

Factors Affecting the Successful Enrollment and Participation of Adult Learners in Kindo Koysa Woreda of Wolaita Zone, Snnprs

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Abstract

The purpose of this study was to investigate enrollment and participation problems in implementing integrated functional adult literacy program in Kindo Koysa woreda. Descriptive survey design was employed and both qualitative and quantitative methods were employed. Data were gathered from 1 kindo koysa woreda education office focal person, 3 woredas cluster supervisors, 18 board committee, 20 IFAL facilitators, 150 IFAL learners three clusters were selected by using simple random sampling technique. The instruments used to collect data were: 1) questionnaire 2) interview, 3) focus group discussion and 4) document analysis. As it is clearly known education specially, integrated functional adult literacy program is a major instrument for promoting economic growth, skill development, attitude change and reducing poverty. However, enrollment and participation of adult learners in implementing IFAL program is inadequate due to major constraints that affect the enrollment and participation of adults. Therefore, to promote the enrollment and participation of adult learners, it is better to improve the perception and to change the attitude towards IFALP creating awareness, constructing comfortable class room and comfortable schedule creating integration among board and technique committee were suggested.

Keywords: Community development, Adult education, volunteerism, integrated education, Economic growth, Kindo koysa

1. INTRODUCTION

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 concepts such as literacy, adult basic education, and lifelong learning, and continuing education, adult and non-formal education etc. 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.

Similarly Ghass and Zachriah, (1987) stressed that education is mainly concerned with liberation of man from ignorance and poverty it plays an important role in the transformation and development of society.

Besides, education is universally recognized as one of the most fundamental building blocks for human development and poverty reduction and a key to attaining the growth and development goals; however majority of the population cannot be expected to participate in learning and training through the existing formal education system. Due to this problem, the opportunities were designed in non-formal style for those who didn't get chance to follow the formal education program (MoE, 2008)

Similar to other terms, literacy has been conceived differently by different individuals and institutions globally. The concept of literacy has moved from acquiring autonomous skills to an emphasis on literacy as functional in daily lives, and more recently, embracing the notions of multiple illiteracies- literacy as a continuum, and literate environments and societies- so as to cope effectively with the dynamic changes in technology and lifestyle there of (UNESCO, 2006). Different researchers conducted their studies on Adult and non-formal education in a broad sense. For instance, the research result of MoE (1999) on the status of non-formal education in Ethiopia indicated as that, stakeholders participation on Functional Adult Literacy program implementation are not sufficient unless the Functional Adult Literacy centers are properly managed and organized the need of the local communities.

In addition, Dabal: hundessa (2011) on his summary of findings indicated that, Females participation was very low in the process of FALP implementation. Even though adult education is widely recognized as powerful weapon for eradicating illiteracy, reducing poverty and attaining Millennium Development Goals (MDGs) by providing basic education and training opportunities for adults, out of school youths of age fifteen years and above who have missed their formal education in their childhood, in the study area the enrollment and participation of adults in to the program is limited. Therefore the present study aimed at assessing the factors affecting the enrollment and participation of adults towards IFAL program and to assess problems that influence the enrollment and participation of adult learners in implementing IFAL program in Kindo koysa woreda.

2. REVIEW OF RELATED LITERATURE

1. Concept of Literacy

Literacy is vital for development and poverty alleviation. Investing in adult literacy can cause major economic, social, cultural and political benefit for a country. Dronanial, (1996) cited in Yordanos (2014, 7) stated that literacy is an instrument, a tool that when used effectively in the right condition, will enable people to achieve purpose in life including poverty reduction. Literacy is thus a livelihood skill, which like all other skills, has to be put to proper use in an enabling environment in order to produce improved livelihood and reduce poverty.

Similar to this, Scribner and Cole 1981 cited in Yordanos (2014) pointed out that: "Literate does not simply know how to read and write a particular script but applying this skill for a particular purpose in a specific context." And on this regard, (Juliet et.al 2007) described the idea of literacy as skills, as a task, as social practices and as critical reflection. The idea of "Literacy as skills underpins much traditional schooling purpose which is to read and write which often is called "Competency approaches" where the focus is on skills such as phonics (sound-letter association) and knowledge like spelling and grammar rules.

According to the above authors: point of view, literacy as a task is another kind which also requires the written words and is considered essential for life and work (often called functional literacy) and it takes an important step toward focusing on application, not just possession, of skills.

The third view of "Literacy as practices" up holds literacy as "a broad range of continually evolving competencies and practices and it involves values, attitudes, and social relationships not just skills and activities. According to Juliet and others, different literacy practices are associated with different domains of life-home and family, school, the workplace, communities and shaped by "social" rules that regulate the use and distribution of texts prescribing who may produce and have access to them. The last and more complex approach to literacy is the radical approach. This approach engages people in actively constructing his/her idea as a tool for change. It incorporates experiential learning, critical analysis, and problem solving in the program. That means, encouraging learners to look beyond "reading the word" to "reading the world", which in turn, it supports learners to become actors in developing their own communities and societies (Juliet. Etal, 2007)

Interestingly, UNESCO (2008) noted that literacy is not just the simple reading of words or a set of associated symbols and sounds, but an act of critical understanding of the situation in the world.

It is not an end in itself, but a means of extending individual efforts towards education, involving overall inter-disciplinary responses to her/his problems. Literacy also leads to education which results to empowerment with acquisition of the essential knowledge and skills capable of making individuals engage in activities they require for effective functioning in self, group and community improvement.

And also, literacy helps to meet many of the practical needs of daily life and improving the standard of living by obtaining valuable printed information relating to health, sanitation, production, selection and preparation of food, childcare and home management, it increases economic status through engaging in vocations, which require knowledge of reading and writing.

Literacy as a means of communication through the use of written symbols opens the minds of people and makes them receptive to changes, new ideas and practices. It helps them to adopt new styles and methods of production and practices thereby raising their income.

According to Bhola (1990) "Literacy even by itself sharpens consciousness, creates discontent with the unacceptable, and adds potential to individual capacity for participation".

Literate people are mostly ready to accept changes, changes in their life styles, in their methods of production, health practices, etc. thereby enabling them to apply technologies and benefit from such interventions.

Literacy is a set of skills that serves as the entry point to basic education. It contains a set of skills through which individuals and eventually the society in general make all round development and actively participate in the development process through the acquisition of more knowledge, skills, capabilities and attitudes.

2.1. How do countries define literacy?

Official statistics on literacy tend to use simple definitions of literacy that see it as equivalent to a particular level of formal basic education (illiterate people are those who have never been to school or have not reached a certain grade of schooling) or as the capacity to read and write simple statements (in any, or one of a set of official or dominant, languages).

But even such simple definitions of literacy are problematic. Some countries classify as illiterate only those who have never been to school (as South Africa's official UNESCO statistics do), some define as illiterate any person who has not reached a chosen level of schooling, and some actually test certain literacy and numeracy skills (as Botswana and Kenya have done). Even the official UNESCO Institute of Statistics (UIS) definition of an adult illiterate as being a person aged 15 years and over who cannot both read and write with understanding a short simple statement on his or her everyday life is therefore not necessarily followed by the

countries submitting their literacy statistics.

