

**AN ASSESSMENT OF INSTRUCTIONAL MEDIA USED IN THE
FUNCTIONAL ADULT LITERACY (FAL) PROGRAMMES**

A CASE STUDY OF WAKISO DISTRICT, UGANDA

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DECLARATION

I, Nazziwa Doreen hereby declare that the work contained in this dissertation is my original work. Complements are made to people whose work I have consulted. I have not submitted this same work to any other university for the award of a masters degree.

Signature.....

Date:

APPROVAL

This is to certify that this work entitled *An Assessment of Instructional Media Used in Functional Adult Literacy (FAL) Programmes; a Case Study of Wakiso District Uganda* was done under my supervision.

Dr. Christopher B. Mugimu

Signature.....

Date.....

DEDICATION

This book is dedicated to my parents; Mr. Semanda Solomon Godfrey and Ms. Barbra Namayanja, sisters, friends and relatives who supported, encouraged, tolerated and gave me a chance to have this level achieved. I also dedicate this piece of work to those who were always on my side praying and encouraging through the whole project.

Thank you. May God richly bless you.

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ACRYNOMS

ADRA	Adventist Relief Agency (ADRA).
ALP	Adult Literacy Programmes
CS	Conditioning Stimulus
CR	Conditioning Response
CAI	Computer-Assisted Instruction
DCDO	District Community Development Officer
DCO	District Community Officer
EFA	Education For All
E-LEARNING	Electronic Learning
E- JOURNALS	Electronic Journals
FAL	Functional Adult Literacy.
FAS	Functional Adult Skills
ICT	Information and Communication Technology
ILO	International Labour Organization
IMT	Information Multimedia Technology
MDGs	Millennium Development Goals
MM	Multi-media
MCCD	Ministry of Culture and Community Development
MCD	Ministry of Community Development
MGLSD	Ministry of Gender, Labour and Social Development
SPSS	Statistical Package for Social Scientists.
NLPN	The National Literacy Programme in Namibia

NII	National Information Infrastructure
NGO	Non Governmental Organization.
NCVER	National Centre for Vocational Education Research
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN	United Nations
WWW	World Wide Web

ABSTRACT

This study explores the use of instructional media in Functional Adult Literacy programmes of Wakiso District (Makindye and Nsangi Sub-Counties). It is associated with the transformative nature of media and materials in adult instruction. The study is a description of instructional media use and practices. It is intended to find out what instructional media are available in FAL programmes and how they are being used in improving adult literacy, numeracy skills and the competence of the users during instruction.

A case study design was used. It also took both a qualitative and quantitative approach. Data was collected from the supervisors, instructors and learners of the FAL programmes using both closed and open-ended questionnaires, interviews, and observations.

The findings of the study showed that when instructional media resources are adequately available and appropriately used for adult instruction, learners are in a better position of acquiring literacy, numeracy and functional skills for lifelong learning. This is even better if the users have the adequate knowledge and skills in using instructional media for teaching and learning. It is recommended that the use of Instructional media becomes the centre of focus for the entire FAL programme.

CHAPTER ONE

INTRODUCTION

1.0. Introduction

This chapter deals with the background of the study on instructional media and adult learning, learning theories, statement of the problem, purpose, objectives, research questions, and the significance of the research.

1.1 Perspectives of the Background of the Research

The National Educational Goals Panel (1999) advocated for adult literacy and lifelong learning, which is one of the Millennium Development Goals (MDGs) for closing the skills gap. This was reflected in the Millennium summit of 2000, where 189 Countries agreed to undertake the Millennium Development Goals. During this summit, Countries agreed to reduce extreme poverty and hunger by half by the year 2015. However, reducing poverty according to Burnett (2009) means providing the basic things that people need to live. Basic needs for life include: having enough nutritious food to eat and clean water to drink, having a home to live in, having access to good health services, being able to go to school and being able to find work. The United Nations, governments, international development organizations and other people who are concerned with poverty in the world agreed on the eight millennium development goals (MDGs) that would help meet these basic needs for most people. Among the eight MDGs is, achieving education for all that would help poor people become self-sufficient and be able to contribute to their society. The 1990 UN World Conference on Education for All (EFA)

in Jomtien, Thailand included adult literacy as one of its six major worldwide goals. Specifically, a number of national educational goals related to youth and adult education were agreed upon including reducing the number of the 1990 level of adult illiterates to half by the year 2000.

Education is important in fulfilling the MDGs because it is central to giving children, youth and adults the knowledge and skills they need to make wise choices, improve their livelihoods and actively participate in shaping their societies.

