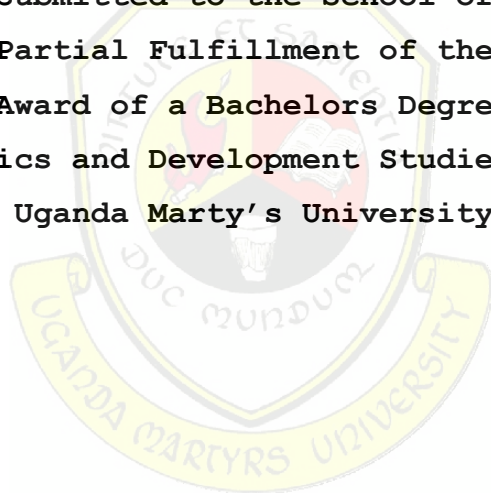


ASSESSMENT OF MEN'S PARTICIPATION IN ADULT LITERACY

**Case Study: Functional adult literacy programmes in
Kimanya sub-county, Masaka district**

**A Dissertation Submitted to the School of Arts and Social
Sciences in Partial Fulfillment of the Requirements
For the Award of a Bachelors Degree of Arts
(Ethics and Development Studies) of
Uganda Marty's University**



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DEDICATION

This research work is dedicated to my family and friends who have contributed vehemently towards my studies.

ACKNOWLEDGEMENT

I thank the Almighty for providing me the grace and the love for learning. Special thanks and gratitude go to my family for their support towards my studies. My special thanks go to my supervisor for the insight and wisdom bestowed in me in the due course of this compilation. I thank you all and God bless you

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LIST OF ABBREVIATIONS

CBOs	Community Based Organizations
CSOs	Civil Society Organizations
FAL	Functional Adult Literacy
FAPs	Functional Adult Literacy Programmes
INFOBEPP	Integrated Non Formal Basic Education Pilot Project
MGLSD	Ministry of Gender, Labour and Social Development
MOE	Ministry Of Education
NALSIP	National Adult Literacy Strategic Plan for Uganda
NGOs	Non-Governmental Institutions
PEAP	Poverty Eradication Action Plan
UGAADEN	Uganda Adult Education Network
UNESCO	United Nations Education Society Organization
UNHS	Uganda National Housing Survey
WB	World Bank

ABSTRACT

This research sought to assess men's participation in adult literacy program: a case of functional adult literacy programmes in kimanya sub-county. This is to show the male participation in adult literacy programmes in kimanya sub-county.

The specific objectives of the study included to establish men's perceptions of adult literacy programmes, to find out the institutional barriers to male participation in adult literacy programmes and to find out the social barriers to male participation in adult literacy programmes.

The study used a case study design using qualitative research methodology. The study involved a total of 50 respondents. Purposive sampling was used to select the respondents in order to get the right information. Data was collected by use of interview guide and questionnaires. Data was analyzed using frequency tables and pie- charts derived from the specific objectives.

The findings from the field showed that there is still low male participation in adult literacy programmes and this is being caused by the perceptions that the male have toward adult literacy, the social barriers and institutional barriers that prevent the men from participating in adult literacy.

The study recommends that through sensitization, fostering equality and equal access of all categories of people that is to say the deaf, blind and poor to attend adult literacy programmes by the government, men's participation can be increased. The government and Ministry of Education and Sports should introduce different sessions for the learners so that everyone can attend the adult literacy classes at his or her own time favourable.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 INTRODUCTION

The Ugandan government first launched a mass adult literacy campaign in 1964. This campaign was available in 22 languages, with text for further reading, available in each language. By the time, Amin's government was overthrown in 1979, Ugandan adult literacy programmes had completely lost steam, and there was very little government provision for adult education. This was to remain the case until the early 1990 (Okech, 2001). In 1992, the Government launched the Integrated Non formal Basic Education Pilot Project (INFOBEPP). This new initiative adopted the principles of functional literacy proposed by UNESCO. A significant aspect of the programme is the availability of micro-loans, to support the development and continuation of income generating activities after graduation from the literacy programme (Ministry of Gender, Labour and Social Development, 2008).

1.1 Background of the study

In 1964 the Government launched the national mass literacy campaign built upon the traditional literacy approach. The campaign focused on teaching reading, writing and simple numerical skills. The campaign was in twenty two languages with a primer and follow up reader in each of those languages. Although the notion of functional literacy was introduced into the campaign in 1996 the change was not systematic because the programme continued to use the primers and follow up readers earlier developed using the traditional approach. The campaign weakened and very little was being done by the time Idi Amin

overthrew the government through a military coup in 1971 (Uganda Government, 2002). President Amin ordered that a literacy campaign be started in 1974/5 and all university students were to take part in making the country literate. The campaign soon lost steam and there was hardly any adult literacy provision during the remaining part of the regime, a situation that continued even after he was overthrown in 1979, until the early nineties. This very limited provision may be attributed to the liberation war of 1979, the civil war of the 1980s and the pressing problems that faced the government that took power in 1986. It was not until the 1991/92 financial year that adult literacy programmes were put on the priority list of government plans (Uganda Government, 2002).

In the year 2000, Uganda had the lowest literacy rate in East Africa. It stood at 67% compared to Tanzania's 75% and Kenya's 82.4% (UNESCO, 2003). The literacy rate (for those aged 10 years and above) currently stands at 68% of a total population of 24.4 million (Uganda Government, 2002). The adult literacy rate (for those aged 18 years and above) stands at 64%. Among men, the rate is 75% while among women; the rate is 54% (Uganda Government, 2002). In regard to participation, the majority of adult literacy learners in Uganda are women (Okech et al., 1999). In general, men do not want to join literacy classes because the literacy programmes have come to be regarded as programmes for women. It has also been reported that the majority (70%) of the adult learners that attend literacy classes in Uganda have attended school some time back and that in most cases illiterate men do not enroll in the literacy classes (Okech et al., 1999). It is not clear what role adult learners' perception play in this situation.

In Uganda, the link between adult literacy and development has been recognized over the years. In the National Adult Literacy Strategic Plan for Uganda (NALSIP), the role of adult literacy in the development process has been re-asserted. This is strengthened by World Bank studies which confirm that what poor people learn from literacy programmes does help them to raise their income and move out of poverty (Oxenham, 2004). Ministry of Gender, Labour and Social Development (MGL&SD) (2002) which was previously Ministry of Gender and Community Development, states that Uganda's strategy is to use adult literacy as a tool to enhance the four pillars of its Poverty Eradication Action Plan (PEAP) which are: rapid and sustainable economic growth and structural transformation, good governance and security, increased ability of the poor to raise their incomes, and enhanced quality of life of the poor.

However, provision of adult literacy programmes in Uganda still falls far short of the need, and even demand(Oxenham, 2004) According to the Ministry of Gender, Labour and Social Development (2002), Government and NGOs/CBOs efforts reach only 4.3% of the 6.9 million non-literate adults. The country's history, politics and socio-economic context have contributed to the low state of adult literacy provision in Uganda. The perception of adult learners may have affected provision as well. Adult literacy is important for men and women to be educated especially the adult ones because adult literacy provides skill-specific training, in addition to literacy and numeracy, and attempts to link the two to show learners how literacy is important and can be used for personal development in their everyday lives and their communities(Baryayebwa, 2005).

Undisputable research has been written on the issue of adult literacy, its role in development, its impact on socioeconomic aspects of communities and the policy challenges hindering its effectiveness and outreach. However, few researchers have looked at the factors hindering increased enrollment and participation from the intended beneficiaries. More importantly little or no literature has been written about the disparities between the gender enrollment between men and women. In addition, according to UNESCO, (2015) statistics, the number of people trained is higher than the total number of people who have become literate during this period. This suggests that adult literacy is not successfully reaching their target group, and is instead providing training to members of society who are already literate.

One of the key challenges of the adult literacy programmes remains in mobilizing male participants. Many factors prevent the men from coming to the classes; the most significant barrier is money. Although classes should be free of charge, many of the target group especially the men cannot afford to neglect their subsistence activities to travel to and attend classes, as they have to feed their large families (Okech, 2001). For other men, fear of embarrassment is a barrier to class participation. Many men are worried that their participation in the adult classes will assert their status as an illiterate and inferior member of the community. Hence, due to the participation barriers facing illiterate people notably men, many of the class participants are actually partly literate women, looking for further education (Ministry of Gender, Labour and Social Development, 2008).

This study is carried out to recommend possible strategic solutions to the factors hindering men participation adult

literacy programmes which include among other aspects: Further investment in the training of instructors, as well as the provision of material incentives, would make the adult classes more effective and the programme more efficient to not only attract the men but all sexes. Efforts must be made to raise awareness about the benefits of the programme to the husbands and men especially, and to protect the confidentiality of learners in order to attract more participants from the target group (Ministry of Gender, Labour and Social Development, 2008).

1.2 Statement of the Problem

The Functional Adult Literacy programme is delivered by the Ugandan government with assistance from various NGOs. It was designed to be a literacy programme that would focus on linking literacy to people's livelihoods and needs. This was the primary motive for the establishment of adult literacy programmes in Uganda (Ministry of Gender, Labour and Social Development, 2008). In Kimanya Sub County in Masaka district, the adult literacy programme was targeting all sexes but it is the women who participate mostly in programme than the men. The Government of Uganda and Masaka district were interested in meeting the following objectives for introducing the adult literacy programmes: reduce adult illiteracy rate from 35% to 18% by 2012; equip learners with essential life skills for personal and community development; build the capacity of the community for income generation and self-reliance; enable beneficiaries and their families to attain improved living conditions and a better quality of life; to provide equitable and adequate access to literacy education to youth and adult women and men; build a culture of lifelong learning among adult learners (UNESCO Institute for Statistics, 2013).