Another definition of functional literacy was approved in the UNESCO General Conference in 1978 stated that a person was considered functionally literate who could engage in all activities in which literacy is required for effective functioning of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development. However, this latter definition is infrequently used for statistical counts.

2.2. Adult Literacy

According to (Stromquist, 2009), adult literacy has been defined "a set of cognitive skill necessary to make meaning of print and communication and used not only for efficient functioning in one's environment but also for individual and social transformation. As stated by Burnet (1965), literacy is the acquisition of the skills of writing, reading and dealing with elementary arithmetic.

According to Bhola (1984), literacy is defined as the ability to read and write in the mother tongue, but sometimes literacy could be defined also as the ability to read and write in the national or even international language.

Furthermore, literacy was defined by Hunter and Harison (cited in Darkenwald and Marriam, 1982) as the ability to read, write and understand signs, labels, and instruction and so on necessary to get along in one's environment.

According to UNESCO (1951), literacy has different levels; among literates some could be able to read and write simple statements, while others have the skill of reading newspapers and others print materials. To alleviate the problem in defining the levels of literacy Amare provided a definition that accepted a person as literate, if he acquires the skill of reading and writing simple statements that are valuable to his everyday life (Amare, 1989).

According to Hailegebriel, (1971), in Ethiopia the government proclamation on adult literacy education was issued in 1955, and the Ministry of Education was made responsible to coordinate the program. In the public notice of the proclamation, every illiterate citizen of the country whose ages are between 18-50 was requested to learn in the nearest government, private schools or to hire private literacy teacher that could teach them basic education. At this period subjects to be taught were reading and writing in Amharic.

The Ministry Of Education (1981 E.C.), stated that all government, private, religious and charity organizations were also requested to show their cooperation and support in the implementation of the program. Because of the responsibility delegated to it, the Ministry of Education has consecutively established the Majette, Debre Berhan and Mobile schools in 1956, 1957 and 1960/61 respectively.

Moreover, "Beherawi Ye Fidel Serawit" was also established as a voluntary organization to promote literacy activities by using foreign aid (MOE, 1981). In 1967 the Ministry of Education established the adult education and literacy department, which was responsible to facilitate and coordinate non-formal education programs. In the 39 same years, the department has received assistance from UNDP, UNESCO, FAO and ICO and started the work oriented adult education program too.

According to Yalew (1992), the main contributors in adult education and their programs were Government sponsored adult literacy programs, include activities of MOE, Ministry of National Community Development and the armed forces. Church and Mission sponsored programs that were supported mainly by Ethiopian Orthodox and Evangelical church, Voluntary Organization, National literacy campaign organization, Ethiopian Women Welfare Association and Youth and Women Christian Association. International agencies (UNDP and UNESCO) also supported work oriented adult literacy projects (WOALP), which were aiming at to bring over all social and economic development in the country.

2.3. Functional Adult Literacy

Understanding the concept of functional literacy is important because it provides the basis for understanding the IFAL program and the materials used in it. Functional literacy emphasizes economic development, modernization, and individual employability through literacy skill development. It defines literacy as a "set of skills that enables an individual to function better in the socio-economic arena" of their communities (Holme, 2004). Becoming literate according to functional literacy means acquiring the basic level of literacy required to perform particular tasks that contribute to the economic development of one's community (Hutton, 1992).

Ferrier (1992) has noted that functional literacy should create the awareness of the living conditions of learners and therefore should lead to solving common problems facing learners. In this context functional literacy aims to promote the empowerment of the individual or groups for social, civic and economic roles. Functional literacy is, therefore, based on the learner's problems, interests and aspirations with the hope of finding solutions to them. Functional literacy integrates literacy with livelihood improvement programs which aim at promotion of people's political, social and economic empowerment which enables them to play a pivotal role to combat poverty.

The literacy component focuses on the skill of reading and writing and the functionality component deals with economic skills. However, functional literacy programs do not merely teach and demonstrate economic skills that are typically taught within the context of income generating projects to ended participants to earn some money, but the awareness component, that in addition creates awareness among learners, in regards to their social, cultural and political life is vital as functional literacy is mixture of cultural and civic literacy. Nevertheless, experience tells us that awareness is not easy to teach (Bhola, 1994).

Integrated Functional Adult Literacy (IFAL)

Developing the human capacity in general and the productive adult population in urban and rural Ethiopia in particular are necessary both to further these efforts and realize the development goals. Hence, it is essential to provide an integrated functional adult literacy (IFAL) program that is not only intimately related to daily life, health, income generation, productivity, etc, but also improves these and other aspects of life.

A national adult education strategy, based on the development packages referred to above, is now in place to help realize the national vision, enable the country to use its knowledge and skills, motivate it to continue to learn, and make informed decisions. The national vision and adult education strategy are the basis of this curriculum framework.

According to MOE (2011), IFAL is not solely the acquisition of the 3Rs; rather IFAL is an approach, process, and activity whereby adults begin discussing their individual or community needs, problems, and difficulties; read words, numbers, phrases and/or sentences reflecting these; and finally begin to write, read, and calculate around them.

Theoretically and at its best expression and operation this process is bidirectional; the participants learn from the facilitators who in turn learn from the participants; or everybody learns from everybody else. Collective and mutual learning is used for the solution of common problems; private knowledge, skill, experiences are pooled and coordinated towards the resolution of common problems. This approach to adult literacy focuses on helping adults to use in practical terms reading and writing and computational skills to advance their life, customs, traditions, experiences, strengths, environs, productivity, etc.

2.3.1. Goals and Objectives of Integrated Functional Adult Literacy Program

- The major goals of integrated functional adult literacy are
 - To help socio- economic and socio-cultural development.
 - To prepare the individuals and communities to participate in development activities and in the life of the local environment.
 - To promote knowledge and attitude change which may enable illiterates to perform efficiently all those functions which are necessarily for them.
 - The specific goals of the integrated functional adult literacy program include teaching illiterate men and women basic literacy and numeric as related to agriculture, health, environment etc. to solve their basic economic, social and cultural problems, to prepare them for more efficient participation in the development of their family, village and country (melesse, 1997).
 - The objectives of Integrated Functional adult literacy are initiating and promoting socially, economically and culturally relevant literacy practices and livelihood skills, which can serve the fight against poverty. This objective is to be achieved through a need based, dynamic, integrated and sustainable learning environment. Integrated Functional adult literacy to empowerment in so far as literacy serves to question actual life situations and problems as it serves to look for informed decisions and actions towards fighting the root causes of poverty (Adult edu no 22.by DVV). In line with this writer, adults particularly those people in poor life situations hardly learn for the sake of learning but mainly seek basic survival skills which would them to fight the vicious circle of poverty. Specific objectives of integrated functional adult literacy are to enable beneficiaries, make informed decisions in their daily life, to ensure active participation of individual or groups in personal and community development, to generate and diversify income sources for better livelihoods and to promote lifelong learning (Dvv, 2005).

Okech (2004: pp. 4-5) also stated that the Uganda's government gives the following objectives for integrated functional adult literacy program.

- To encourage the acquisition of knowledge, skills and attitudes in reading and writing and numeracy based on the needs and problems of the learners and their community.
- To create awareness among learners concerning the causes and possible solutions of their problems.
- To enable learners to actively participate in their personal development and that of their communities and to improve the quality of life.
- To provide integrated ,functional, non-formal basic educational to learners through a problem solving approach
- To promote the appreciation and enjoyment of the benefits and opportunities acquired through the

mastery of reading, writing and numeracy.