1.1.1. Historical Background of Adult Education

The field of adult learning was earlier on pioneered by Malcolm Knowles in the 1950s. As an Executive Director of the Adult Education Association of the United States of America, he wrote the first major historical account of informal adult education in the United States. Malcolm Knowles attempted to develop a distinctive conceptual basis for adult education and learning via the notion of andragogy which became very widely discussed and used. According to Knowles (1950), andragogy refers to the characteristics of adult learners that are different from the common assumptions about child learners on which traditional pedagogy is premised. He identified a number of characteristics of adult Learners such as:

- ◆ Self concept; that as a person matures, his/her self concept moves from being a dependent personality towards a self-directed human being.
- ◆ Experience; as a person matures, one accumulates a growing reservoir of experience that becomes an increasing resource for learning.

- ◆ Readiness to learn; as a person matures, his/her readiness to learn becomes increasingly oriented to the developmental tasks of his social roles.
- ◆ Orientation to learning; as a person matures his /her perspective changes from being a postponed application of knowledge to immediacy of application. Accordingly, as a person matures his or her orientation towards learning shifts from one of being subject-centered to becoming problem-centered.
- ◆ Motivation to learn, as a person matures also tends to become internal.

Therefore, adult education has played a role in eradicating illiteracy in many parts of the world. However, youth and adult education programmes remain marginalized, particularly in terms of public funding. This is evident in studies carried out by the International Labour Organization (ILO) in Namibia (1996-2007). According to their research findings, it was revealed that, by 1991, 35% of the Namibian population above the age of 15 and 38% above the age of 16 were illiterate. At least 300,000 people in Namibia lacked basic literacy and numeracy skills. This posed serious constraints on their active participation in the social and economic development of the Country.

Nevertheless, in September 1992, after careful preparation by the department of adult education and culture, The National Literacy Programme in Namibia (NLPN) was launched as part of the government's commitment to national development and education for all. All its efforts were to build the long tradition of literacy and adult education, dating back to the early activities of the missionaries, continuing programmes of the church and NGOs, during the liberation struggle (ILO, 2007). This implied that, a society

with people lacking the basic literacy and numeracy skills could most likely hinder the country's social and economic development.

More governments are strengthening adult education programmes through legislation and designing bridges between non-formal and formal education. For example, China today targets the least literacy areas and integrates learning to read with training in agricultural and entrepreneurial skills. Brazil has made adult literacy a high political priority involving partnerships with state and municipal bodies, NGOs and other public and private organizations. India, Bangladesh and Senegal have also developed closer partnerships with civil society to expand youth and adult learning. Therefore, it is a matter of political will and commitment towards the most disadvantaged groups, and a belief that education is an instrument for achieving social justice (Burnett, 2009:p.4).

Adult education has been treated with keen interest today in many countries of the world. It is worth noting that significant improvements in adult education will increasingly depend on the new tools of advancing technology to foster literacy not only in developed countries, but also in low-income countries with high levels of poverty and illiteracy (Wagner & Kozma, 2003). However, one might say that the interconnections between literacy and technology are still not well understood by policy makers, researchers or practitioners around the world. This is partly true because very few people involved in adult literacy are adequately trained in modern technologies. Therefore, there is need to explore the relationships and interconnections between adult literacy and modern technology.

1.1.2. Contextual perspective of Adult Education in Uganda

For the case of Uganda, adult education started as early as 1979 /1980 as reported by Ampene (1981) and cited in the UNESCO report (1981). At the request of the government of the Republic of Uganda, the Director-General of UNESCO arranged under the organization's regular programme for 1979-1980, to visit Uganda from the 27th of October 1978 to the 31st of January 1979. One of the terms of reference for the visit was to advise the Ministry of Culture and Community Development on adult learning programmes, especially for rural areas, to assist in programming and initiating adult education programmes particularly in training personnel, including the staff of the Ministry of Community Development and Ministry of Education and Sports. The training included organizing adult education workshops for teachers and adult students as well as participating in the evaluation of adult education programmes in Uganda. This followed the Namutamba project in Mityana District to advise the supervisors on suitable adult education programmes and to help the supervisor develop programmes for school leavers and the youth in the area.

However, the period after the political instability 1982-1986 particularly in the central region of Uganda, covering a number of districts including, Wakiso, Luwero, Mpigi, Mukono, Mubende and Mityana saw adult education programmes strongly revealed. During the insurgence, both young and adults dropped out of the formal education system. Thus, many adults lacked functional adult literacy (FAL) skills especially in the earlier mentioned war-torn districts. Most of these adults lacking functional literacy are not able to confidently express themselves and take part in state affairs as well as to

protect their rights. Bour (2004) noted that “people, who did not learn to read, write and carry out simple arithmetic in their childhood may be reluctant to start or persevere with learning when they become adults”. Given that adults in these areas usually face substantial barriers to literacy and numeracy learning, it affects their political, social, and economic development.

