilities, time to complete ones goals, prior positive / negative school experiences, goal setting, motivation, determination, self-esteem, course relevancy, academic and social integration, unrealistic expectations, locus of control, support, availability of counseling, making progress, finances, economic status, family situation, alcohol / drugs, marriage, employment, health (current / prior medical conditions and current / prior use of medication), relocation, child care problems, transportation, lack of time, quality of instruction, number of tutors, class size, class scheduling, class location (rural / urban, learning center / home), and materials (King, J.E., Anderson, E.L., Corrigan, M.E. ,2003).
Similar to this, one of the participants participated in interview stated the following.

*Regarding adult education, we make proper announcements for residents of all our kebeles. However, there always low enrollment that is caused by many factors. Some of these factors are related to adults’ condition, others related to the nature of IFAE Course and still others relate to management of IFAE. For example, some of the farmers complain that they have no time. They tell us that they have problems at home, and unable to attend IFAE. Others raise importance of the lesson for their life. Still others complain that they could not participate in IFAE due to problems related to the skill of teachers assigned to IFAE, the outcome of the course and so on.*

In the interview it is observed that factors related to living condition of adult students like lack of time, distance from home, IFAE teachers skill and relevancy of the course to the life of adult learner was raised as a factor that affect enrollment into adult education. This is similar to Cuddy, Norton, & Fiske, (2005) and Demeke (2000) findings that lack of time also contribute to factors that affect enrollment into IFAE. However, it is inconsistent with Anderman, & Maehr, (1999) who found out that shortage of time is not raised as factors that affect adults on their education.
4.5 Adult student’s level of satisfaction in adult education

Table 4.5: Adult Student’s level of satisfaction in adult education

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
<th>No. of participants</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you satisfied with your education?</td>
<td>Yes</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>84</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>88</td>
<td>100</td>
</tr>
<tr>
<td>Reason for dissatisfaction</td>
<td>Time schedule</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Objective of adult and non formal education</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>others</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>88</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of these participants are not satisfied with their education. Participants interviewed for their dissatisfaction indicated lack of time to participant in adult and non formal education. This is because majority of them have different responsibilities in addition to their education. One of interviewed 43 years old worker explained his idea as follows.

“As you know very well, we have lots of works at our home. We have children, family and also some of us help our relatives. There are social issues like edir. All these need us and there shortage of time to fully concentrate on our education. Besides, we may not get transportation, and sometimes we may not get someone who will help us at our home.”
Similar with the findings of this research, Quigley (1997) raised students’ dissatisfaction with IFAE and discussed factors contributing to affective dissatisfaction are feeling overwhelmed with outside concerns (Barron-Jones, 1998), social challenges related family case, parenting concerns, and unresolved domestic issues, social and family problems among women due to juggling home and school responsibilities (Malicky & Norman, 1994), students’ feeling less positive about themselves due to disruption in relationships with children and spouses.

4.6 Adult student’s motivation

Table 4.6: work motivation

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
<th>No. of participants</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you rate your motivation for your education?</td>
<td>Very High</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>28</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>54</td>
<td>61</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>88</td>
<td>100</td>
</tr>
<tr>
<td>How do you rate your colleagues’ motivation for their education?</td>
<td>Very High</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>56</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>88</td>
<td>100</td>
</tr>
</tbody>
</table>

As it is clearly observed in the above table, 54(61%) of the participants were rated their motivation as low and the other 24(32%) rated their motivation as medium. Only 2(2%) and 4(5%) participants have rated their motivation as high and very high respectively.
As we can see from the same table, when these participants were asked to rate their colleague’s motivation for learning, 28(64%) and 16(36%) of these participants rated their colleague’s motivation for learning as low and medium respectively.

Regarding adult’s level of motivation for their education, adult education participants who have participated in interview stated that they do not clearly understand the contribution of their education for their life because they will not be certified with their current education nor get hired with the help of it. Regarding its contribution in their final life, they did not get the significant contribution of the lesson in their life and it contributes very little in their life and generally contributes very small relatively.

It was also presented in this study that majority of these participants were rated their motivation and their colleagues learning motivation as low.

Regarding this, Quigley, (1997) listed a number of reasons that adult’s motivation for adult education classes. These factors were transportation difficulties, child care arrangements, family health, conflicts with the time classes are scheduled, lack of family support, and fear of failure.

Finally, he added that all of these problems have solutions if the students have personal motivation. Without personal motivation, a genuine desire to achieve, each one of the problems listed becomes the reason students use for dropping out. Moreover, there are many studies that have analyzed the relationship between motivation and educational performance and its relationship between and among other related variables (George & Jones, 1996; Newstrom & David, 1993; Mullins, 1989). Lack of motivation and interest, physical environment conditions, tiring jobs are among the common reasons that cause problems in academic performance.