Implementation of Integrated Functional Adult Literacy Program

The National adult education strategy (NAES) put functional adult literacy in the center of adult education in Ethiopia. So far, IFAL projects have been implemented mainly as pilots and in very limited numbers and in some regions only. To implement IFAL at a large scale, qualified personnel are needed to plan, implement, coordinate, supervise, facilitate, monitor and evaluate the program (sandhas, 2008).

Integrated Functional adult literacy is a participatory approach that provides skills, on reading, writing and counting integrated with practical knowledge and skills. IFAL program for poverty reduction go far beyond organizing basic literacy classes. Since three years, Dvv international Regional office east Africa assisted at a national and regional level to introduce innovative approaches to improve and replace traditional literacy programs. It applied the Uganda experience to Ethiopia condition and developed a model of FAL projects for Ethiopia adopted in variations to specific conditions. The objectives are to link literacy education with livelihood skills training and to empower illiterate and semi-literate people to fight poverty (sandhaas, 2008). According to the ESDP III, the third national five years educational sector development program, about 5.2 million adults should receive integrated functional adult literacy until 2011 (MoE, 2005).

However, it is expected that there exist certain factors affecting, positively or negatively, implementation process. In relation to this, Havelock and Huberman (1977) discussed the numerous and serious problems encountering implementation and they list the following as outstanding ones: absence of strong leadership, insufficiencies in equipment, materials, trained personnel and facilities, resistance, previous delays, confusion and too rapid implementation and less enrollment and low participation of learners influence the successful implementation of IFAL. Hence, it is hoped that, this particular study will find out which of the factors are more influential in enrollment and participation of IFAL implementation in Kindo Koisha woreda.

2.3.2. Importance of Integrated functional Adult Literacy

Functional Adult Literacy will bring about development of human beings who will remain central to all development efforts. The major problem facing Nigeria are hunger, poverty, unemployment and under development. The solution lies in adult education since when people are functionally literate, they will think on being self-reliant and thus make a living that will lift them above poverty level as it is one of the major objectives of the Nigeria National Development Plans to build a united, strong and self-reliant nation.

To build this type of nation, there is need for the people to be literate because no nation can be strong with a vast majority of her citizens being illiterate and living in ignorance. When functional literacy is entrenched in people, they can participate meaningfully at the political level and thus coming to self-fulfillment. For Nigeria to move meaningfully forward in its economic, social, cultural and political development, its adult population must not be neglected in educational matters. With the establishment of the Agency for Mass education in all the states of the federation and other bodies established for public awareness and education like National Orientation Agency (NOA), National Directorate for Employment (NDE), there is hope for functional literacy being entrenched in our adult populace. Functional adult literacy may be a powerful tool for empowering the less privileged in our communities especially if they are able to apply their new learning skills.

Adult literacy is thus beneficial to the extent that it reduces ignorance and poverty and brings awareness to people. (Uganda: www.ifad.org). Functional adult literacy will help improve people's health. It has been discovered in the United States that there is a link between low literacy and poor health and so World Health distributes materials on adult literacy and English skills and advocates for public awareness and policy changes to emphasize the powerful connections between low literacy and poverty and health outcomes (Literacy and Health. www.worlded.org).

Challenges of Functional Adult Literacy in Ethiopia

There are a number of challenges in implementing functional adult literacy program in Ethiopia.

For instance lack to motivation of adult to attend literacy, poverty of parents in deprived communities and drought prone areas and life style of communities in pastoral area absence of clear policy and guidelines for FAL program in adequate supervisory service shortage of budget for supervision, shortage of logistic and finance for monitoring at PACT at level, in accessibilities to vehicle and difficulty to transport education materials and supervision are among the known (MOE, 2010:46)

According to DVV.(2005) the major challenges of IFAL program are:- Lack of allocated budget to integrated functional adult literacy program implementation, Weak institutional arrangement to support integrated functional adult literacy implementation, monitoring and evaluation, Inadequate supervisory service, shortage of budget for supervision, shortage of logistic and finance for monitoring the IFAL center, Lack of motivation among stakeholders, learners, facilitators, Lack of awareness of community (e.g. resistance to the program), Poor communication work and infrastructures and Lack of strong institutional support from (E.g. MoE, Federal and regional Governments.)

Problems and possible solutions in adult literacy program

Literacy as mentioned above enables the adult to have independent personal contact. It is " ... a struggle against

poverty and hence, simultaneously for social and economic development, justice, equality, respect for traditional culture and recognition of the dignity of every human being" Muller (1997). However, even though literacy contributes for development there are various problems that arise in the implementation of the program.

According to different writers' assumption, the main reason that problems arise in the implementation process is due to "lack of coordination among literacy organizers, participants and teachers". Hence, according to David (2001), it is essential to consider the involvement of all groups of participants (organizers, learners, and educators) in the planning stage. Among problems identified from different literacy programs, some are (David, 2001; Hildebrand, 1999; Nibuagbaw, 2001) listed as follows

- Deficiencies in planning the program.
- Inadequate teaching materials.
- Lack of coordination and delays in implementation and decision making.
- The staff turnover because of low motivation and payments for coordinators and literacy teachers.
- Inadequate training of literacy teachers.
- The voluntary teaching and attendance- a strategy which leads coordinators, participants and tutors, not to take the activity seriously, and resulted high drop-out.
- Poor research activities on issues related with the program.
- Inadequate budget allocation for the program implementation.

As a solution to the above listed and other related problems in literacy programs, different recommendations and resolutions were suggested and passed in seminars and workshops organized at different time and places. Among these recommendations David (2001) summarized few of them into the following points: National commitment and support for any literacy effort. Adult education professionals should be hired to lead, direct and evaluate the literacy programme at national, provincial, district and village level. Salaries for these professionals should be commensurate with their qualifications, in this way, staff retention would be enhanced.

To publicize literacy program, objectives to the community People's differing needs must be considered in the planning and coordination stages. Authorities should use experiences obtained in the program implementation for the improvement of other programs.

Adult Literacy Education In Ethiopia

History of Adult Literacy Education

Modern secular education was introduced in Ethiopia with the establishment of Menelik II School at Addis Ababa at the beginning of the century (Tekeste, 1990).

After the opening of Menelik School several other schools were constructed in different parts (provinces) of the country in which the expansion continued till the present day.

Prior to the opening of Menelik II School, traditional education (Church and Koran school) have dominated the education system of the country. Even though the expansion of Modern secular schools had been continued year after year, large percentage of the population remained illiterate (90%) till the outbreak of the revolution. However, this doesn't mean that there weren't non- formal education practices in the years, prior the revolution.

Prior the revolution, non-formal education system of Ethiopia has been an adult education program, that entirely focused on literacy and work oriented literacy/ functional literacy programs. Hence, non- formal education activities were mainly related with adult literacy education, which was organized and assisted by government, private and religious institutions in Ethiopia.

Adult Literacy Education in Imperial Ethiopia

In Ethiopia the government proclamation on adult literacy education was issued in 1955, and the Ministry of Education was made responsible to coordinate the program. In the public notice of the proclamation, every illiterate citizen of the country whose ages are between 18- 50 were requested to learn in the nearest government, private schools or to hire private literacy teacher that could teach them basic education (Hailegebriel, 1971). At this period subjects to be taught were reading and writing in Amharic.