Functional adult literacy programmes in Uganda have been in existence for a period of over 15 years. By 1992, FAL pilot projects had begun with eight Districts. These included: Apac, Hoima, Kaborarole, Mbarara, Mpigi, Mukono, and Wakiso. By the end of 1999, adult literacy programmes were being carried out in the whole country (Nteyereize, 2006). The revival of adult education in Wakiso District started with the FAL programmes in 1992 which were sponsored by NGO’s such as Adventist Relief Agency (ADRA). Furthermore, in 1994/ 1996, the Ministry of Gender, Labour and Social Development (MGLSD) came up with a training session for adult learning that ended up with a provision of an FAL curriculum (1999).

The developed FAL curriculum is currently being used by most of the adult literacy programmes in Uganda. For the implementation of the FAL curriculum, the following instructional materials are required: newsprints, primers, markers, black boards, chalk boards, pictures, and masking tape. These materials have been described as “traditional media” in the FAL Training Manual by the (MGLSD, 1996). However, there is an increasing use of a mixture of “traditional media” and “modern media” such as computers, projectors, instructors, audios, graphics and video in this study as

instructional media. The use of both traditional and modern media for instruction is what has been referred to as instructional media in this study.

1.1.3. Conceptual Background.

In this study, the independent variable is instructional media. Instructional media refers to all resources that enhance the teaching-learning processes. These are not only limited to textbooks, but the following too are included: manila papers, pictures, computers, ideography, etc. The dependent variable is adult learning, which includes: literacy, numeracy, and functional skills. Literacy refers to the ability to read and write. Numeracy refers to the ability to deal with numbers i.e. adding, subtracting, dividing, and multiplying. Functional skills refer to lifelong learning that enables the individual to become productive and adaptable to the rapidly changing global economic demands. This study is conceptualized by the FAL programs, where the instructional media are frequently utilized when teaching, so that their learners can be in a better position of acquiring considerable literacy, numeracy, and functional skills (lifelong learning). The detailed presentation and explanations of variables is in chapter two.

1.1.4. Theoretical Perspective.

Adult learning and the use of instructional media can be related to the constructivism theory of learning advocated by John Dewey. Constructivism as a theory of learning is learner-centered. It proposes that learning is a process of constructing meaningful representations of making sense of one's experimental world (Murphy, 1997). Meaning the environment should support multiple perspectives or interpretations of reality, knowledge construction, context-rich, and experience-based activities (Jonassen, 1991).

Since constructivists focus on knowledge construction and not knowledge reproduction, technology should be used as a tool or a vehicle for delivering instruction. It is not about what equipment is used, but how the equipment is used and this makes it relevant to constructivist classroom learning.

1.2. Statement of the Problem

Illiteracy is one of the causes of poverty. Therefore, an integrated FAL programme approach was developed in Wakiso District in the attempt to eradicate illiteracy as a means to fight poverty. In order for FAL programmes to achieve their main goal of eradicating illiteracy, they must offer a conducive/favourable environment for teaching and learning. A favourable teaching and learning environment entails adequate use of instructional media. In this vein, there has been concerted effort to furnish FAL programmes with instructional media. However, it is not clear whether these resources are being utilised to facilitate the teaching and learning process in these programmes. This study was carried out to bridge this gap by investigating what instructional media are available and how they are being used in FAL programmes in Wakiso District.

1.3. Purpose

The purpose of this study was to establish what Instructional media was available in the FAL programme and how it was used in promoting teaching and learning of literacy, numeracy and functional skills in FAL programmes of Wakiso District.

1.4. Objectives

In order to accomplish this study, four specific objectives were studied.

- (i) To find out the available instructional media in the FAL programmes of Wakiso District.
- (ii) To find out how instructional media are being used to promote adult literacy skills in the FAL programmes in Wakiso District.
- (iii) To find out how instructional media are being used to promote adult numeracy skills in the FAL programmes in Wakiso District.
- (iv) To find out the competence of instructors and learners in using instructional media for teaching and learning in FAL programme in Wakiso district.

1.5. Research Questions

This study addressed the following four questions.

- (i) What Instructional media are available in FAL programmes of Wakiso District?
- (ii) How are Instructional media being used in promoting adult literacy skills in the FAL programmes in Wakiso District?
- (iii) How are Instructional media being used in promoting adult numeracy skills in the FAL programmes in Wakiso District?
- (iv) How competent are the instructors and learners in using Instructional media for teaching and learning in FAL programmes in Wakiso district?