4.7 Participation in IFAE

Table 4.7: Participation in IFAE

<table>
<thead>
<tr>
<th>Item</th>
<th>Response</th>
<th>No. of participants</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you judge adults participation in adults’ and non formal education in this town?</td>
<td>Very low</td>
<td>78</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Average</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Very high</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>88</td>
<td>100</td>
</tr>
<tr>
<td>Do adults have confidence on their education?</td>
<td>Very High</td>
<td>43</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>44</td>
<td>100</td>
</tr>
</tbody>
</table>

As it can be understood on the above table, 78 (89%) and 10(11%) of these participants have judged adults participation in adult and non formal education in their kebele as very low and low respectively. Participants participated on interview also gave similar response with this and forwarded lists of challenges that have contributed for this. Some of these challenges were concerned bodies like woreda Education office give little or no attention to adult and non-formal education. Besides, time schedule and contents do not prepared based on the existing situation of adults who have lots of responsibilities. Moreover, there is nobody who controls adult and non formal education as owner. However, these are not the only challenges that these adults have raised.

More severe challenges that teachers of these students have raised in addition to these is lack of training on adult and non-formal education. As these teachers have
risen, teaching adults have its own methodology. However, no one gave attention to them and they were not given raining on andragogy.

Other challenge that workers from woreda education office have raised as basic challenge is lack of uniform rules on adults and non formal education. As a result of lack of uniform rule and regulations on adult education, there is difference in their perception of adult and non formal education. Finally, everybody behaves based to his/her understanding and this created great gab among them.

In addition to difference in understanding, the absence of budget allocated for adult and non-formal education is another challenge of adult and non formal education. As a result everybody considers works related to adult and non-formal education as working for charity organization.

In support of this, research also supports those social-environmental factors that have been shown to influence students’ participation in adult and non formal education. When environment is good for learning, students get encouraged to participate in adults education (Kreitlow, B., Glustrom, M. & Martin, C. (1981). Similarly, a managerial style that provides students with opportunities to make choices appears to have a positive effect on their intrinsic motivation and indirectly increase their participation.

When these participants were asked to rate about their confidence on their situation, majority of them were stated that they have very high confidence on their lesson but more than half, 76(86%) have no satisfaction with their lesson. Only 2(2%), 4(5%), and 6(7%) participants indicated satisfaction towards their lesson as very high, high and medium respectively. When participants participated on the interview were asked to elaborate the reasons behind their dissatisfaction, almost all of them said that their current education is not encouraging due to time, and other home related issues.
The findings of this study also state that these participants have rated their relation to be very good relation with their colleagues and they have very good confidence on their work. In support of this Ryan & Deci, (2000) social-environmental factors on workers’ intrinsic motivation. Four factors related to individual differences have been shown to influence intrinsic motivation. These are perceived competence, perceived autonomy, achievement goal orientation, and perceived usefulness of the physical environment.

4.8 Factors that contribute to challenges in implementation of IFAE

Table 4.8: challenges in implementation of adult education

<table>
<thead>
<tr>
<th>Cause</th>
<th>Number of participants</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of budget</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Less/no attention given to it from administrative bodies</td>
<td>14</td>
<td>16</td>
</tr>
<tr>
<td>Scarcity of time due to other routine works</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Absence of body that manages and controls adult and non-formal education</td>
<td>13</td>
<td>15</td>
</tr>
<tr>
<td>Lack of motivation from the side of adults</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Contents of adults and non formal education are not related to adults’ life.</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>Problems related to teachers</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Time schedule problem</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

As it can be seen in the table above, lack of budget, absence of body that manages and controls adult and non-formal education, scarcity of time due to other routine works, lack of motivation from the side of adults, adult and non formal education contents related issues, problems related to teachers and schedule problems were
some of the major factors that were taken as challenges of adults and non formal education in the town Participants selected from Sebeta City education office and participated in the interview stated that one of the challenges that they face in relation to adult and none formal education is absence of budget allocated for adult and non formal education. One of the interviewee said the following.

‘’Whenever we raise works related to adult education, everybody flees from office and act as if he has not heard what we have said. One day I discussed about this issue with one of my friends and he told me that all these are due to lack of budget for running this activity. Of course, I know very well that budget is very necessary for the implementations of all activities and he confirmed what I had been thinking.’’