Today, evidence of literacy levels between men and women from UNESCO, (2013) reveal that the adult literacy rate and disparities in Uganda stands at a Total of 73.86% (2015) where female: 66.89% and male: 80.85%. This can therefore be considered a nationwide improvement in adult literacy rates, from 56 per cent in 1994 to 70 percent in 2008. Significantly, the literacy rate of adult females in this time has increased at a greater rate than that of males in Kimanya Sub County in Masaka district, making the researcher look into why men's enrollment levels and participation in adult literacy is dropping (UNESCO Institute for Statistics, 2013).

According to Rogers (2008), when adult men and women are educated their skills and self-esteem are increased and so is their participation in political and economic activities. Many men and women who graduate from adult literacy courses become much more involved in local governance and decision-making, including acceding to influential and important roles within these governance structures and demonstrate success in individual capacity building and skills development. Therefore for holistic development to occur, both men and women must be educated (Okech, 2005). However, few researchers have looked at the factors hindering increased enrollment and participation of men. More importantly little or no literature has been written about the disparities between the gender enrollment between men and women. According to UNESCO, more men are dropping out of these classes making women to be the majority of beneficiaries from adult literacy programs. This literature gap has necessitated this research. In this study, the researcher aims at establishing men's perception of adult literacy programs, to find out institutional barriers to male participation in adult

literacy programs and to find out social barriers to male participation in adult literacy programs. The study will there after propose the possible strategies which research suggests might help curb this problem.

1.3 Objectives of the study

1.3.1 General Objective

The general objective of this study will be to assess men's participation in adult literacy according to the study of functional adult literacy programmes in Kimanya Sub County, Masaka District.

1.3.2 Specific Objectives

- 1) To establish men's perceptions of adult literacy programmes
- 2) To find out the institutional barriers of male participation in adult literacy programmes
- 3) To find out the social barriers to male participation in adult literacy programmes

1.4 Research Questions

- 1) What are men's perceptions of adult literacy programmes?
- 2) What are the institutional barriers of male participation in adult literacy programmes?
- 3) What are the social barriers to male participation in adult literacy programmes?

1.5 Scope

1.5.1 Geographical scope

The study was conducted at Kimanya Sub-County, Masaka District headquarters. Kimanya Sub-county is one of the main sub-counties of Masaka District, the other being Kyabakuza. The majority of the people in the study area were Baganda whereas a few

Banyankole and Banyarwanda were also residents in this area. The main sources of livelihoods are both food and animal farming the major produce being Matooke and beef, fishing and grasshoppers but they also do businesses, boda-boda riding, and taxi driving. It is located approximately 145 kilometers southwest of Kampala and lies along the Equator. The study used a sample cross section survey design of respondents and randomly selected members of the public who had significant knowledge about the functional literacy programmes from Kimanya Sub County, Masaka District.

1.5.2 Content scope

The overall emphasis of this study was "to assess of men's participation in functional adult literacy programmes". The study achieved this by specifically examining men's perception of adult literacy programmes, the institutional barriers of male participation in adult literacy programmes and the social barriers to male participation in adult literacy programmes.

1.5.3 Time Scope

Functional Adult Literacy programmes were introduced in Uganda in 1992 by the Ugandan government and Masaka District was one of the pilot districts for rolling out this programme. The study however reviewed literature written about men's participation in FAP from 2002-2015, because it was within this time that the low participation levels of men in FAPs in Uganda caused great concerns for the different stakeholders like Uganda Government (GLSD, MOE, UNESCO and CSOs) hence several studies conducted to explore the reasons why.

1.6 Justification of the study

Several studies have been carried out about adult literacy and

its role in socioeconomic development, few researchers have however satisfactorily discussed the gender disparities in the participation levels in FAP. According to UNESCO, more men are dropping out of these classes making women to be the majority of beneficiaries from adult literacy programs. The need to fill this literature gap justifies the choice of this research topic and objectives.

1.7 Significance of the study

The research results are expected to be of benefit to several stakeholders in several ways for instance:

The findings of the study are to contribute to the Policy makers and implementers as well CSOs including NGOs working in Uganda to better people's lives by extending adult literacy campaigns to them as it suggests the institutional barriers of male participation in adult literacy programmes and the social barriers to male participation in adult literacy programmes that need to be addressed to increase male participation in FAPS across the nation.

The study contributes to significant awareness on the issue of Functional Adult Literacy Programmes significance in the nation, socioeconomic and political development and the recommendations that will be made by this study will serve as a guiding tool for implementing the best adult literacy programmes aligned to the beneficiaries in order to increase participation and completion regardless of age or gender.

Academically, the findings of this study act as a foundation for future researchers who could use the information for any related research work on Functional Adult Literacy Programmes and their significant contribution towards community development as the

findings of the study are to increase on the level of knowledge available for further research.

The findings of this study are to provide up-to-date literature for academicians and the findings can be used as the basis for further research and construction or modification of theories. Other researchers and academicians will be helped to develop insight into other researchable areas since it is expected to act as a source of secondary data. .

1.8 Operational Definitions of Key Terms

Men's participation **according to** Okech, 2001 men's participation in adult literacy is the level of men's willingness to attend adult literacy classes and complete the courses in tandem with their female counterparts.

Adult literacy: this is an education designed specifically for mature learners who may have missed prior education opportunities and is designed to be a literacy programme that focuses on linking literacy to people's livelihoods and needs by supporting the development and continuation of income generating activities after graduation from the literacy programme (Ministry of Gender, Labour and Social Development, 2008).

Functional Adult Literacy Programmes: According to UNESCO, 2013) these are literacy programmes that equip learners with essential life skills for personal and community development and build a culture of lifelong learning among adult learners to empower marginalized and vulnerable groups in society to participate fully as partners in development.

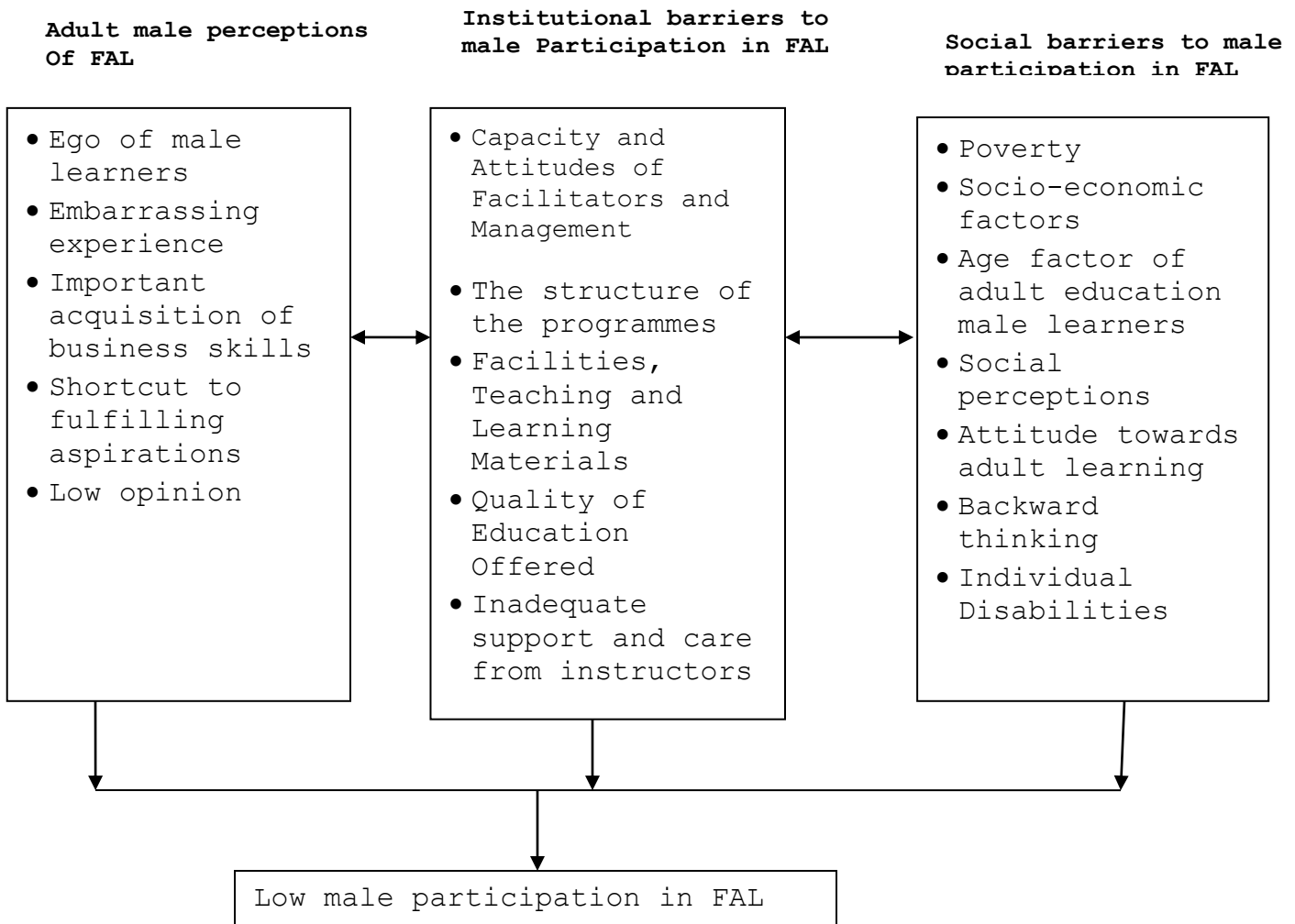
Institutional barriers: these are the challenges of the adult literacy programmes that arise from the way the programmes are structured/designed, funded and presented to the public. These challenges can arise from policy issues, public awareness drives, implementation issues and the effectiveness of the programmes themselves (Rogers, 2008).