1.6. Scope of the Study

This study covered two Sub-counties of Wakiso District namely: Ssabagabo- Makindye and Nsangi. Nsangi Sub-county had five parishes three of which (i.e. Maya, Nsangi and Kitemu) were studied. of all the eleven (11) FAL centers in Nsangi Sub-county, i concentrated on five (Bangu's home , Mpiringisa Church of Uganda , Mutwe's home , Kikonda S.S.S and Muzida Primary school). Makindye had three parishes and two were studied. Mutungo and Bunamwaya had six FAL centers and three were taken for study (Mirembe, Suubi and St Joseph Holy Family Foundation). The focus was mainly on FAL instructors and adult learners who were currently attending the FAL Programme as well as those who had recently completed the programme within a period of less than two years. In addition, five supervisors of FAL programmes were also included in the study.

1.7. Significances of the Study

The findings of this study may inform FAL policy makers (Ministry of Gender, Labour and Social Development, Wakiso District programme Coordinators and Non – governmental Organizations) about the possible visions on the ways Instructional media and technology can support the development of the youth, adult literates and non-formal education in a global perspective.

To the FAL practitioners (instructors and learners), it may help reduce the load from the instructors as well as ease their work especially because learners will be able to conduct their own learning with the help of Instructional media resources. The Study will also

inform the instructors and learners that a combination of various instructional media will be of great importance to adult learning in literacy and numeracy skills depending on the age of learners , task being taught , learner trait , symbolic elements , curriculum content, or content . Hence it is wiser to focus instructional media applications on solving specific instructional problems

This research will act as a foundation for further research on FAL programmes. This will further benefit researchers.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter deals with the theoretical review, the conceptual frame work and the critical review of related literature on Instructional media use in adult learning.

2.1. Theoretical Review

In recent years, the movement of constructivist theory in education has become an important one. Constructivist Theorists contend that “learning occurs when learners actively create their own knowledge by trying to make sense out of the material that is presented to them” (Reigeluth , 1999). They do believe that new information is most likely to be acquired when people can associate it with things they have already learned. This is in line with adult learning theories. For instance, Speck (1996) noted that adults will commit to learning when the goals and objectives are real world oriented and thus are considered to be realistic and important to learners. Relating of new learning to the real world is particularly important and relevant to the adult learner's personal and professional needs.

This presents important implication to the smooth running of the FAL programmes in terms of using Instructional media technology to promote literacy and numeracy skills to the adult learners. when learners are unable to relate the new information to anything with which they are familiar, learning is likely to be slow and ineffective (Wool folk,

1990). Therefore, FAL learners should be in position to relate the information from Instructional media in daily use such as audio, video, computer, internet, speech, images and print text, with what they do in the FAL Programmes. Constructivist theorists focus on the idea that learners individually and socially construct knowledge for themselves as they learn (Kristinsdóttir, 2001). However, the dramatic consequences of this view are: the need to focus on the learner in thinking about learning and not on the subject/lesson to be taught. Secondly, there is no knowledge independent of the meaning attributed to experience constructed by the learner, or community of learners (Hein, 1991). According to the constructivist view, learning is therefore not the passive acceptance of knowledge that exists out there, but it involves the adult learners engaging with the world through the use of learning instruments and materials such as Instructional media technology. For this reason, learning must be placed in a rich context, which should be reflective of the real world. In order for this constructive process to happen, there is need to transfer knowledge to environments beyond the school or training classroom (Bednar, Cunningham, et al, 1995).

In relation to the constructivist theorists, cognitive theorists seem to have a similar view of learning. They have emphasized active learning and view people as active processors of information (Wool folk, 1990). The concept of active learning can be traced way back to the 5th century BC when the Philosopher Lao-Tse wrote and said, “If you tell me, I will listen, if you show me, I will see, but if you let me experience, I will learn” (Clark, 2000, p. 85). Hence, it is reasonable to assume that, people learn not only by observing, but also by doing. When adults learn by doing, it will enable them to initiate their own experiences by utilising multi-media technology to solve practical