All government, Private, religious and charity organizations were also requested to show their cooperation and support in the implementation of the program (MOE, 1981E.C.).

Because of the responsibility delegated to it, the Ministry of Education has consecutively established the Majette, Debre Berhan and Mobile schools in 1956, 1957 and 1960/61. Moreover, "Beherawi Ye Fidel Serawit" was also established as a voluntary organization to promote literacy activities by using foreign aid.

In Ethiopia prior to 1974, several agencies and organizations were participating in the adult education program. According to Yalew (Ibid) the main contributors in adult education and their programs were: -

A) Government sponsored adult literacy programs; include activities of MOE, Ministry of National Community Development and the armed forces.

B) Church and Mission sponsored programs that were supported mainly by Ethiopian Orthodox and Evangelical church.

C) Voluntary Organization i.e., National literacy campaign organization, Ethiopian Women Welfare Association, Youth and Women Christian Association.

D) International agencies (UNDP and UNESCO) also supported work oriented adult literacy projects (WOALP), which were aiming at to bring over all social and economic development in the country.

According to Hailegebriel (1971), the main objectives of agencies that sponsored adult literacy programs in Ethiopia were:

- To eradicate illiteracy out of the country.
- To assist illiterates on voluntary basis.
- To educate the uneducated and to enable them to be participants and contributors in economic activities.
- To implement the proclamation issued by the government in to practice.
- Due to the moral responsibility that literates have to teach the illiterates.
- To make private organization more profitable At the first level, the above-mentioned organizations were teaching illiterate adults reading and writing (in Amharic), and at the second level, arithmetic and English were provided. Moreover, some institutions train participants in vocational training which is mainly about Hygiene and Home economics (Hailegebriel, 1971). The major problems that faced these programs were the following:
 - the program was mainly emphasizing on reading and writing.
 - There was shortage of teaching materials and teaching aids.
 - Budget was not allocated for teachers
 - Voluntary teachers are discontinuing teaching and they weren't carrying out the program seriously
 - Most of the programs were conducted dominantly in urban areas.
 - Lack of cooperation from government authorities.
 - Cultural problems (Women weren't participants).
 - Cooperation among agencies and literacy program centers.
 - The work- oriented Agriculture Education program was designed to reach only number of people

The above stated limitations of the programs were the main causes for adults to discontinue their participation, particularly in the rural areas (Ibid). In general, during this period adult's education program wasn't taken seriously. Hence, although adult education has long history in the country, it couldn't be able to show remarkable contributions in improving the literacy rate. Consequently, over 90% of the populations were illiterate in 1974, the year for the overthrow of the Imperial system (Tekeste, 1990).

Adult literacy education in socialist Ethiopia (1974 -1990)

During the outbreak of the revolution over 90% of the population in Ethiopia was illiterate (Tekeste, 1990). Because of this, it was assumed that it would be difficult and impractical to bring change and development in a country, where the majority of the population is illiterate. Programs that were designed to spread education among the people were aiming at raising the political consciousness of the people and to make them participants in the economy of the country.

Major literacy programs practiced to educate adults in this period include

1. Development through cooperation campaign
2. Basic Development Education
3. Community Skills Training Centers
4. The National Literacy Campaign

Development through cooperation campaign (Zemecha)

It was the first action of the government taken to spread education among the rural people of Ethiopia. Participants of the campaign were secondary school students (grade 11&12) university students, members of the Army and teachers in the secondary high schools and the university (NLCCC, 1984). This campaign was believed to be able to raise the political consciousness of the people and prepare them to lead a "Socialist" way of life (Ibid). However, one of the main objectives of the campaign was to carry out literacy program, which was intended to achieve the following goals (Ibid).

- To enable the rural adults to read and write in Amharic
- To help the newly literate to be able to express themselves through reading, writing and to strength and widen their political consciousness
- To enable the people to use numbers in solving problems that is related to their daily life
- To teach Amharic (the official working language) to other language speakers in the country

The Development through cooperation campaign (Zemecha) was implemented for two consecutive years (1967E.C. and 1968E.C.). The achievements of the campaign were stated by NLCCC (1984:13) as: - "... the Zemecha Brigades registered over three-quarters of a million people, of whom 160,000 eventually finished the literacy course."

Moreover, in this campaign the experiences obtained in the production and distribution of teaching

materials and the skills gained in coordinating campaign activities were valuable to conduct other similar National literacy campaign (Ibid).

3. Research Design and Methodology

3.1 Description of the Study Area

This study was conducted in Kindo Koisha woreda. Which is one of the twelve Woreda's of the Wolayta Zone, SNNPRS covering an area of 52630 hectare or 526.3 km². The woreda is bounded by Boloso sore and Boloso Bombe Woredas in the North, Damot Sore and Soddo Zuriaworedas in the East, Omo-River and Dawro Zone in the West, and Kindo Didaye and Ofaworedas in the South.

For administrative purpose it is divided in to twenty five kebeles' of which 23 are rural and 2 are urban kebele's. Topographically the woreda lies on an elevation ranging from 600 to 2200 meters above sea level. According to census of CSA of Ethiopia the number of population of the woreda is about 115,100 and out this male are 56,000 (48.7%) while female 59,100 (51.3%).The woreda is densely populated with largely Christian and Wolayta nationality and the common language is also wolitagn.

The woreda has three agro -ecological zones, Dega (8%) Woyna-dega (36%) and Kola (56%), the annual average temperature of the zone is 32°C and the mean annual rainfall ranges from 125 to 1400 mm. regarding the land utilization data, 37566 hectares (ha) is used for cultivation, 6929 ha for grazing, 695 ha. Bush-land and the remaining 338 ha is cultivable land. It is located at a distance of 37km south of soddo town and 375 km, South of Addis Ababa and 194km away from Hawassa town.

3.2. Sources of Data

Both primary and secondary data sources were used to collect data for the study. The primary data are those which are collected afresh and for the first time, and thus happen to be original in their character.

The primary sources of data for the study were Woreda education office head, Woreda education office focal person (coordinator) of IFAL program, facilitators of FAL center, cluster supervisors IFAL program Board committee and technique committee members/groups in three clusters/ and IFAL adult learners/ongoing group members, graduates and dropouts. These sources were used because they were believed to have adequate information and knowledge about the enrollment and participation problems in implementing IFAL program.

Secondary sources of data, on the other hand, are those which have already been collected by someone else and which have already been passed through the statistical process which was used as a source of data.

The secondary sources of data included were (annual reports and aggregates which were related to FAL program) were taken as secondary source to supplement the data gained from the respondents.

3.3 Data Gathering Instruments

The relevant data for the study was collected through different instruments such as questionnaire (closed ended and open ended) structured, semi-structured interviews, focused group discussion and document analysis.

3.3.1. Questionnaire: the questionnaire was consisting mainly of close ended and a few open ended items; the close ended question is chosen as it provides greater uniformity of response. It allows reaching many people scattered in wider area and the fact that it is easy to process. The researcher had developed the questionnaire and dispatched for IFAL facilitators (20) and IFAL learners (150) from graduates, dropouts and ongoing group learners in selected sample three clusters by using availability and simple random sampling respectively, for the purpose of clarity and to make easily understandable the questionnaire was translated into Amharic and the adult learners were supported by IFAL center coordinators and cluster supervisors by reading, translating and writing down their responses, for those who couldn't read and write in case questionnaire responding.