Social barriers: Rogers, (2008) further asserts that social barriers are the problems that discourage participation in the FAPs stemming from societal factors like perceptions, social responsibilities, gender influences, cultural aspects and inferiority complexes to mention but a few.

1.9 The Conceptual Framework

The conceptual framework describes the interconnection between men's perceptions of adult literacy programmes, institutional barriers to male participation in FAL, social barriers to male participation in FAL and low male participation in FAL.

Fig.1: The connection between men's perceptions of adult literacy programmes, institutional barriers to men's participation in FAL, social barriers to men's participation in FAL and the low male participation in FAL.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Literature review is a partial summary of the previous work related to the study's major themes that was explored and cited as well as existing knowledge related to the assessment of men's participation in adult literacy in correlation to the research specific objectives which are men's perceptions of adult literacy programmes, the institutional barriers of male participation in adult literacy programmes and the social barriers to male participation in adult literacy programmes.

2.1 Men's perceptions of adult literacy programmes

Male perceptions of adult literacy programs are mixed, whereas some shun the functional adult literacy programs believing they are an embarrassing way to waste valuable time, others understand their role and purpose. This is argued below;

Ego of male learners

There is the problem of the stigma attached to being seen as illiterate. Some illiterate adult men, especially those respected in society, feel shy and ashamed to be seen attending literacy classes for fear of being identified as illiterate (Archer and Cottingham, 1996). Men also opt to decline attending

classes if they are to share classes with women, who normally perform better and shame them. Adult male learners also stay away if they feel that the teachers are not treating them as 'adults' as they hate being unrecognized and become offended with the use of desks meant for children (Bhola, 1994).

Embarrassing experience

For other men, fear of embarrassment is a barrier to class participation (Fasokun, Katahoire and Aduaran, 2005). Many men are worried that their participation in the adult classes will assert their status as an inferior member of the community. Hence, due to the participation barriers facing illiterate people notably men, many of the class participants are actually partly literate women, looking for further education. The men perceive the adult literacy classes as a way of shaming adult people who failed in school when they were still young. Many men shun the classes because they fear to fail again after another given chance and as such believe the adult literacy classes are a waste of their valuable time (Headlam, 2005).

Important acquisition of business skills

Most of the male learners came from low-income areas who are either farmers or petty traders. They recognize adult education as important in acquisition of skills in business and as a factor to improve their lives (Hildebrand and Hinzen, 2005). Even men too, who have not enrolled in the programme, acknowledge the crucial role literacy in socio-economic development. Others consider it a stepping-stone for further studies that would compensate for educational opportunities earlier lost and others regard it as a gateway to even greater professional and highly paying jobs (Makgwana, 2004). Some men

admit that indeed there is a relationship between immediate economic returns to adult literacy hence a positively significant male perception of adult literacy programmes in Uganda (Linden and Rungo, 2004).

Shortcut to fulfilling aspirations

Many men view adult literacy as a quick path/shortcut to fulfilling their aspirations in life, which they were not able to satisfy earlier on in life (Ministry of Gender, Labour and Social Development, 2008). Adult and continuing literacy programmes are facing a serious problem in terms of male attendance because most of the programmes do not address this perception of participating men (Nafukho, Amutabi and Otunga, 2005) the failure of the programmes to meet the men's needs and they suggest that male learners come to the literacy classes in order to learn how to master basic reading, writing and calculating skills which they were unable to acquire during their childhood. When the programme does not adequately satisfy their aspirations, they get discouraged, attend classes irregularly, and finally drop out. The key issue, therefore, is to promote active literacy methods adapted to male adult learners and which could lead to quick results in order to sustain their interest (Okech et al, 1999).

Low opinion

The functional adult literacy programmes suffered a low opinion from the public, the teachers and even the male and female learners, and this often discourages especially male learners from participating, hence increasing their social and economic vulnerability. Men have always perceived that functional literacy programmes with failures and could not successfully make it in the more prestigious formal education (Oxenham,

2004). Many believe the programme does not cater for the disadvantaged and marginalized groups in society and it has low quality teachers and offers only the unrecognized proficiency certificates. It also lacks a proper certification and accreditation system. In addition, the men who have gone through the programme are not noticeably doing any better economically than their illiterate counterparts, and the proficiency test certificates cannot be used to get employment (Rogers, 2008).

2.2 The institutional barriers of male participation in adult literacy programmes

The institutional barriers are the challenges of the adult literacy programmes limit male participation that arise from the way the programmes are structured/ designed, funded and presented to the public. (Rogers, 2008).

Capacity and Attitudes of Facilitators and Management

The majority of the teachers and officers are men, while the learners are mostly women, thus creating some cultural and sociological problems in the programme (UGAADEN, 2003). As the men prefer being taught by women, to their fellow men because of the tensions that can arise from this setting. Some officers are non-professionals and cannot therefore put their hearts totally in the renewal of the literacy programme as they hope to join jobs that are more lucrative (Merriam and Simpson, 1995).Lack of proper training definitely incapacitates the officers in their work and there is no training programme designed for training the teachers and officers. There is also no programme for refresher courses that can update staff in innovations, approaches and delivery systems. The programme also lacks a database, which is an important foundation for participatory decision-making and planning (Ministry of Gender,

Labour and Social Development, 2002).

The structure of the programmes

The programme is operated without a curriculum to guide the teachers, who single-handedly decide on the content to be taught and do not consider the male learners' needs. The 3Rs and language skills are the most taught, but some teachers teach primary school subjects to men. While the method used should always focus on learning rather than teaching, and be geared towards problem solving rather than information-giving, teachers use the primer (whole word) approach rather than REFLECT or whole language, which are more innovative and involve the male learners in the learning process (Linden and Rungo, 2004). Teachers therefore oppose instructional innovations that give male learners control over the subjects they learn and over their classrooms. Although literacy education involves cooperative learning, group or class activities are lacking and the male learners cannot open up to share views and experiences, as learning is purely teacher-centered (Baryayebwa, 2005). Even the few Income-Generating Projects lack the capacity to generate sufficient funds. There is no homework or co-curricular activities although it is recognized that male learners open up more freely during sporting activities than in the classrooms (Archer and Cottingham, 1996).

Facilities, Teaching and Learning Materials

Male learners lack literacy support materials at home, except for the primary books for their children, which are irrelevant to their needs. Hence, they learn only at the centers, which are not purpose-built for men (UGAADEN, 2003). The seats cannot be used to ensure concentration in class. Even the posters decorating the walls are meant for nursery school pupils. The

lack of toilets in many centers also poses a health risk. Male learners are also found to be travelling long distances to the centers (200 m-2 km), causing low participation. Teachers have no guides, curriculum or reference materials to guide them (Oxenham et al, 2002). They therefore have great difficulties determining the starting point for male learners. This leads to lack of detailed content, sequence, uniformity and standardized teaching. There is therefore a special manpower problem in the areas of socio-economic skills as teachers have serious inadequacy in vocational skills areas that male learners need most. In addition, the fact that male learners are providing their own writing materials is a discouragement (Nafukho, Amutabi and Otunga, 2005).

Quality of Education Offered

The quality of the output is determined by the input and process measures of educational quality. There are not enough teachers to run the literacy programme, and of those in post, half are not yet trained and therefore not qualified (Makgwana, 2004). Many lack proper formal education and cannot provide quality education. Highly qualified facilitators for adult literacy are still very scarce. In addition, sufficient and relevant reading materials for male learners that are important input variables in educational attainment and quality are lacking in the literacy programme (Headlam, 2005). To enhance quality, the officers and supervisors visit the centers simply to check on the teachers' performance, but it is not specified what this entails. This falls below what is expected of them, so they cannot stimulate staff, or be resource persons to give direction on instructional activities and on how to improve the quality of the centers' operation for quality education (Baryayebwa, 2005).

Inadequate support and care from instructors

Men are special learners who need special support and care in order to increase male participation. The need for a flexible educational system where all learners including the men and women with special needs can benefit. Flexible learning especially in the time for learning is an important strategy to increase male participation (Ministry of Gender, Labour and Social Development, 2008). Educators of men should be skillful in communicating with men as they give them advice on several choices. Where the male learner is not sure of the several choices, then the educator can help him or her to prioritize those choices. Schools which have male learners with different problems should have teachers who are honest, sincere, caring, socially responsible and academically good in order to reduce on the male drop out. (Oxenham, 2004). This is still difficult to realize in Uganda where there are still few professional adult educators. It is very important for an educator of men to have as much information about his or her learners as possible so as to cater for the specific individual learning needs. However, the lack of support from tutors and difficulties in contacting them are major barriers in decisions for many men to continue with adult literacy programmes (Rogers, 2008).

2.3 The social barriers to male participation in adult literacy programmes

Social barriers are the problems that discourage male participation in the FAPs stemming from societal factors like perceptions, social responsibilities, gender influences, cultural aspects and inferiority complexes to mention but a few.

Poverty

A huge portion of the population lies below the National Poverty

Line, which indicates that many men do not have access to basic requirements of essential commodities, including food and water, for themselves or their families (Archer and Cottingham, 1996). The men who head these families earn barely enough to feed their children one meal a day. Adult education is a luxury many men cannot afford. Unlike speaking, reading and writing cannot be learnt on their own (Baryayebwa, 2005). They have to be taught, or have to follow someone very closely. And that costs money. The men in poor families do not have that kind of money. A great portion of Uganda's population is deprived of education because it is poor. The vicious circle of poverty stands as an opaque barrier between the society and its male adult education (Fasokun, Katahoire and Aduaran, 2005).