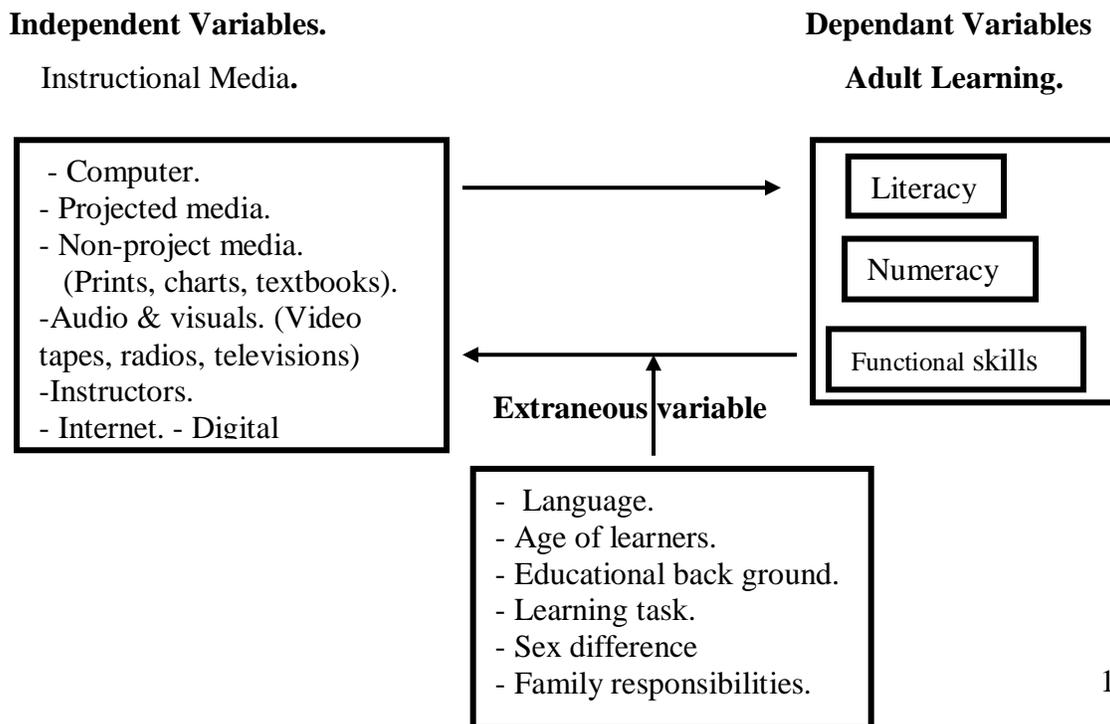
problems they are confronted with. The learner becomes part and parcel of the Instructional media teaching and learning process. Therefore, there is need to provide activities that will engage their mind as well as the use of their hands just as Dewey calls it “reflective activity”.

The interaction of adult learners with Instructional media technology in FAL learning programmes may greatly help in facilitating their comprehension of information, and engagement in creating and retaining new knowledge. Indeed, cognitive theorists view learners as active constructors of knowledge and good problem solvers, so they need to become interactive with Instructional media during instruction.

2.2. Conceptual Framework

This study conceptualizes that the use of Instructional media resources may positively contribute to the acquisition of functional adult literacy and numeracy skills in FAL programmes. This is illustrated in figure 1.

Fig 1: The variables Used in the Study.



Instructional media refers to the means of communication or carrying information between the sources and the receiver using text, graphics, animation, pictures, video, and sound. When the dependent variables (Instructional media resources) are put to effective use during FAL instruction, adult learners may be more likely to acquire the literacy, numeracy and functional skills (independent variables) thus leading to lifelong learning. It is important to note that there are some intervening variables which including: language, sex, age and family responsibilities. These intervening variables, according to this study, may have a significant implication on the ability of instructors and learners to effectively use Instructional media. For example, the language in which the media is composed and the time available for the learners to put the media into good use are vital.

2.3. Review of Literature

Interactive Instructional media provides a new powerful educational tool that can greatly enhance teaching and learning. Falk & Carlson (1992) reported that research and experience indicates that use of Instructional media leads to enhanced learning on criteria such as acquisition of content, development of skills, efficiency of learning and satisfaction with instruction. However, Instructional media tools have had both advantages and disadvantages of using them for teaching and learning and it may not be appropriate for all situations (Browell, 1996). One of the major advantages of Instructional media use in learning is that it can save time by offering realistic work situations in a condensed form, i.e. simulation. This allows learners, or employees, to fall in a safe environment and learn from their mistakes, which is preferred to making serious mistakes at the workplace.

Important issues need to be addressed if research on adult learning is to have a greater influence on how the education and training of adults is conducted. Most adult learners who are also called non-traditional students are 24 years of age or older and have been out of School for a period of time (Timarong, Temaungil, & Sukrad, 2000). They are also defined as adults who return to school as either full or part-time learners while maintaining their responsibilities such as employment, family, and other obligations associated with adult life (Benshoff and Lewis, 1992). These adults return to School for a number of reasons that may be demographic, societal, economic, and technological in nature. Demographic and societal factors include greater life expectancies such as: pursue of new interests and a decline in birthrates. Economic and technological changes have eliminated or changed the nature of many jobs, and thus increased the need for job retraining in order to advance in their current jobs due to changing job market requirements. This therefore may lead to what is referred to as the need to become lifelong learners.