3.3.2 Interview: the researcher had collected the data personally (face to face) from Woreda education office heads (2), Focal person (1) and cluster supervisors (3). The type of questions arise during interview was combination of semi-structure item. The rational for using interview was that it helps to draw out views, opinions, problem and expectations concerning the issues raised during data collection. Moreover, it gives room for through clarification and exchange of ideas.

3.3.3. Focus Group Discussions. This method of data collection was arranged with the purpose of supporting the data obtained through questionnaire and interview. As indicated by McNeill and Chapman (2002), focused group discussion produces a good deal of qualitative data and expressed in the word of participants. FGD is an interview in which several respondents were interviewed at one time to generate information (Shindu, 1999). FGD was used to collect qualitative information and it is important because it opens dialogue among participants and stimulates them to openly express their views on the issues raised by the researcher. The dialogue had its own feature and was controlled by the researcher (Hennik, 2007). Therefore, this technique was employed to acquire the necessary data from (18) cluster IFAL Board committees' members and write the questionnaires. FGD was conducted in three cluster centers with total 18 participants by dividing them into (3) groups of (6) members in each.

3.3.4. Document analysis: To strengthen the information obtained through questionnaire and interview, the investigator had used related document such as, annual reports and statistical data prepared for the purpose of quarterly progress evaluation at zonal level, and other documentary sources those are related IFAL program relation to secure information that could not be obtained through questionnaire & interview.

3.4. Pilot test on questionnaire

Before actual distribution or dissemination of data gathering instruments, the instruments were tested in order to ensure the validity and reliability of the instruments. To do this, the researcher Carried out pilot study on Kindo Koisha Woreda in the two urban kebeles which are non -sampled urban part. In this town, the researcher distributed questionnaire for (4) IFAL facilitators and (16) IFAL learners (totally for twenty (20) individuals. The reliability of instruments was analyzed through using reliability analysis at Cronbach's alpha $\alpha_1 = 0.704$, $\alpha_2 = 0.694$ & $\alpha_3 = 0.658$ for three parts(attitudes, enrollment and participation problems and dropout) of questionnaires respectively and by checking item total correlation, the necessary correction was made based on the feedback obtained from scientific calculation and comment of the advisor ,as the result of pilot test some questions were improved and eliminated from the questionnaires because reliability analysis can be used to measure the consistency of questionnaire and produce consistent results.

3.5. Procedures of Data Collection

In this study, the prepared questionnaire was disseminated only one time for each respondent with help of respected Woreda education principals, experts and cluster supervisors assistant for data collection. And then that distributed questionnaire also was collected from the respondents through the help of respective cluster supervisors and adult facilitators in each kebeles. The all distributed questionnaires were returned back.

3.6. Techniques of Data Analysis

The information collected using the questionnaire method from the respondents; the data was coded, entered and analyzed by using statistical package for social science (SPSS) version 16.0 computer software. The data was first tabulated on tables and then the analysis and interpretation was made using the percentage, frequency, mean and standard deviation, then analyzed by using one way-ANOVA, the descriptive, the correlation between dropout and items and the significant

difference among ongoing group learners, graduates and dropouts were identified. The results of data analysis was categorized, summarized, discussed and presented accordingly. While qualitative data was obtained through interviews and focused group discussion. Finally, the results was discussed and interpreted to draw important findings conclusion, and recommendation.

3.7. Ethical Considerations

The researcher obtained an introductory letter from Hawassa University. A permit was given from the School of Education and Training that enabled the researcher to go to the field. To observe ethical considerations, for example the researcher was assured the respondents that their identity would be treated confidentially. This ensures that their rights were not violated and that the information was only to use for academic purposes but not to incriminate anyone. The researcher also explained the purpose of the study to the respondents and asks them to participate in the study.

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1 Background Information of the Respondents

There were 24 pieces of Questionnaires distributed to IFAL facilitators and IFAL learners, 4 pieces of Questionnaires were provided to interview of education office heads, focal person and supervisors and also 9 pieces of questioners were distributed to board committee members, Besides these, there was focus group discussion for 18 committee members by dividing in to 3 groups, each group contains 6 member of committee. The back ground of the questionnaire respondents were from two groups of sample populations, namely, integrated functional adult literacy Facilitators and IFAL learners.

1. Integrated Functional Adult literacy learners: - All the sample populations selected among the IFAL Learners are individuals who are learning in the program at different levels, Graduates and Drop outs. IFAL program learners of different levels are believed to have at least one year experience about the program, and they are also assumed to have the literacy skill (reading and writing) that enables them to understand and respond freely to questions incorporated in the questionnaire and also they are supported by IFALP facilitator in reading and writing response for questionnaires. As shown in Table2 below, the total number of adult learner respondents was 150, among which 73(48.6%) were Male and 77 (51.3%) are female. In their marital status, 9(6%) were single, 124(82.6%) were married, 2 (1.3%) were divorced and the rest 15(10%) were widowed.

2. Integrated Functional Adult literacy program facilitators

As indicated in the same table below all the IFALP facilitators, 20(100%) were grade 10th completes. Sex wise, 15(75%) were Male and 5(25%) were females. All of them were teaching adults without training on methods of teaching adults.

Table1. Sex, age and marital status distribution of respondents

Items		Respondents					
		IFAL facilitators		IFAL Learners		Total	
		No	%	No	%	No	%
Sex	Male	15	75	73	48.6	88	51.76
	Female	5	25	77	51.3	82	48.2
	Total	20	100	150	100	170	100
Age	Less than 20	-	-	2	1.3	2	1.17
	20-30	4	20	64	42.6	68	40
	30-40	16	80	55	36.6	71	41.76
	Above 40	-	-	29	19.3	29	17.05
	Total	20	100	150	100	170	100
Marital status	Single	15	75	9	6	24	14.12
	Married	5	25	124	82.6	129	75.9
	Divorced	-	-	2	1.3	2	1.2
	widowed	-	-	15	10	15	8.82
	Total	20	100	150	100	170	100

As indicated in table1, from the total respondents 88 (51.76%) were male while the remaining 82 (48.2%) were females. With regard to IFAL facilitators respondents, 15(75%) were males whereas 5(25%) were females. Regarding IFAL learners 73 (48.6%) were male whereas 77 (51.3%) were females. And in the same table out of total respondents about their marital status 24(14.12%) were single, 129(75.9%) were married, 2(1.2%) were divorced, and 15(8.82%), were widowed.

Table 2 educational level of respondents

Items		Respondents	
		IFALP facilitators& learners	
		No	%
Educational level	degree	-	-
	diploma	-	-
	certificate	-	-
	Grade 10 th complete	20	11.6
	Illiterates, level 1&2	150	88.2
	Total	170	100

As it is depicted in the above table3, educational level 20 (11.6%) were Grade 10th complete .whereas 150 (88.2%) were illiterates (level1 & level2).

Therefore, Facilitators of IFALP were not working or facilitating the program as a change agent for the success.