Socio-economic factors

Socio-economic factor have a significant effect on the development of adult literacy within a society. It is difficult to take men away from their businesses, normal farming and domestic responsibilities. This hinders them from joining the programme (Headlam, 2005). Majority of men join the classes because they hope that their economic status will be improved. When the literacy classes fail to cater for their economic needs, they dropout therefore hindering male learner's participation (Hildebrand and Hinzen, 2005). Some male learners do not attend classes because they are busy with their income generating projects. Many men lack time and resources such as money to purchase materials to participate in literacy classes (Linden and Rungo, 2004). Due to cost sharing policy, the government provides teachers and classrooms while male learners provide their own materials. Some men are unable to participate in literacy programme because their economic status is low. They cannot afford to purchase the needed learning materials and

hence prefer to take care of other family needs rather than joining the literacy classes (Makgwana, 2004).

Age factor of adult education male learners

The uneducated men feel that it is too late to join literacy classes, this discourages them from participating. Some of the men feel shy learning in advanced age in life. Some men feel silly because most teachers are too young in comparison to them (Merriam and Simpson, 1995). Thus some male learners may be forced to drop out and others refuse to join the literacy classes because of the age of the teacher. Learning centers located in primary schools discourage male learners. This is because many men feel ashamed to use the same learning facilities used by their children (Ministry of Gender and Community Development, 1996).

Social perceptions

These barriers arise from men's attitudes, beliefs and self-perception. Education is an activity essentially associated, even in the minds of educators, with childhood. Even today, when one speaks of education, he or she is normally referring to initial education. It is therefore not surprising that men are perceived in the same way as child male learners and this perception determines the processes and the organization of systematic study for persons beyond the school age. In Uganda, the major cause of this type of belief is lack of community sensitization about the importance of adult education (Mwansa, 2004). The lack of self-confidence by men and their fear to fail are deterrents to men's participation in learning programmes. This is because adult education institutions administer tests to male learners in a way that shows their grades. This is done in order to give them certificates. Most men like getting

certificates although they fear doing the examinations (Nafukho, Amutabi and Otunga, 2005).

Attitude towards adult learning

There are certain sections of men who look down upon adult education and regard it with contempt. They claim that it is of no use to build an intellectual mind or enlighten it through academics (Okech, 2004). They forget, however, that adult education comprises holistic development of the mind, body and soul. Men of poor financial standing often discourage studying in their households as they wish to engage in work at any possible chance to expand their collective salary (Okech, 2004). They do not realize that uneducated workers can never survive comfortably in a fast changing world where competition is extreme. Parents who deprive their children of basic reading and writing skills who are mainly male parents will totally disregard adult education or them enrolling in free adult education programmes (Okech, 2005).

Backward thinking

A section of society has been unable to move with the times, owing to generations of being entrenched by religious beliefs or traditional family practices. Most men reject modern adult education programmes as a threat to their beliefs and way of life. For example, the old cannot study, the men should be restricted to taking care of the family or mothers should look after the home (Openjuru, 2004). Consequently, the men of such households are also deprived of the opportunity to study in modern schools and free their minds of meaningless conversations and conservative ideologies (Openjuru, 2004). Man has made religion and tradition integral aspects of his being, but they lose their purpose if allowed to constrain our liberties and

blind our minds to the virtues of new learning, innovation and discovery. Such backward thinking limits the scope of human achievement and is an unfortunate barrier to adult literacy in Uganda. Spreading awareness and convincing these sections of our society to open their eyes to adult education is the only way to rid them of such ignorance (Baryayebwa, 2005).

Individual Disabilities

The most unfortunate are the men whose physical or mental conditions do not allow them to educate themselves easily. Disabled men find it exceedingly difficult to read, write, absorb and remember information. Physical disabilities also inhibit adult literacy participation. A blind adult learner will find it difficult to read without assistance. A person with a disabled arm will find writing a tough task (Archer and Cottingham, 1996). Such persons are often neglected and shunned from many adult literacy programmes even the FAPs. The truth is that with proper care and assistance, many of these differently-abled men can be taught to read and write almost as well as anybody else (Headlam, 2005). This will not only empower them to overcome their disabilities and become achievers in life, it will also improve the literacy situation of the entire country. Such men require special schools where they can be taught with suitable methods so that their disabilities do not come in the way of their education (Headlam, 2005).

2.4 Conclusion

The functional adult literacy providers' strategies, approaches and methods are generally suitable to the male learners although the male perceptions about the whole programme need refocusing. The adult literacy providers' strategies of literacy should

first assist male learners to acquire literacy skills which they go and utilize in their day-to-day activities or at least meets their expectations. The integrated functional adult literacy approach is appropriate to the learners because of integration of different adult literacy approaches, subject matter; integration of learning content with life experiences of the learners and integration among adult literacy agencies (Linden and Rungo, 2004). Men prefer participatory methods that allow them to participate in their learning process. Male learners prefer integration of bottom up and top down methods that use a combination of alphabetic, phonic and syllabic methods (Ministry of Gender, Labour and Social Development, 2008). Men are motivated to join the functional adult literacy programmes if they feel programmes are addressing their needs. The appropriateness of functional adult literacy programmes can therefore be judged from the usefulness of the knowledge and skills acquired and satisfaction the male learners get from the programme.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this research, a case study was used as the research design because it gives a descriptive analysis of a single entity that represents a wider scope and it used qualitative approach. Area of study was Kimanya Sub-County in Masaka district because there is low male participation in adult literacy programmes. The sample size was 50 and the researcher used purposive sampling technique because the respondents were selected according to their knowledge and experiences. The researcher used questionnaires and interviews for data collection as a primary source of data collection tools and the review of documents was used for secondary sources because it does not limit someone from giving his or her opinions about the issue being discussed with the researcher. Data Analysis was done to help bring order and structure of the information collected and there was the use of techniques like qualitative method. Data quality control was done to ensure validity and reliability of the research done. The ethical considerations and the limitations to the study were established in this research.

3.1 Research Design

The study adopts a case study design of kimanya Sub-County, Masaka District that gives a descriptive analysis of a single entity to represent a wider scope or an entire country. This approach enables the researcher understand phenomenon in its entity and also it give in depth information about a specific person, group, community or event. Qualitative method was utilized to gather and analyze data on the themes under study for particular outcomes, which was useful for providing adequate information on the study variables and it assumes that a sample

is representative of a wider population.

3.2 Area of the study

The study was conducted in Kimanya Sub-County, Masaka District which is located approximately 145 kilometers southwest of Kampala along the Equator. Kimanya sub-county bordered by different towns like Bwala, kirumba, soweto, ssenyange, Nyendo, kyabakuza and all these are in masaka district. People in kimanya have businesses like shops and mobile money agents , some are boda boda riders, taxi drivers and others do some farming and fishing plus catching grasshoppers. The researcher chose kimanya sub-county as her study area because adult literacy is taking there and there are few men in this area that do attend the adult literacy programmes

3.3 Research Population

The target populations of the study were respondents from Kimanya Sub County, Masaka District who were selected with a purpose and randomly selected members of the public. The general population of potential respondents for this study who can be found within 1km radius of Kimanya Sub County was estimated at about 1,091 people and more (UNHS, 2014). It is from this population that respondents were sampled.

3.4 Sample Size

According to the Uganda National Household Survey of 2014, people within 1km radius of Kimanya Sub-County head offices in Masaka District is estimated at 1,019 people. It is from this study area population, that a sample size of 50 respondents was selected to serve as the study informants. Thus making up a sample size of 50. The table was used below to further respect the sampling procedure. This table format was chosen because of

its simplicity of presenting how sampling was done by showing how many respondents were selected from each category.

Table 1: Showing the sample size

Total population	Sample selected
30	7 Local government officials
769	27 Local residents/members of the public
20	5 Community development workers
75	6 Adult literacy instructors
25	3 Opinion Leaders/political elites
100	2 Academicians
Total = 1,019 people	Total = 50 Respondents

3.5 Sampling Procedure and Technique

After deciding on the sample size, the researcher formulated a procedure of selecting the respondents to be included in the sample. The researcher utilized a purposive technique in order to select a reasonable number of people who have great knowledge about the topic that represented the target population. Under the purposive sampling technique, the respondents were sampled basing on their general knowledge and experience about the research elements under survey; hence respondents were selected for a purpose.

3.6 Data Collection

For the primary data, the researcher used questionnaires and interviews. Whereas the secondary data was collected using documentary review as explained below:

Questionnaire Administration

The structured questionnaire was the main instrument of the study that was administered to the respondents from Kimanya Sub County, Masaka District and the selected members of the public. The questionnaire was designed accordingly to explore key variables of the study. The researcher preferred to use this method because of its ability to solicit information from several respondents within a short time. The respondents will be given time to consult records for sensitive questions in order to give informative answers. The questionnaire was therefore used as an instrument for this data collection technique.

Interviews

This is another significantly recommended method of data collection especially for social research. The method involves an interaction between the interviewer and the interviewee. The interaction was either face to face or over the phone. For this research, in particular, this method was used on all planned respondents. The importance of this technique was to get very good answers to the research questions. The interview guide was used as the tool for this method to collect primary field data.

Review of relevant documents

For secondary data collection, the researcher reviewed several documents written about men's participation in adult literacy. The researcher found this data in the university library, through internet research, Kimanya Sub-County, Masaka District

journals, published studies on the internet and prior conducted research material. However, any secondary information the researcher has to use, she has to make sure to attribute it to its sources.