The above table also shows that there are no specific government bodies that controller’s education of adults. One of the participants interviewed on this clarified that the issue of adult and non formal education is a kind of shared responsibility for all government offices. But there is no single body that coordinates all these offices. As a result everybody runs by his/her own by its pace. This by its self-created great gap in the implementations of adult and non formal education. Similarly, internal variables, also referred to as psychological factors, have been shown to impact enrollment and perseverance in adult basic education. These include goal clarity, course relevancy to life, self-esteem, locus of control, presence of support, prior school experience, and determination.

Garrison (1985) discussed course relevancy and goal clarity. Wilson, R. C. (1980) stated that the best predictor of enrollment and persistence is satisfaction with learning in relation to its helpfulness to the student in meeting his goals. Garrison found that adult basic education dropouts thought that classes were more relevant but were also clearer about their goals than per sisters. He then examined the
interaction between course relevancy and scholastic ability and determined that students often set unrealistic goals. Tough, A. (1968). On goal commitment and Spadys study (1970) on social integration as factors in persistence. Zieghan, L. (1992) found that "having a goal as well as support was important. Thoms, K. J. (2001) also determined that having a definite goal was a factor in enrollment and persistence. Quigley, B. (1997) on the other hand, concluded that reasons for enrolling were not a factor.

It is clearly indicated in the above table that many adults who do enroll do not remain in programs long enough to achieve their educational goals. Participants interviewed for the causes of this drop out stated that they feel the program is not serving them effectively. Primary data collected from documents of 2003 academic year, for example, shows that 90 percent of adults who enrolled in adult and none formal education were dropout after attending the course for one month alone. These numbers, however, do not tell the whole story. Many of the personal obstacles that keep adults from attending in education and training programs also were cited by learners as reasons for dropping out. Indeed, competing responsibilities make it difficult for adults to persist in and continue their education.

According to Wigfield, Eccles, and Pintrich (1996) also show that the structure, curriculum, and practices of schools for each see hinder students’ motivation and beliefs about their academic success, which can affect academic progress. From a developmental perspective, dropout may be the culmination of a long-term process of disengagement from school. Snow, C. E. & Striker, J. (2000) describes two models that begin in elementary school, frustration/self-esteem that worsens and participation/involvement in school-related activities that doesn’t expand, which culminate in feeling rejected by school or failing to develop a sense of identification with school.
CHAPTER FIVE

5 Summary, conclusion and recommendation

5.1 Summary and conclusion

The main objective of this study is to investigate factors that affect the enrollment and implementation of adult and non formal education in some selected areas of Sebeta town. Accordingly, the following recommendations were made based on data collected and analyzed from participants of the study. Majority of participants who have participated in the study were married, orthodox Christian followers and mature adults with mean age of 41 years.

It can be summarized from this research that there is low adult participation in adult and non formal education in Sebeta kebele due to challenges of adult and non-formal education. This means, the enrollment status of adults into adult and non formal education is very low relative to population of adults in Sebeta town. The major factor for this low enrollment were lack of clear goal from the side of adults, low self esteem of adults, unrelated nature of contents of adults and non formal education and other challenges. Some of these challenges were caused by concerned bodies like WEO because give little or no attention to adult and non-formal education.

Besides, time schedule and contents were not prepared based on the existing situation of adults who have lots of responsibilities, teaching adults has its own methodology, lack of training on adult and non-formal education, lack of uniform rules on adults and non formal education, the absence of budget allocated for adult and non-formal education. Moreover, there is nobody who controls adult and non formal education as owner. However, these are not the only challenges that these adults have raised. Regarding the satisfaction of these students with their education, majority of these participants have no satisfaction with their education.
Participants interviewed for their dissatisfaction indicated lack of time to participant in adult and non formal education. This is because majority of them have different responsibilities in addition to their education.

Moreover, drop out was the major problem in the town. This dropout was due to adults lack of interest in adult and non formal education, age related issues, sex, interest and marital status of adult and non formal education students. These do not related but indirectly influence the implementation of adult and non -formal education.

Besides, majority of the participants have low motivation for their education due to lack of awareness about the contribution of adult and non-formal education.

When these participants were asked to rate about their confidence on their situation, majority of them were stated that they have very high confidence on their lesson but they have no satisfaction with their lesson. When participants participated on the interview were asked to elaborate the reasons behind their dissatisfaction, almost all of them said that their current education is not encouraging due to time, and other home related issues.

It was also found out that there is no specific government body that controls education of adults. The issue of adult and non formal education is a kind of shared responsibility for all government offices. But there is no single body that coordinates all these offices. As a result everybody runs by his/her own by its pace. This by itself created great gap in the implementations of adult and non formal education.