Table3 Respondents' response on problem related to enrollment and participatin issues in IFALP

No	Items	Respondent category	N	Mean	Standard Deviation
1	The classes where lessons are given are not convenient for the participants.	Facilitators of IFAL program	20	1.75	.716
		Ongoing group member of adult learners	50	2.16	1.113
		Graduate adult learners	50	2.34	1.062
		drop out adult learners	50	1.88	.982
		Total	170	2.08	1.034
2	The participation of adult learners in the teaching learning process is encouraging	Facilitators of IFAL program	20	2.40	.883
		Ongoing group member of adult learners	50	2.86	1.107
		Graduate adult learners	50	2.40	.904
		drop out adult learners	50	2.68	1.039
		Total	170	2.62	1.015
3	The adult learners have commitment to participate in IFALP	Facilitators of IFAL program	20	2.25	.550
		Ongoing group member of adult learners	50	2.70	.909
		Graduate adult learners	50	2.46	.930
		drop out adult learners	50	2.48	.789
		Total	170	2.51	.851
4	The facilitators respect adult learners.	Facilitators of IFAL program	20	3.20	.834
		Ongoing group member of adult learners	50	3.32	1.377
		Graduate adult learners	50	3.36	1.120
		drop out adult learners	50	3.12	1.043
		Total	170	3.26	1.148
5	The board and technique committee are functional and working cooperatively	Facilitators of IFAL program	20	1.60	.681
		Ongoing group member of adult learners	50	2.16	1.131
		Graduate adult learners	50	1.96	.903
		drop out adult learners	50	2.04	.856
		Total	170	2.00	.948
6	Woreda's administrators are working by integrated way With every stakeholder.	Facilitators of IFAL program	20	2.05	.510
		Ongoing group member of adult learners	50	2.60	1.030
		Graduate adult learners	50	2.44	.929
		drop out adult learners	50	2.48	1.015
		Total	170	2.45	.955
7	Overall	Facilitators of IFAL program	20	13.25	2.099
		Ongoing group member of adult learners	50	15.80	5.12696
		Graduate adult learners	50	14.96	4.49017
		drop out adult learners	50	14.68	3.96639
		Total	170	14.92	4.37043

Concerning first item of table3 above, the facilitators gave response to the classes where lessons are given are not convenient for the participants. Facilitators have mean (Mean of the facilitators=1.75), that shows they are strongly agree to the classes where lessons are given are not convenient for the participants and the ongoing group learners, graduates and dropouts have mean (Mean of ongoing group learners=2.16, Mean of graduates =2.34 and Mean of dropouts =1.88 respectively), that tells us they strongly agree with the same statement. The mean of total respondents (Mean of total respondent groups=2.08), implies that most of the respondent groups agree with the same issue. Therefore, the classes where lessons are given are not convenient for the participants.

Based on the same table of the second item, the mean value of different respondents namely, facilitators and graduates have mean (Mean of facilitators = 2.4 and Mean of graduates =2.4 respectively and, that implies respondents strongly disagree with the participation of adult learners in the teaching-learning process is encouraging. Mean of the dropouts = 2.68) and Mean of ongoing group learners =2.86, that indicates the respondents disagree with the issue. However, ongoing learners have higher mean (Mean of ongoing learners =2.86), as compared to others their response shows disagree. On the other hand facilitators and graduates both have lower and equal mean value 2.4, as compared to others they were found to have the same level of agreement. Totally the mean of respondents is (Mean of total respondents =2.62), which shows that they disagree with the same statement. Therefore, the current participation of adult learners in the teaching-learning process is not encouraging in the study area.

Regarding to item 3 of the same table, the different respondents namely, facilitators, graduates and dropouts have Mean 2.25, 2.46 and 2.48 respectively), that shows the respondents strongly disagree with the statement the adult learners have commitment to participate in to IFALP. And the facilitators have lower mean-value (Mean of facilitators =2.25), as compared to others and the mean of ongoing group learners (mean=2.7), it indicates that they were disagree with the same statement and the respondents have higher mean =2.7 as compared to others. It can be seen from the same table above total mean = 2.51 that indicate the most respondents strongly disagree 64

with the adult learners have commitment to participate in to IFALP. Hence, the adult learners have less commitment to participate in to IFALP.

Table 5 of item 4 represents that the facilitators, ongoing group learners, graduates and dropouts responded to the facilitators respect adult learners have mean (Mean of facilitators =3.25, Mean of ongoing group = 3.32, Mean of graduates = 3.36 and Mean of dropouts = 3.12 respectively), that implies that they disagreed with the facilitators respect adult learners. As presented in the same table above, to all respondents group has almost equal mean value. As result, the facilitators did not give sufficient respect for adult learners.

In addition to, one of the interview respondent stated that, "The facilitators did not get any training regarding the andragogical for how to teach or facilitate adults in the FAL center in 18 February 2016".

In the same table of item 5, the different respondents group gave response to the board and technique committees are functional and working cooperatively. Thus, the facilitators have (mean = 1.6), implies that they strongly disagree with the board and technique committee are functional and working cooperatively, they have very lower (mean =1.6) as compared to others' mean value. On the other hand the different respondents such as ongoing group learners, graduates and dropout group have mean (2.16), (1.96) and (2.04) respectively, that indicates they also strongly disagree with the same statement. Hence, the board and technique committees were not functional and working cooperatively.

From the FGD, "respondent number two" clearly stated that the board and technique committee were not functional and active enough. The respondent said that, "Only name of committees was present in the file at office or FAL center but practically not." In 23rd, February 2016.

As it can be seen from the same table above of item 6 the mean of facilitators, graduates and dropouts are (2.05), (2.44), and (2.48) respectively, that implies respondents group were strongly disagree with the statement Woreda's administrators are working by integrated way with every stakeholder. And ongoing group learners have mean (2.6) which implies that they were disagree with the same statement. The total mean of respondents (2.45) that shows the respondents werestrongly disagree with the Woreda's administrators are working by integrated way with every stakeholder. Consequently, the Woreda's administrators were not working by integrated way with every stakeholder.

In addition, one of the interview respondents stated that, "The Woreda's administrators were not working by integrated way with every stakeholder and some of the Woreda's administrators did not understand clearly the objectives of IFALP, April, 11 2016".

Table4the correlation between items and dropouts (DO) factors related issues

No	Items	Correlation	Mean	DO-dropout
1	The FAL center is very far apart from their home.	Pearson Correlation	3.6	.664**
		Sig. (2-tailed)		.000
		N	170	
2	The schedule is not comfortable for learners.	Pearson Correlation	2.02	.252**
		Sig. (2-tailed)		.001
		N	170	
3	The class-room is not comfortable for adult learners	Pearson Correlation	3.07	.312**
		Sig. (2-tailed)		.000
		N	170	
4	Adult learners not get incentive from government	Pearson Correlation	2.69	.144
		Sig. (2-tailed)		.063
		N	169	
5	Most of the adult learners who enroll in IFAL program drop out from the program.	Pearson Correlation	3.75	1
		Sig. (2-tailed)		
		N	170	

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The table4 of item 1 statement the FAL center is very far apart from their home has correlation with the last item in the same table (Most of the adult learners who enroll in IFAL program drop out from the program), from the p-value(sign=.000) < .05 and .664**. This shows that the same statement contributes for dropout from IFALP in the study area.