3.7 Data Quality Control

Validity was secured by pre-testing the research instruments before setting out to the field to ascertain whether they actually provided answers to the research variables and questions. Secondly, the researcher double checked both in the field and out of the field in order to do away with omissions and errors.

To ensure reliability of data instruments, after constructing the questionnaire and interview guide, the researcher contacted the supervisor for his expert opinion on its reliability.

3.8 Data Analysis Techniques

Data analysis is the process of bringing order, structure and meaning to the mass of information collected. Qualitative data analysis technique seeks to make general statements on how categories or themes of data will be related. The data is in form of texts and materials, which describe their occurrences. The researcher then established a relationship among the above categories. Data analysis helps the researcher to analyze well the study findings and helps the researcher to do editing of the work.

3.9 Ethical Considerations

While collecting data the researcher sought consent from the respondents and observed confidentiality of research/information that was collected.

The researcher was realistic in the process of research and was honest and trustworthy about aims and or goals and procedures of the study as the researcher was only researching about her topic and told the truth to the respondents.

3.10 Limitations of the study

In conducting the research, the researcher faced a number of methodological and practical impediments as highlighted below:

Securing of appointments say interviews was rather hard especially from Local government officials, Community development workers and Opinion Leaders/political elites. The researcher had to look for alternative respondents where it is necessary and also become more aggressive in that regard.

Respondents were not willing to avail the researcher with the required information due to negative attitudes, suspicion and speculations. In this case the researcher had to highlight the importance of the study and also create awareness with the help of local leaders and adult literacy instructors.

Communication inefficiency as a result of language barrier was a major obstacle for most respondents to read and interpret the questions. The researcher therefore, where necessary had to adjust to simpler informal English or vanacular.

The time allocated for conducting the research was not enough for the researcher to cover the area of study since she had other academic obligations. The researcher therefore, had to prioritize her schedule according to deadlines in order to utilize the given time effectively and efficiently.

3.11 conclusion.

To sum it up, a case study was being used as the research design because it gives a descriptive analysis of a single entity that represents a wider scope and it used qualitative approach. Area of study was Kimanya Sub-County in Masaka district because there is low male participation in adult literacy programmes. The sample size was 50 and the researcher used purposive sampling technique because the respondents were selected according to their knowledge and experiences. The researcher used questionnaires and interviews for data collection as a primary source of data collection tools and the review of documents were used for secondary sources because it does not limit someone from giving his or her opinions about the issue being discussed with the researcher. Data Analysis was done to help bring order and structure of the information collected and there was the use of techniques like qualitative method. Data quality control was done to ensure validity and reliability of the research and ethical consideration and limitations were established.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

4.0 Introduction

Under this chapter, the demographics of the respondents such as age, marital status and level of education, the findings of the study were presented, interpreted and discussed in relation to major themes corresponding to the research objectives which are men's perception of adult literacy programmes, the institutional barriers to male participation in adult literacy programmes and the social barriers to male participation in adult literacy programmes. The presentation of the data laid out in this chapter was interpreted using a qualitative analysis method that provided a stronger comprehension of the findings. The qualitative data was presented in the form of frequency tables and pie-charts.

4.1 General Findings

4.1.2 Demographics analysis of the respondents

The socio-economic characteristics of the respondents was analyzed in an effort to gauge the relevancy of their first hand information they provided the researcher as different respondents have different opinions which are influenced primarily by their level of education, sex, marital status, category of respondent among others as presented in the table below:

Table 4.2: Showing the demographics analysis of the respondents

Gender	Frequency	Percentage
Male	30	60%
Female	20	40%
Total	50	100
The age bracket of respondents	Frequency	Percentage
20-29	10	20%
30-39	20	40%
40-49	10	20%
50-59	5	10%
60-above	5	10%
Total	50	100
Marital Status	Frequency	Percentage
Married	25	50%
Single	15	30%
Widow/Widower	5	10%
Separated/Divorced	5	10%
Total	50	100
Education of the respondents	Frequency	Percentage
Primary	20	40%
Secondary	17	34%
Post-Secondary Course	4	8%
Diploma	6	12%
Degree	3	6%
Total	50	100
Years of residency in the study area	Frequency	Percentage
1-2 years	5	10%
3-4 years	10	20%
5-6 years	15	30%
6 years and above	20	40%
Total	50	100%
Category of respondent	Frequency	Percentage
Local government officials	7	14%
Local residents/members of the public	27	54%
Community development workers	5	10%
Adult literacy instructors	6	12%
Opinion Leaders/political elites	3	6%
Academicians	2	4%
Total	50	100%

4.1.3 The gender of respondents

During the course of this research, among the 50 of those who responded majority of the respondents 30 were men representing 60% of the total respondents interviewed whereas 40% of the respondents who were 20 were female. The researcher interviewed more male respondents because this study was aimed at examining a subject largely related to the men and hence the gender imbalance. The researcher however included the women in the study because they too held significant data about some of the issues that were under survey.

4.1.4 Marital Status of Respondents

Respondents were further asked to disclose their marital status in an effort to determine the background factors that could aid the researcher in the study of men's participation in adult literacy basing on a study of functional adult literacy programmes in Kimanya Sub County, Masaka District. The table reveals that out of the 50 respondents that were interviewed by the researcher, majority of them (50%) were married. In addition, 30% of the study informants were single or unmarried. (10%) of the research respondents were widows or widowers whereas the rest of the respondents, (10%) were separated or divorced from their marriages. This helped the researcher determine the influence of the respondents' backgrounds on the outcome of the study. One of the noticeable facts was that many of the respondents were married further cemented their perceptions of adult literacy and as such had first hand information about the institutional and social obstacles, they face in participating in adult literacy programmes and yet have to support their families.

4.1.5 The age bracket of respondents

The age brackets of the respondents was inquired to gauge their responses in correspondence to their level of experience and worldly views about any subject matter relating to the study of men's participation in functional adult literacy programmes in Kimanya Sub County. The table reveals that out of the 50 respondents the researcher used, majority of them (40%) that were interviewed were aged between 30-39 years as this was the biggest age bracket having the most illiterate people within the study area and who may at one time considered joining or have participated in several adult literacy programmes . (20%) of the respondents were aged between 20-29 years of age as well as those between 40-49 years as they also represented (20%) of the entire study population. The respondents who were aged between 50 years and 59 years scored 10% of the study respondents who were primarily Local government officials, opinion leaders and political elites within the study area who had significant information about the study variables. Another (10%) of the study informants were aged above 60 years of age and these respondents were mostly the local elder members of the community and local officials.

4.1.6 Level of education of the respondents

Respondents were tasked to reveal their level of education in an effort to relate their education backgrounds with their responses as different levels of education offer diverging academic and partial opinions and views about the issues under discussion and study. Therefore, it was very important to record their education levels to add onto the reliability of the field data collected from the study area because the level of education of these respondents when correlated with adult literacy programmes it justifies many of their responses. According to the table above, it was revealed that out of the total number of respondents involved in the study (50), majority of them (60%) were primary school dropouts who had stopped in the primary level due to one reason or another and were a target for Functional Adult Literacy programmes within the study area. Whereas 34% of the research respondents had reached a secondary school level education while only (8%) of the respondents had attained a post-secondary course in one discipline or another, for example, some of the adult literary instructors fell in this category. (12%) of the interviewees that participated in this study had achieved a diploma from a tertiary institution most probably in an education related field especially adult literacy and development. Again, instructors and some community development workers fell in this category and so did some local political elites. The rest of the respondents who made up the minority of the interviewees, (6%) were University degree holders and these were mostly the Local Government Officials and some community development workers as well as the academicians.

4.1.7 Years of residency in the study area

The researcher found it imperative to ask the respondents their number of years within the study area. This was done in an effort to determine how far they have observed men's participation in functional adult literacy programmes in Kimanya Sub County. It is therefore from that view that the respondents were asked to reveal their number of years as residents of the study area which is Kimanya Sub County. From the table we can reveal that out of the 50 respondents, the researcher interviewed (10%) of the respondents had resided in the study area for a period between 1-2 years whereas (20%) of the study population revealed that they had been residents in Kimanya Sub County for duration between 3-4 years. (30%) of the respondents said that they had been living and working in Kimanya Sub County for close to 5-6 years whereas the majority of the respondents 40% of the study respondents revealed that they have been in residence in Kimanya Sub County for more than 6 years some having been residents for all their life. This percentage shows that the respondents in this category know more about the adult literacy program.

4.1.8 Category of respondent

In the process of sampling the respondents from the total respondents' pool of Kimanya Sub County, the researcher came to a realization that (54%) and hence the majority of the respondents were from the local residents and members of the public category while (14%) of the respondents came from the Local government officials category of respondents. (12%) of the research informants were selected from the Adult literacy instructors. (10%) of the respondents were community development workers. (6%) of the study respondents were selected from the opinion leaders and political elites from within Kimanya Sub

county whereas the rest of the respondents who were the minority 4% were academicians who held significant expert information about Functional Adult Literacy Programmes, their achievements and challenges in the grassroots like Kimanya Sub county

4.2 Men's perceptions of adult literacy programmes in Kimanya Sub County

The first objective of the study was to identify men's perceptions of adult literacy programmes in Kimanya Sub County. To achieve this objective, respondents were asked to mention some of the men's perceptions of adult literacy programmes that existed in their community and their responses were tabulated as seen from table 4.6 below.