Many researchers have identified a direct link between economic development, skill development and technology. Moore, Paddock & Pitout (2005) noted that when one invests in Informational Communication Technology and Instructional media, it will greatly enhance the capabilities and opportunities of the citizens. The citizens that are endowed with skills are more likely to engage into productive activities that may contribute to the national economic growth and to improve the welfare of society.

2.3.1. Instructional Media Availability and FAL Programmes.

When opening the World Forum of UNESCO on the 13th of November, 2002, Koichiro Matsuura, Director-General of UNESCO, emphasized the need to make educational materials freely available on the web. As a result, the open educational resources initiative was launched as a cooperation mechanism for open non-commercial use of educational resources (Varis, 2005). This could help adult learners to perform a number of activities related to their experiences with FAL programmes. When Instructional media is widely-available, simple and user-friendly, the adult learners concentrate better on the human questions surrounding the design and delivery of learning opportunities (UNESCO, 1998). This helps alleviate the marginalization of the poorest, most isolated or overburdened members of society especially when new information and communication technologies are integrated into learning.

According to UNESCO (1998), the use of Instructional media technology during learning stimulates learners to be more innovative and creative in their day today living. It overcomes issues of time, distance, and location in ways that make Instructional media tools powerful for delivering FAL learning programmes. Learners may be in a better position of using available Instructional media tools to develop their own content hence shifting the focus from a one-time teaching event, to a self-directed lifelong learning process. Furthermore, the use of Instructional media technology is not an end in itself or an answer to all educational problems. It is just a tool to improve literacy programmes, raise awareness about the literacy problems and through which a vast number of illiterates could be reached. Therefore, using Instructional media may improve adult

learning in the FAL programmes through national campaigns over the radios and television designed programmes.

Modern instructional applications can entirely replace instruction. Fenrich (1997) says, they do not often assume such primary roles, since some complex applications may need significant skills and resources to be created. It is important to note that, many FAL instructors could be already teaching different subjects efficiently and effectively with traditional material. Therefore using Instructional media capabilities may not be appropriate and beneficial to them. However, Moore, Paddock, and Pitout (2005) stressed that, learners who have access to and routinely use modern technology to learn basic skills, learn these functional skills much faster than those who use the traditional paper-and-pencil approach. Instructional media being a component of technology may engage the adult learners who as a result, spend more time learning and practicing these basic skills on their own.

According to the guidelines for the implementation of the FAL programme by the Ministry of Gender (2004), the FAL programmes have a number of instructional materials to be used. Some include: the curriculum, teacher's guide, primers, training manuals, follow up reader, posters, flash cards, slates and braille material. The development of these materials was to take into consideration the standard and quality, cost effectiveness, relevance (educational goals, curriculum, learner's needs and situation) and learner's participation. For this purpose, this study took on this question of instructional media available in FAL programmes.

2.3.2. The Use of Instructional Media in Promoting Adult Literacy Skills.

Instructional media deployment has the ability and flexibility of teaching literacy skills by combining images, sound and text under the learner's demand which makes it an effective tool. For example computer-assisted instruction (CAI) was noted by (Kearsley,1983) to be a beneficial tool as CAI is an inherently active mode of learning and learners are continuously being asked to participate by clicking objects on the screen, answering questions, and so on. Quality modern computers and instructional materials can be used for special effects like producing sound and video as well as manipulating those sounds and images to produce special effects on graphics. This calls for integration of all of them into a single Instructional media presentation that may be very relevant in enhancing of instruction and learning.

However, it is not easy to produce quality Instructional media presentation. Therefore this current research is available to regard the learning effects of instructional media on learning. Kendall and Weert (2005) noted that, much of the adult learning goes on in clubs, churches, cinemas, theatres, concert rooms, trade unions, political societies, and in the homes of the people where there are books, newspapers, music, workshops, gardens and groups of friends that continue learning throughout life. In such a case, men and women are the agents of their own education, through continual interaction between their thoughts and actions, education and learning.

Nevertheless, Ager (2004) affirms that using Instructional media during learning is significant for departments with limited resources because Instructional media

simulations are freely available and accessible from the internet as freeware. Jonassen (2001) argues that past research has proved that multiple-channels and complimentary channels improve e-learning situations while information from different channels, which are inconsistent, worsens a learning situation. An instructional material in which the use of various media is integrated, improves learning more than instruction with only one medium (Bellevue, 2002). This has been repeatedly pointed out by Meyer (1992) that, users of Instructional media benefit from a multimodal approach, whose most common form is that of a mixture of words and pictures. Using software manuals in which screen captures are combined with text are therefore expected to be an improvement over purely textual manual for learning literacy. This compares with the position of Mayer (2001), as cited in Merrill (2002) that when a presentation contains three elements like: graphics, audio and visual, there is an increase in learning. Therefore, the integration of modern and traditional media as tools in learning is very vital to enhance instruction and learning situations. Provided it is carefully used because it goes far beyond what could be possible in a normal face-to-face lecture room situation.