In the same table of the second item, statement the schedule is not comfortable for learners p (.001) < .05 and .252**. That indicates the same statement has also correlation with the fifth item in the same table and that implies the same issue contributes for drop out of adult learners from IFAL program.

Regarding to item 4 of the same table the statement the class-room is not comfortable for adult learners has relation with the dropout, i.e. p(.000)<.05 and Pearson correlation plugged like .312** this shows the statement contributes for dropout of adult learners from IFAL program. Finally in the same table item 5 of statement adult learners not get incentive from government is of p-value (.064) >.05 this is not significant and the statement did not contribute for dropout, i.e. the contribution of not obtaining incentive from the government is not that much affect the persistence of adult learners in the IFALP.

From the focus group discussion respondentnumber one responded that, "some of reason mentioned the learners not attend the program regularly are most of girls learners are home workers, lack of permission from their employers, Child care and Domestic duties, some of them said the text book below our level, Distance of

literacy center, Lack of interest to participate in IFAL program, etc. (February 25, 2016)".

Problems that affect enrollment and participation and contribute to dropout of adult learners mentioned from respondents for open ended questionnaires are

- Facility related problems
 - Lack of learning materials, such as books, manuals etc.
 - Poor class room facilities.
 - Shortage of equipment such as class room desk, chairs, and blackboards.
 - Learners related problems
 - Lack of interest to participate in IFALP.
 - Child care and other domestic duties
 - Need to harvest, farm, or other works
 - Poor understanding about the advantage of to be literate
- Facilitators related problems
 - Absence adequate payment or other incentives
 - Lack of andragogical skills
- Stakeholders related problems
 - Absence of responsible bodies to implement IFALP and less commitment for stakeholders
 - Not have co-ordination to work together.

Strategies that should be used for successful enrollment and participation of adult learners in implementing IFAL in the study area.

The Education Sector Development Plan and Adult Alternative Basic Education Strategies state that the non-formal education program focuses on literacy, numeracy and the environment to enable Learners to develop problem-solving abilities and change their mode of life. It defines some of these life-skills as, skills useful for other aspects of life such as agriculture, health, civic education, cultural education and primary health care, prevention of diseases such as malaria HIV/AIDS, family planning, environment, agriculture, marketing, banking, gender, etc. The recently officialized Adult Education and Alternative Basic Education strategies state that, Adult education must not be understood to mean only literacy, basic education and skills for youth and adult. In today's fast changing society, adult education is part of the lifelong education effort which people keep up with changing and increasingly develop themselves. It is often associated with adults refers to a comprehensive and visionary concept which includes formal, non-formal and informal learning which extended throughout the lifespan of an individual to attain the fullest possible development in personal, social and vocational as well as professional life. It views education in its totality, and includes learning that occurs in a home, school, community, and work place, and through mass media and other situations and structure for acquiring and enhancing knowledge, skills, and attitudes. The documents also cites UNESCO's 1976 definition of adult education.

From interview and FGD respondents almost have given the similar responses for provided questions " Respondent number one of interview said, that new strategies should be designed, like TV and radio or any mass media program which can make the adult learners interested in the program in 21st February 2016"

And other respondents of FGD are mentioned that the institution of IFALP should have its own compound that means without mixing other formal school program.

4.4. Major Challenges/problems / the enrollment and participation of adult learners and of the IFAL program are

Lack of motivation and willingness of adults/ learners to participate in the program, Absence of initial training:- Many of the facilitators did not take initial training which equips them with the necessary skills and knowhow of teaching, instructional planning, classroom management e.t.c in addition to these Inadequate budget allocation to the integrated adult literacy program that could enable coordinators and Facilitators to accomplish the desired task in each year and also Absence of adequate teaching-learning materials such as text books, facilitators guides and others supplementary materials. Moreover, Absence of Individuals who runs the program with due attention and great consideration, Awareness of Communities about IFAL program is Low. Poor Management and organization from the coordinating committees at all levels, Withdrawal of Integrated functional adult literacy facilitators before finishing the program period and also the distance between the literacy center and the learners home, Lack of integration between stakeholders to support the program and finally High rate of absenteeism of learners from the program due to migration in search of work, child care and domestic duties, lack of interest to participate in the program are some of them.

Suggested possible solutions to the above listed problems

As solution to the above stated major Challenges and problems of the enrollment and participation adult learners into integrated functional adult literacy program IFALP, facilitators and, IFAL learners, Woreda Education

supervisors, and Kindo Koisha woreda focal person suggested the following points.

- To teach the community continuously about the advantages of to be literate and to explain in detail possible benefits that could be gained in the future and the Government, NGOs and civil societies should work on awareness creation through mass media and printed material hierarchically and consistently.
- To accomplish effectively the plan prepared each year and to reduce the illiteracy adult's rate in the woreda and also adequate budget should be allocated for the implementation of the program, to allocate appropriate and reasonable monthly payments to IFAL

Facilitators and to motivate those using different mechanisms, this could help to raise their commitment.

- To set clear criteria that assists the recruitment and selection of IFAL Facilitators and also to improve IFAL facilitators training, and to equip them with skills of teaching adults and IFAL program coordination.
- To improve the guide lines, learner's books and to keep the quality of the books moreover to Work together in all stakeholders to improve integrated functional literacy program and all the stakeholders integrated give serious attention for the program, Establishing Quality and Relevant Adult education system.

Table 5 Respondents' responses on attitude towards IFAL program (N=170)

NB df = degree of freedom

No	Items	Resp.Type	Descriptive		ANOVA					
			M	SD		SS	df	MS	F	Sig.
	Adult learners have positive perception towards IFALP	Facilitators	2.25	.71	BG	15.7	3	5.2	4.5	.004
		O.Group	3.14	1.3	WG	192.3	166	1.2		
		Graduates	2.54	.97	Total	208.1	169			
		Drop Outs	2.58	1.0						
		Total	2.69	1.1						
2	Adult learners are satisfied through teaching-learning process in the IFAL center	Facilitators	2.55	.88	BG	11.37	3	3.8	4.4	.006
		O.Group	2.92	1.1	WG	144.9	166	.87		
		Graduates	2.30	.78	Total	156.3	169			
		Drop Outs	2.38	.87						
		Total	2.54	.96						
3	Adult learners have positive attitudes towards IFALP	Facilitators	2.45	.88	BG	17.97	3	5.9	6.1	.001
		O. Group	3.12	1.1	WG	163.2	166	.98		
		Graduates	2.30	.76	Total	181.2	169			
		Drop Outs	2.70	1.0						
		Total	2.68	1.0						
4	Adults are confidential when they are participating in IFALP	Facilitators	2.55	.82	BG	13.48	3	4.5	5.8	.001
		O. Group	3.08	1.1	WG	128.7	166	.77		
		Graduates	2.38	.72	Total	142.2	169			
		Drop Outs	2.56	.73						
		Total	2.66	.91						
5	Adult learners believe they Were direct beneficiaries from IFALP	Facilitators	2.35	.81	BG	29.60	3	9.8	8.2	.000
		O. Group	3.18	1.4	WG	198.9	166	1.2		
		Graduates	2.12	.89	Total	228.6	169			
		Drop Outs	2.62	1.0						
		Total	2.61	1.1						
6	Adults believe that IFALP is important for adults living condition	Facilitators	2.40	.68	BG	35.06	3	11.	11.	.000
		O.Group	3.38	1.3	WG	178.1	166	1.1		
		Graduates	2.38	.83	Total	213.2	169			
		Drop Outs	2.38	.92						
		Total	2.68	1.1						
7	Facilitators IFALP are working as a change agent for the success of IFALP	Facilitators	2.30	.73	BG	12.68	3	4.2	5.0	.002
		O.Group	2.94	1.2	WG	139.7	166	.84		
		Graduates	2.34	.77	Total	152.4	169			
		Drop Outs	2.36	.72						
		Total	2.52	.95						
8	Overall Attitude	Facilitators	16.85		BG	854.0	3	284.67	8.3	.000
		O. Group	21.76		WG	5671.	166	34.16		
		Graduates	16.36		Total	6525.3	169			
		Drop Outs	17.58							
		Total	18.36							

74*. The mean difference is significant at the 0.05 level.