Table 4.6: showing men's perceptions of adult literacy programmes in Kimanya Sub County

Men's perceptions of adult literacy programmes in Kimanya Sub County	Frequency	Percentage
Waste of valuable time	8	16%
Embarrassing experience	15	30%
Important acquisition of business skills	2	4%
Ego of male learners	1	2%
Shortcut to fulfilling aspirations	2	4%
Low opinion	12	24%
Adult literacy is better for women	10	20%
Total	50	100%

Table 4.6 reveals that out of the 50 respondents that aided this study, majority of them 30% were of the opinion that many men believe that participating in adult literacy programs is embarrassing experience and even though they wish to participate, they fear to hence the most paramount men's perception of adult literacy programmes within the study area and Uganda. This is the biggest perception of men about adult literacy programs. One of the respondents said that

Participating in adult literacy programmes to the men is an embarrassing experience to them because they fear being seen by their peers that they are illiterate and attend the adult literacy classes (interviewed in kimanya:10th , June 2016)

According to (24%) of the study population were of the view that that men hold adult literacy with low opinion as many of them look down their peers who are participants. Whereas (20%) of the respondents identified many men thinking that adult literacy is better for women than them as another men's perception of functional adult literacy programmes in Kimanya Sub County. One of the male respondents who was interviewed said

Some men think adult learning programs are good for the ladies who may be having enough time and need skills on how to cater for their children like taking children for immunization and knowing its importance (interviewed in kimanya:10th, June , 2016).

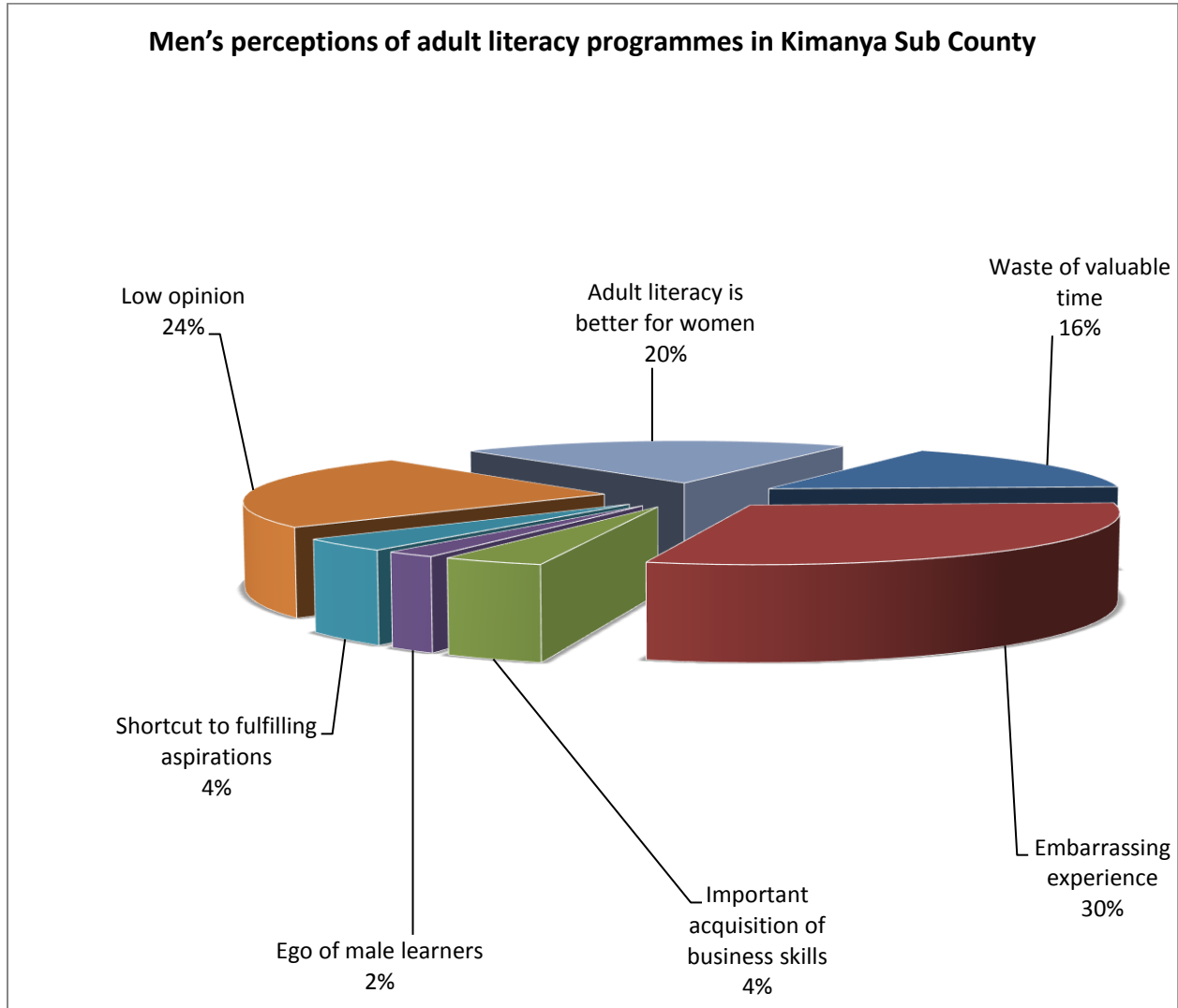
Functional adult literacy programmes being reviewed as a wastage of valuable time that reduces their time earning a living or enjoying social pleasure like drinking with friends was cited by (16%) of the respondents as another male perception of functional adult literacy programmes in the study area. This was in line with the study as one of the respondents said

Taking part in adult literacy classes is wastage of valuable time that they would use to meet with their friends to drink with the friends so that perception stops them from attending the programs of adult literacy (interviewed in kimanya:10th, June , 2016)

According to (4%) of the research informants, a few sensitized men do understand the significance of functional adult literacy programmes in their community as an important way to acquire business skills that they can use to better their lives and household welfare hence another but rare male perception of functional adult literacy programmes in Kimanya Sub County. Another (4%) of the respondents also cited functional adult literacy programmes in Kimanya Sub County being an opportune shortcut to fulfilling aspirations in life since the programmes aim at making the participants more self-sustaining through engaging in productive income generating activities as another male perception of functional adult literacy programmes in the study area.

Whereas the rest and minority of the respondents (2%) suggested that because of the ego of male learners, many men still hold functional adult literacy programmes with contempt thus, another fundamental male perception of functional adult literacy programmes in the study area. In this study, the ego of male learners is the lowest perception of male participation in adult literacy programs. This data was further represented in fig. 4.6 below.

Figure 4.6: A pie chart showing men's perceptions of adult literacy programmes in Kimanya Sub County



4.3 The institutional barriers of male participation in adult literacy programmes

The second objective of this study was to examine the institutional barriers of male participation in adult literacy programmes. Therefore, the 50 respondents were again asked to identify the key institutional barriers of male participation in adult literacy programmes in Kimanya Sub County and their arguments were tabulated as seen in table 4.7 below.

Table 4.7: Showing the institutional barriers of male participation in adult literacy programmes

The institutional barriers of male participation in adult literacy programmes	Frequency	Percentage
Facilities, teaching and learning materials	10	20%
Quality of education offered	8	16%
The structure of the programmes	4	8%
Policies governing the programme	9	18%
Capacity and attitudes of facilitators and management	11	22%
Inadequate support and care from instructors	2	4%
Insufficient community sensitization	6	12%
Total	50	100%

Table 4.7 reveals that out of the total 50 respondents, (20%) of the study informants were of the observation that poor facilities, teaching and learning materials in many rural communities in Uganda like Kimanya Sub County were among the most stressing institutional barriers of male participation in adult literacy programmes in Kimanya Sub County.

16% of the study respondents argued that the poor quality of education offered by the FAPs in the study area and in Uganda in general was another noteworthy institutional barrier of male participation in adult literacy programmes. The structure of the functional adult literacy programmes as another disturbing institutional barrier of male participation in adult literacy programmes in the study area and Uganda in general was cited by (8%) of the research interviewees.

One of the male respondents said

The education being offered in the adult literacy classes is of poor quality and less important to the men because men need to be taught skills in different fields like businesses, farming skills and vocational skills like carpentry that can attract the men to join the program. The poor education does not encourage men to attend the program (interview in kimanya: 10th, June, 2016).

18% of the respondents suggested that the policies governing the adult literacy programmes was another significant institutional barrier of male participation in adult literacy programmes in Uganda. The majority of the respondents (22%) argued that the most significant institutional barrier of male participation in adult literacy programmes in the study area Uganda and other developing countries was the capacity and attitudes of facilitators and the poor management of the functional adult