The use of Instructional media to create options for literacy learners requires a creative and strategic approach that pairs the functions of the technology with the needs of the student and the demands of the literacy task. Providing access to Instructional media use during adult literacy learning may most likely improve a set of literacy component skills such as reading, listening and speaking. These skills are central to identity and personal development. It may also supplement classroom instruction and address the learner's needs for additional tutoring and small group instruction as well as support their literacy

learning by making studying and reading easier. For this purpose, this study took on this question of multimedia use in promoting adult literacy skills.

2.3.3. The Use of Instructional Media in Promoting Adult Numeracy Skills.

Instructional media use is becoming essential to work and daily life. It is changing the nature of work and the skills required at the workplace. The governments 21st Century Skills Strategy according to Mellar and Kambouri, et al. (2004), basic ICT will become a third area of adult basic skills alongside literacy and numeracy skills for a life-long programme. Adult numeracy and new Instructional media learning technologies are both areas of major practical and political significance all over the World. In the recent reviews of numeracy published by the National Centre for Vocational Education Research (NCVER) in Australia, Fitzsimons (2002: p.2), stated that, *“there are no clear definitions of what is meant by numeracy except as a subset of literacy skills”*. Literacy skills plus the recognition of numbers, basic mathematical signs and symbols within text, describing units, instruments, measures and date formats are widely used in everyday life in unrestricted contexts.

The aim of adult numeracy is to specify the full range of skills required for an adult to confidently apply numeracy both efficiently and effectively. This may be possible due to the effect of Instructional media changes on people’s lives in terms of increasing the complexity of numeracy demands among adult learners as observed by many authors. For example, Lesh (2000), cited by Fitzsimons (2002), noted that, the USA Today newspaper contains editorials, sports, business, entertainment and advertisements filled with tables, charts, graphs and formulas. These are intended to describe, explain, and predict patterns

or regularities associated with difficult and dynamically changing systems. The kinds of quantities that they refer to, go far beyond simple counts and measures. Though when adults are attempting to learn numeracy skills with instructors having no pedagogical knowledge of multimedia use and mathematics or even any discipline knowledge beyond that which they are teaching, a problem may be exacerbated (Fitzsimons, 2002). For example, in Australia there are no entry standards for instructors of mathematics or numeracy related subjects in adult and vocational education.

The situation is even worse for those attempting to study by more remote educational delivery modes of individualized online study or through the use of CD-ROMs. Web-based Instructional media learning tools are developed to help deal with the basics in arithmetic and numeracy concepts such as the meaning of numbers, interpreting and deciding, division, area and volume, percentages and ratios. All these concepts help one use numeracy skills every day without even realizing it. For example, working out how long it will take us to get ready for work in order to set our alarm clocks and working out how long we have got to have breakfast. Therefore, basic numeracy skills are skills that we all need to possess if we are going to be able to function efficiently in society.

2.3.4. The Competence of the Learners and Instructors in Using Instructional Media.

The majority of the instructors relate Instructional media to improvement in the teaching and learning process and to the learners' attainment of functional skills. Research by Peralta, (2007), reveals that instructors' competence and confidence are decisive factors in undertaking Instructional media innovation in the educational

practice. Competence is a wide concept which embodies the ability to transfer skills and knowledge to new situations within the occupational area (Eraut, 1994: p160), in (Peralta, 2007). It encompasses organization and planning of work, innovation and coping with non-routine activities. Competence includes those qualities of personal effectiveness that are required at the workplace to deal with co-workers, managers and customers. The majority of experienced teachers (traditional and innovative) in five different European countries (Greece, Italy, Portugal, Spain and The Netherlands) inform that Instructional media has never been object of their pre-service training (Peralta 2007). Some of them acquired their computer literacy in in-service courses or informally at home. Even student teachers admitted that they were not properly prepared for Instructional media use, though, in Portugal and Spain, they have had some credits in the use of new Instructional media technologies.

Instructional media tools have had a minimal impact on education because they have not been widely used in schools at any level (Falk & Carlson, 1992). Reasons for this are many. some include: lack of funds for equipment and applications and lack of knowledge by most teachers on how to use them. For one to use Instructional media in the education context, technical competence and pedagogical efficiency are equally important to meet its potential as educational technology. Instructors and learners must learn how to effectively use multimedia as a teaching and learning tool because *“teachers with more experience with computers have greater confidence in their ability to use them effectively”* leading to practical competence as a support for confidence (Peralta, 2007: p.80). Therefore, appropriate methods for using Instructional media and general instructional design models have been proven effective (Peralta, 2007).