The results from one- way ANOVA are presented in the table 5 above of first item, to the respondents that adult learners have positive perception about IFAL. The different groups, namely, facilitators, ongoing learners, graduates and dropouts, demonstrated that they did not agree with this statement ($F= 4.523$, $df = 3$, $p (.004) < \text{level of significance } (0.05)$). However, as same table shows, Ongoing group has higher mean (Mean of

ongoing group= 3.14) as compared to others. Therefore, there is significant difference among the respondents on the same item in the given table.

Regarding 2nd item of the same table above presented the results of one-way ANOVA, to respondents reported that adult learners are satisfied with the teaching-learning process in the FAL Center. The different groups, namely, facilitators, ongoing learners, graduates and dropouts, showed that they did not agree with this statement ($F= 6.094$, $df = 3$, $P (.001) < \text{level of significance } (0.05)$). However the table4 indicates, Ongoing group has higher mean (Mean of ongoing group = 2.92) as compared to others. Hence, respondents not uniform agreement was further confirmed by a one way-ANOVA test, that showed there exist significance different among respondents group.

Concerning item 3 of the same table, the one-way ANOVA results are indicated to adult learners' attitude toward learning IFAL is positive. The different groups, namely, facilitators, ongoing learners, graduates and dropouts, demonstrated that they did not agree with this statement ($F = 5.795$, $df = 3$, $p (.000) < \text{level of significance } (0.05)$), that implies as result, one way-ANOVA revealed there is significant different among different categories of respondents. However, as table 3 shows, Ongoing group has higher mean (Mean of ongoing group= 3.12) as compared to others.

Regarding item 4 of the same table, the results of one-way ANOVA are presented to Adults are confidential when they are participating in IFALP. The different groups, namely, facilitators, ongoing learners, graduates and dropouts, demonstrated that they did not agree with this statement ($F = 5.795$, $df = 3$, $p (.001) < \text{level of significance } (0.05)$),).

However, as table 3 shows, Ongoing group has higher mean (Mean of ongoing group= 3.08) as compared to others. Whereas one way-ANOVA results tells us, there is a significance difference on attitudes of respondents in the same table of given item.

As presented in the same table of item 5, the one way ANOVA give the results responded to Adult learners believe they were direct beneficiaries from IFALP. The four groups, namely, facilitators, ongoing learners, graduates and dropouts indicated that they disagree with this statement ($F= 8.232$), $df = 3$, $p (.000) < \text{level of significance } (0.05)$),). But, the same table indicates that Ongoing group has higher mean (Mean of ongoing group= 3.18) as compared to others.

Item 6 of the same table, one way ANOVA give results of responded to Adults believe that IFALP is important for adults living condition. The categories namely, facilitators, ongoing learners, graduates and dropouts responded that they did not agree with this statement ($F= 10.892$), $df = 3$, $p (.000) < \text{level of significance } (0.05)$),). But, the same table indicates that Ongoing group has higher mean (Mean of ongoing group= 3.38) as compared to others. Therefore, a one way-ANOVA test revealed that there was a significant difference of attitudes among the respondent groups.

As indicated in the same table above of item 7, one-way ANOVA gave the results of respondents responses to Facilitators of IFALP are working as a change agent for the success of the program. The respondents type namely, facilitators, ongoing learners, graduates and dropouts responded that they did not agree with this statement ($F= 5.023$), $df = 3$, $p (.002) < \text{level of significance } (0.05)$),). But, the same table indicates that Ongoing group has higher mean (Mean of ongoing group= 2.94) as compared to others. Since, the $p (.002) < \text{level of significance } (0.05)$, that is significance and indicates there is significant different of attitudes among respondent groups.

The overall attitudes of adult learners as indicated in the same table above, were not similar understanding to different respondents namely, facilitators, ongoing learners, graduates and dropouts. They reported that almost they did not agree with those statements ($F = 8.332$), $df = 3$, $p (.000) < \text{level of significance } (0.05)$). But, the same table indicates that Ongoing group has higher mean (Mean of ongoing group = 21.76) as compared to others. As one-way ANOVA test was employed to see whether there was significance difference in attitudes among respondents groups, the test revealed that there was significance difference among respondents.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

Based on the major findings, of the study, the following conclusions were drawn. As it is clearly known education specially, integrated functional adult literacy program is a major instrument for promoting economic growth, skill development, attitude change and reducing poverty. Recognizing this Ethiopia Education and Training policy has made an attempt to promote enrollment and participation of adult learners in implementing IFAL P (MoE, 2005). However, enrollment and participation of adult learners in implementing IFAL program is inadequate due to major constraints that affect the enrollment and participation of adults. These include lack of positive perception towards integrated functional adult literacy program the enrollment and Participation of adult learners to program are strictly affected. Having poor understanding on the advantage of being literate, lack of positive attitudes and lack of satisfaction with the teaching-learning process in the FAL center, the enrollment and participation of adult learners was very low and dropout was increased. Due to long distance from home to

FAL center, their participation was decreased and brought dropout.

Lack of comfortable schedule, attractive lesson and conducive class-room, the participation was become decreased.

Lack of cooperation among board and technique committees, influenced the motivation and mobilizing adults and communities to be enrolled and participated into IFALP.

Lack of integration between woreda administrators and stakeholders, less mobilization has been given to adult learners and affects the enrollment and participation of adult learners.

5.2. RECOMMENDATIONS

Based on the major findings and conclusion drawn, the following recommendations are forwarded All the concerned bodies, woreda education offices' experts, woreda administrators and program implementers should do to create awareness, to improve the perception and to change attitudes of adult learners towards integrated functional adult literacy program.

The finding shows that, Lack of satisfaction of adult learners with the teaching- learning process in the FAL center was the factor that influences the participation of adult learners through teaching-learning process. It was better to initiate/satisfy learners to participate in the program, therefore all potential and practicing stakeholders should made teaching-learning process very attractive and satisfactory for learners.

The woreda government and community should prepare additional FAL center around the community to diminish the long distance between home and FAL center.

The regional government, the zonal and woreda should give training for facilitators of IFALP to enable them for preparing convenient lesson.

Conducive class room and comfortable schedule should be prepared through the stakeholder's such as woreda education experts, FAL coordinators, education leaders and etc.

It was better to all the stakeholders, woreda administrators, and board and technique committees being integrated to strength IFALP and solve problems that affects the enrollment and participation of adult learners.

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