Moreover, some adults have related their education with their self esteem. Besides, time schedule and contents do not prepared based on the existing situation of adults who have lots of responsibilities, teaching adults have its own methodology,
lack of training on adult and non-formal education, lack of uniform rules on adults and non-formal education, the absence of budget allocated for adult and non-formal education.

It is also indicated in table that drop out was the major problem in the town. This dropout was due to adults’ lack of awareness and motivation in adult and non-formal education. This lack of awareness was due to absence of knowledge on the contribution of adult education. Moreover, age related issues, sex, interest and marital status of adult and non-formal education students.

Quigley also discussed personal motivation as part of a report by the Pennsylvania State Department of Education for enrollment and dropout. He listed a number of reasons that adults drop out of adult education classes: transportation difficulties, child care arrangements, family health, conflicts with the time classes are scheduled, lack of family support, and fear of failure. It is known that without personal motivation, a genuine desire to achieve, each one of the problems listed becomes the reason students use for dropping out.
5.2 Recommendations

It was found out that there is low enrollment and implementation of adult and non-formal education in Sebeta area. Besides, it was found out that there is no budget allocated for adult and non formal education. As a result some office workers do not give attention to adult and non formal education. Based on the findings of the study, the following recommendations were made:

- Community awareness creation trainings has to be give at large through different media like radio and different social networks both for adults and the society at large on the overall impacts of lack of motivation on adult and non-formal education of these students.
- Government has to give due attention on the ways through which adult and non formal education is run by independent office.
- Different trainings have to be given for teachers of adult and non formal education on methods of teaching adult and non formal education.
- Curriculum of adult and non formal education has to be enriched with contents that have strong link with the life of adults.
- Time schedule of adult education has to be made according to correct time that is favorable with the life of adults.
- Woreda education office has to give help on ways of reducing adult dropout from adult and non formal education.
- Woreda education office has to do on ways of increasing adults’ motivation for adult education and minimizing their dissatisfaction on adult education.
- It is also important for service providers such as psychologists, social workers; Social Cooperatives and different religions office also give attention, in order to adequately meet the needs of adults regarding their need for basic education.
- Nongovernmental organizations (NGO) and interested Government offices (GO) that work on education of adults may minimize the impact of the IFAE.
Appendices
Addis Ababa University  
College of Education and Behavioral studies  
Department of curriculum and teacher professional  
development

Questionnaire:
This questionnaire is prepared Factors that influence the Enrollment and Implementation of IFAE: The Case of some selected kebeles from Sebeta Town. Therefore, you are kindly requested to cooperate in giving genuine answer to the following items.

INSTRUCTION: Both close ended and open ended questions are presented in this questionnaire. Put mark of “√” on the given box of your choice circle one of your choice for close ended questions, and write your words or sentences for open ended questions.

PART I: Background information.
1) Sex: Male--------- Female-------
2) Age---------
3) Religion______

PART II. Questions on Factors affecting workers motivation for work.
1. Do you think all adults that should enroll in adult education enrolled in your area?
2. If your answer to the question number 1 above is no, please would you explain why?
   __________________________________________________________
   __________________________________________________________
3. Do all adults who enroll in adult education drop out from their education?
   i. yes
   ii. No
4. If your answer to the question number 3 above is yes, please would you explain why?

___________________________________________________

5. Do all adults who are attending their adult education satisfied with their education?
   a. Yes
   b. No

6. If your answer to the question number 5 above is yes, please would you explain why?

   ______________________________________________________
   ______________________________________________________

7. How do you rate your motivation for your education?
   a. Very high   b. High   c. Medium   d. Low

8. How do you rate your colleagues’ motivation for their education?
   a. Very high   b. High   c. Medium   d. Low

9. How do you judge adults participation in adults’ and non formal education in this town?
   a. Very high   b. High   c. Medium   d. Low

10. How do you rate adults’ confidence on their education?
    a. Very high   b. High   c. Medium   d. Low

11. Please would you list challenges for implementation of IFAE?
    ______________________________________________________

12. What are the major problems that adults face in relation to enrollment in adult education?
   ______________________________________________________
   ______________________________________________________

THANK YOU VERY MUCH!
Addis Ababa University
College of Education and Behavioral studies
Department of curriculum and teacher professional development

Questions for in-depth interview

1. What are the major factors that influence the enrollment of Integrated Functional Adult Education?
2. What are the major factors that influence the implementation of IFAE?
3. What are the major factors that influence persistent into adult education and contribute for adults’ dropout from IFAE?
4. How do you explain adults’ motivation about IFAE?
5. How do you explain factors that influence adults motivation of IFAE?

THANK YOU VERY MUCH
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