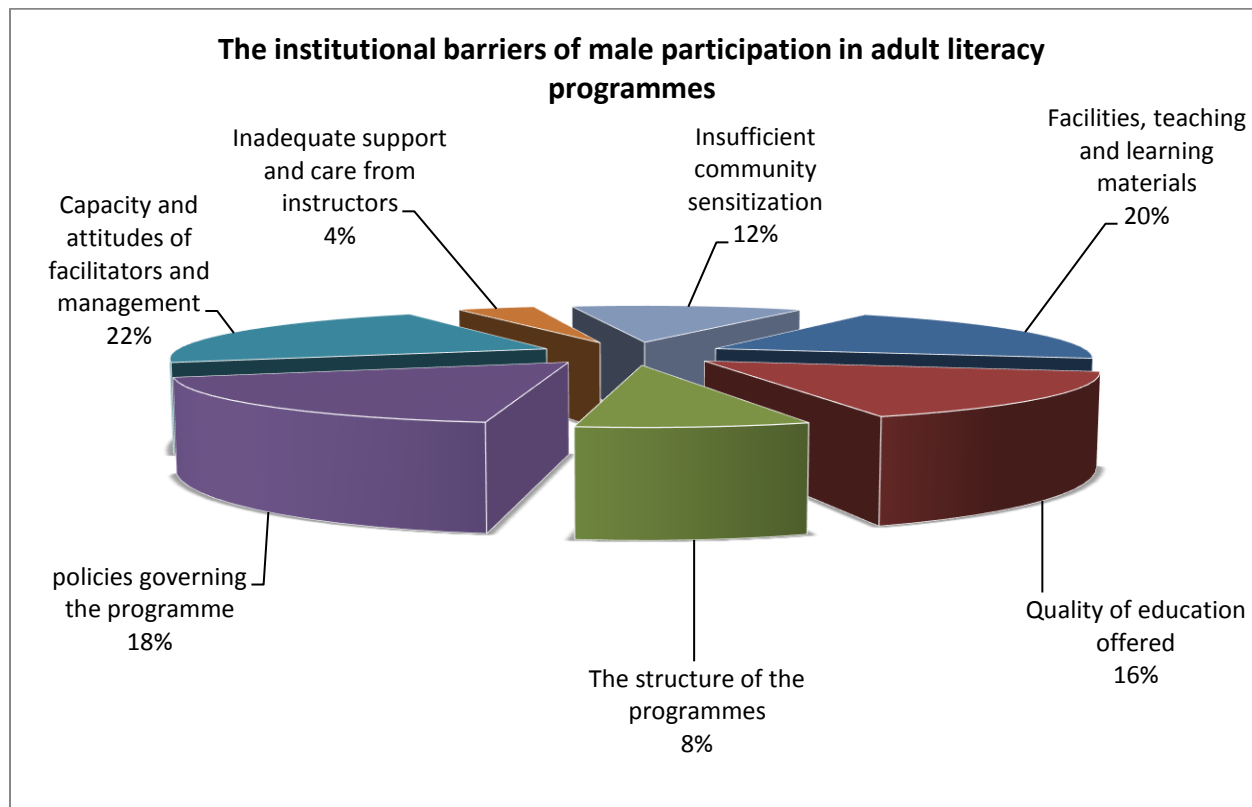
literacy programmes. This is the most looked at institutional barriers of male participation in adult literacy programs.

One of the male respondents said

The facilitators of adult literacy are less capable and knowledgeable of adult literacy programs and do not know how to deal with the adults to make them love the program especially the men. This discourages the male from participating in the adult literacy programs (interview in kimanya: 10th, June, 2016).

The minority of the respondents (4%) suggested that the inadequate support and care from instructors to the adult learners which de-motivated many adult male learners from participating in the programme was another institutional barrier of male participation in adult literacy programmes in the study area and Uganda at large. The rest of the respondents (12%) cited the insufficient community sensitization about the significance of adult literacy to both men and women was another fundamental institutional barrier of male participation in adult literacy programmes in Kimanya Sub County and other areas. These arguments were further presented through a graph as shown in figure 4.7 below.

Figure 4.7: A pie chart showing the institutional barriers of male participation in adult literacy programmes



4.4 The social barriers to male participation in adult literacy programmes in Kimanya Sub County

The third and last objective of the study was to examine the social barriers to male participation in adult literacy programmes in Kimanya Sub County. To meet this objective, respondents were asked to identify what they believed were the social barriers to male participation in adult literacy programmes within Kimanya Sub County and their arguments were tabulated in table 4.6 below.

Table 4.8: Showing the social barriers to male participation in adult literacy programmes in Kimanya Sub County

The social barriers to male participation in adult literacy programmes in Kimanya Sub County	Frequency	Percentages
Individual Disabilities	5	10%
Social perceptions and backward thinking	7	15%
Attitude towards adult learning	20	40%
Poverty and other socio-economic factors	10	20%
Age factor of adult education male learners	8	15%
Total	50	100

From table 4.8 it was evident that out of the total respondents, 10% of the respondents believed that some men have individual disabilities that range from mental disabilities, physical or learning disabilities and hence cannot partake in adult literacy programs hence another social barrier to male participation in adult literacy programmes in Kimanya Sub County.

While 15% of the study respondents were of the opinion that poor social perceptions and backward thinking by the men who perceive that adult literacy is feminine or not for old people was yet another significant social barrier to male participation in

adult literacy programmes in the study area and Uganda as a whole.

Majority of the respondents (40%) were of the opinion that the most known social barrier to the participation of men in adult literacy programmes in Kimanya Sub County and other communities was the men's attitude towards adult learning as most men outright disregard adult literacy and have great contempt for adult literacy because they do not comprehend the value of literacy or its impact on individual and community development at all. One of the local government leaders said

Men in kimanya have poor attitudes towards adult literacy as they see it as not good for them and disregard the programme as they don't see the need for them to attend the adult classes (interview in kimanya:10th, June, 2016).

(20%) of the study informants were of the opinion that poverty and other socio-economic factors like looking for a livelihood to support their families, many men could not participate in adult literacy programs. In some cases they cannot afford the least scholastic material needed to properly gain from the adult literacy programs hence another social barrier to male participation in adult literacy programmes. One of the male respondents said

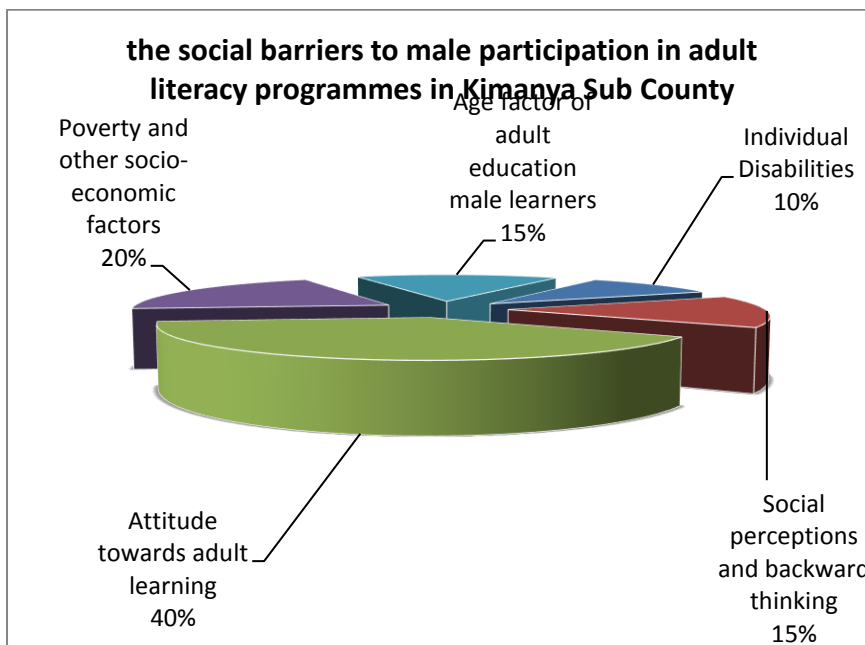
men are poor so they have to spend most of their time working in order to earn a living and sustain their families and also some men cannot manage to afford scholastic materials like books. This social barrier prevents the men from participating in adult literacy programs (interview in kimanya: 10th, June, 2016)

The rest of the study interviewees 15% were of the argument that another social barrier to male participation in adult literacy programmes was the age factor of adult education male learners, as older men quickly do not entertain even the thought of participating in adult literacy because they feel they are very old for the programmes. One of the respondents said

Men fear to attend the adult literacy programs because they think they are so old and taking part in the program will be a shaming at their age. The age factor prevents the male from attending the program (interview in kimanya: 10th, June, 2016).

Altogether, this data was later represented in fig 4.8 as seen below;

Figure 4.8: A pie chart showing the social barriers to male participation in adult literacy programmes in Kimanya Sub County



CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the research was summarized, concluded and possible recommendations about the research were made about the investigation of men's participation in adult literacy according to the study of functional adult literacy programmes in Kimanya Sub-County, and Masaka District.

5.1 Summary of findings

In totality, this research was all about the investigation of men's participation in adult literacy according to the study of functional adult literacy programmes in Kimanya Sub-County, Masaka District. The findings were summarized according to the research objectives.

Men's perceptions of adult literacy programmes in Kimanya Sub - County. The study findings reveal that majority of the respondents were of the opinion that many men believe that participating in adult literacy programmes is an embarrassing experience and even though they wish to participate, they fear to hence the most paramount men's perception of adult literacy programmes within the study area and Uganda. According to some of the male respondents of kimanya sub-county they say that men hold adult literacy with low opinion as many of them look down their peers who are participants. Whereas a significant number of respondents from kimanya sub-county especially men identified that many men think that adult literacy is better for women than the them. Functional adult literacy programmes as being seen as wastage of valuable time that reduces their time several respondents cited earning a living or enjoying social pleasure

like drinking as another male perception of functional adult literacy programmes in the study area.

According to a few research informants, a small number of sensitized men do understand the significance of functional adult literacy programmes in their communities as an important way to acquire business skills that they can use to better their lives and household welfare. Another section of the respondents also cited functional adult literacy programmes in Kimanya Sub-County as being an opportune shortcut to fulfilling aspirations in their lives since the programmes aim at making the participants more self-sustaining through engaging in productive income generating activities. Whereas the rest and minority of the respondents said that because of the ego of male learners, many men still hold functional adult literacy programmes with contempt thus, another fundamental male perception of functional adult literacy programmes in the study area.

The institutional barriers of male participation in adult literacy programmes. The study findings reveal that some of the study informants were of the observation that poor facilities, teaching and learning materials in many rural communities in Uganda like Kimanya Sub County were among the most stressing institutional barriers of male participation in adult literacy programmes in Kimanya Sub County. A considerable number of study respondents argued that the poor quality of education offered by the FAPs in the study area and in Uganda in general was another noteworthy institutional barrier of male participation in adult literacy programmes.

A few research interviewees in general cited the structure of the functional adult literacy programmes as another disturbing institutional barrier of male participation in adult literacy

programmes in the study area and Uganda. Several respondents suggested that the inadequacy of facilities, teaching and learning materials in the adult literacy programmes was another significant institutional barrier of male participation in adult literacy programmes in Uganda. The majority of the respondents argued that the most significant institutional barrier of male participation in adult literacy programmes in the study area, Uganda and other developing countries was the capacity and attitudes of facilitators and the poor management of the functional adult literacy programmes.

The minority respondents suggested that the inadequate support and care from instructors to the adult learners, which demotivated many adult learners from participating in the FAPs, was another institutional barrier of male participation in adult literacy programmes in the study area and Uganda at large. The rest of the respondents cited the insufficient community sensitization about the significance of adult literacy to both men and women was another fundamental institutional barrier of male participation in adult literacy programmes in Kimanya Sub County and other areas.

The social barriers to male participation in adult literacy programmes in Kimanya Sub County. From the study findings it was manifested that some of the respondents believed that some men have individual disabilities that range from mental disabilities, physical or learning disabilities and hence cannot partake in adult literacy programs hence another social barrier to male participation in adult literacy programmes in Kimanya Sub County. While several study respondents were of the opinion that poor social perceptions and backward thinking by the men who perceive that adult literacy is feminine or not for old

people was yet another significant social barrier to male participation in adult literacy programmes in the study area and Uganda as a whole .The majority of the respondents were of the opinion that the most known social barrier the participation of men in adult literacy programmes in Kimanya Sub County and other communities was the men's attitude towards adult learning as most men outright disregard adult literacy and have great contempt for adult literacy because they do not comprehend the value of literacy or its impact on individual and community development at all.

Some of the study informants were of the opinion that poverty and other socio-economic factors like looking for a livelihood to support their families thus many men could not participate in adult literacy programmes. In some cases, they cannot afford the least scholastic material needed to properly gain from the adult literacy programmes hence another social barrier to male participation in adult literacy programmes. The rest of the study interviewees were of the argument that another social barrier to male participation in adult literacy programmes was the age factor of male learners, as older men quickly do not entertain even the thought of participating in adult literacy because they feel they are very old for the programmes.

5.2 Conclusions

The conclusions of this study were in accordance with the research questions:

The men's perceptions of adult literacy programmes in Kimanya Sub County. From the study results, it can be concluded that the most significant men's perceptions of adult literacy programmes in Kimanya Sub County are among others: ego of male learners,

embarrassing experience, important acquisition of business skills, shortcut to fulfilling aspirations, low opinion, waste of valuable time and adult literacy is better for women.

The institutional barriers of male participation in adult literacy programmes. Research concluded that: quality of education offered, the structure of the programmes, access to financial resources, capacity and attitudes of facilitators and management, the structure of the programmes, the policies governing the programme then also facilities, teaching and learning materials, quality of education offered, inadequate support and care from instructors, inadequate funding of the FAPs and insufficient community sensitization were the major institutional barriers of male participation in adult literacy programmes in Kimanya Sub County and Uganda at large.

The social barriers to male participation in adult literacy programmes in Kimanya Sub County. From the summary of findings, it was concluded that: Poverty, Socio-economic factors, age factor of adult education to male learners, social perceptions, backward thinking, attitude towards adult learning and individual disabilities were some of the social barriers to male participation in adult literacy programmes in Kimanya Sub County, Masaka district.

5.3 Recommendations

In the process of carrying out this research, the researcher came up with the following recommendations concerning adult learners, adult educators, the Ministry of Education and Sports and to some extent the policy makers.

The Ministry of Education and Sports should redesign the

programme to foster equality and access to all groups. As regard to fostering equality and access to adult learning, gender sensitive programmes must be emphasized so that both men and women may attend adult literacy classes. Gender issues have to be fully mainstreamed in the adult literacy curriculum and other learning materials.

Special programmes for instance, Braille literacy must be developed for the blind and sign language for the deaf community, farming and livestock improvement classes among others should be offered for the different special groups that include persons with disabilities, the elderly, pastoralists and the rural farmers.

There is a need for the Ministry of Education and Sports to provide enough professional adult educators who will be able to handle different learning activities offered at learning centers. In addition, adequate and comfortable facilities should be provided at learning centers to create a good and an attracting learning environment for learners especially the male learners.

Considerations of locations of learning centers have to be put into account in order to avoid situations where adult learners are laughed at even when they are at the learning centers. Adult learners need an independent learning center where they are sure that everybody around them is a learner or a facilitator.

The study recommends that policy makers and program implementers should not generalize adult learners by putting them in the same class. Their differences like age, interests and past educational experience should be studied first and where

possible, classes should be organized according to different levels. Choice of learning activities should be allowed so that participants attend the activities they like and are not counted absent when they do not attend an activity that they are not interested in.

There is need for the government through the Ministry of Education and Sports to carry out community sensitization about why adult literacy is important and the benefits of adult participation in learning programmes. They may help change peoples' negative attitudes to grown up people participating in learning programmes especially the men.

There is need for teaching in different sessions so that on a particular day, teaching is in the morning hours, and on another day, or the same day, teaching is in the evening. This can help learners who may be busy in the morning but have time in the middle of the day or in the evening to be able to also attend the classes.

Training of literacy instructors and supervisors should be organized based on the learning needs identified at community level. After training, classes are conducted and support supervision and continuous assessment of adult learners' achievements is done, management information system should be developed. Information is generated from grassroots level to national level. Feedback to community level should be channeled through the district offices for performance improvement.

The study has revealed that poverty is a priority concern among adult learners. It is for this reason that the Functional Adult Literacy programmes have to be able to access Poverty Action Funds. These funds are set aside to address priority areas of

Government. The Central Government should disburse the funds for Functional Adult Literacy as Conditional grants to Local governments. The Local governments should also contribute funds to the programme using locally raised funds in a form of taxes. Civil society organizations both local and international are involved in resource mobilization to support implementers of adult literacy programmes at various levels.

5.4 Further area for Research

For filling the missing links and gaps left by this researcher, more research and study is called for from other academicians and researchers on the achievements of the civil society organizations in promoting functional adult literacy programmes in rural communities of Uganda and the challenges and weaknesses faced.

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APPENDIX 1
QUESTIONNAIRE

Dear Respondent,

You have been purposively identified to participate in the study of **"assessment of men's participation in adult literacy: a case study of functional adult literacy programmes in Kimanya Sub County, Masaka District"** This questionnaire is designed to seek information from you on this study's objectives. It is conducted as a partial fulfillment of the requirement for the award of a Bachelor's Degree in Ethics and Development Studies in Uganda Marty's University, Nkozi. Your contribution, opinion and experience are highly appreciated.

PART 1: RESPONDENT BACKGROUND (TICK WHERE APPROPRIATE)

1.1 Gender

Male

Female

1.2 Age

20-29

30-39

40-49

50-59

60-above

1.3 Number of years in Kimanya Sub County, Masaka District

2-5

5-10

10-above

1.4 Education Background

Primary
secondary
Certificate
Diploma
Degree
Masters

PART 2: OPINION POLL

1. To what extent do you agree that there is low male participation in functional adult literacy programmes in Kimanya Sub-County, Masaka District?

Strongly agree
Agree
Disagree
Strongly disagree

2. Are there any barriers to the effective enrollment of men in adult literacy programmes in Kimanya Sub-County, Masaka District?

Strongly agree
Agree
Disagree
Strongly disagree

3. Do you agree that functional adult literacy programmes are of significant importance to the socioeconomic development of Kimanya Sub-County, Masaka District?

Strongly agree
Agree
Disagree
Strongly disagree

PART 3: questionnaire

1. What do you understand by adult literacy?

.....
.....

2. What are some of men's perceptions of adult literacy programmes in Kimanya Sub-County, Masaka District?

.....
.....

3. Explain how the structure of the adult literacy programmes is unfavourable for male participation in these programmes in kimanya Sub-County?

.....
.....

4. In what ways do you think poverty has stopped men from going for adult literacy programmes?

.....
.....

5. How have the policies governing adult literacy programmes hindered the men from participating in these programmes?

6. How has the peer pressure impeded the men from attending adult literacy programmes in kimanya Sub-County?

.....
.....

**APPENDIX II
INTERVIEW GUIDE**

Dear Respondent,

Dear respondent as part of my requirements for the award of a Bachelor's Degree in Ethics and Development Studies in Uganda Martyr's University, Nkozi. I am administering this interview on the research titled "**assessment of men's participation in adult literacy: a case study of functional adult literacy programmes in Kimanya Sub-County, Masaka District**". Please kindly answer according to your own opinion and experience as honestly as possible.

SECTION A: PRELIMINARY QUESTIONS

1. How old are you?

.....

2. Kindly state your age for the record.

.....

3. What is your marital status?

.....

4. What is your level of education?

.....

5. For how long have you been residing or working in Kimanya Sub County, Masaka District?

.....

SECTION B: RESEARCH QUESTIONS

1. What are men's perceptions of adult literacy programmes?

.....

.....

2. Briefly explain how the facilities and learning materials being used in the adult literacy programmes affect men's participation in the programmes?

.....
.....

3. In what way does the structure of adult literacy programmes prevent the men for participation in the programmes?

.....
.....

4. How do the attitudes of men towards adult learning affect their participation in adult literacy programmes?

.....
.....

5. Explain the different ways in which the socio-economic factors have led to low male participation in adult literacy programmes?

.....
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