In spite of the lack of adequate ICT training and unsatisfactory knowledge among FAL instructors and learners in the use of Instructional media, the majority give great importance to training as a way of developing their Instructional media competence, confidence and their developing a positive attitude towards Instructional media use during adult learning programmes. In addition, scenarios involving both pre-service and in-service education for instructor and learners as a means of expanding the use of Instructional media are very necessary (Peralta, 2007). This will help reduce on the number of people who teach just like they were taught. This informal apprenticeship has some advantages because learners identify effective teachers and instructional practices all through their educational experiences and then attempt to emulate these competent models when they themselves become instructors. The disadvantage however is that, it often takes a long time to integrate innovative Instructional media or tools which may cause the educators to fall behind the times.

2.4 Conclusion

As we enter the 21st century, Instructional media technology has already become a necessary and important component of adult education (Ginsburg, Sabatini and Wagner, 2000). Formal and non-formal education are being delivered at a distance via technology, particularly the internet, with the promise that learning can take place at any time and in any place. The Instructional media and adult learning programmes are becoming inter-dependent tools that have much in common. Neither of these two is an end to the other, but each can strengthen human intelligence and human capability to acquire literacy skills and content that can't be done with only traditional instructional

materials. Fenrich (1997) noted that, the new technology complements and supplements traditional instruction but we can not totally abandon one for another. A combination of a number of instructional media is of great importance to adult learning and the attainment of functional skills. However, this depends on the age of the learners, task being taught, learner trait, symbolic elements, and curriculum content. Therefore, it is important to focus Instructional media application on solving specific instructional problems. As literacy education takes advantage of the power of technology, work will require an even more skilled population of producers and consumers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0. Introduction

This chapter presents the research design, population and sampling strategies, data collection methods, and data analysis.

3.1. Research Design

This study was blended with both qualitative and quantitative research approaches hence adapting to questionnaires, interviews, case study and survey tools as the research designs. The Grounded Theory was used because of the contextual nature of qualitative data obtained from the field. It was used to analyse and integrate the respondents' voices due to the various cultural diversities. For the purpose of triangulation, interviews and open ended questions were administered to the respondents. In relation to this, the researcher used the quantitative approach to gather important descriptive data for the study. The data from instruments was coded and entered in Microsoft excel and analyzed using SPSS software programme to generate descriptive statistics. This involved a case study of some of the adult levels of classes.

3.2. Population

The target population was FAL learners and instructors of Wakiso District. Wakiso District is a district in Uganda that encircles Kampala, Uganda's capital city. The district is named after the town, Wakiso, where the district headquarters are located. It comprises of two Counties: Kyaddondo and Busiro. These counties are made up of 13 sub-counties, four town councils and two divisions of Entebbe municipality. Of the 13

Sub-counties, two (i.e. Makindye and Nsangi) were selected during the study because of the regular reports from Wakiso FAL programmes and their active participation. Nsangi Sub-county has 10 parishes and six FAL centers but only three parishes and three centers of Maya, Nsangi and Kitemu were included in the study. Makindye has 6 parishes and three FAL centers of which only two centers of Bunamwaya and Ndejje were chosen. These parishes were selected because of their active participation in the FAL programmes of Wakiso District compared to the others.

The study focused on adult learners, instructors and supervisors of the FAL programmes. Supervisors including: Coordinators, administrative staff, District Community Development Officer (DCDO), Community Development Officers (CDO) and local council leaders in the two Sub- Counties of Makindye and Nsangi in Wakiso District. The learners considered in the study were those currently attending the FAL class, or recently completed. The FAL instructors were selected because of their direct contact with learners during FAL instruction hence being in a better position of knowing the merits and demerits of Instructional media while the supervisors help in promoting, programming and implementing FAL programmes and activities.

3.3 Sampling Strategies

The researcher was interested in FAL learners, instructors and supervisors since all played a major role in the use of Instructional media during FAL teaching and learning process. . The researcher used purposive sampling when selecting the supervisors and instructors due to their relevant, prior knowledge and experience towards the use of Instructional media in FAL programmes. Convenience sampling strategy was applied when selecting learners. This was according to those who turned up for classes at the time

the study was conducted and those who responded to the invitation by their instructors. A total number of 90 respondents from the two sub-counties of Makindye and Nsangi were sampled. These included 45 adult learners, 25 instructors, and 20 programme coordinators.

3.4. Data Collection Procedure

Both qualitative and quantitative data was collected using the following methods. The researcher used the focus group discussion, cross-sectional survey for the sample population and questionnaires as data collection methods for primary data information from the respondents. The interview helped the researcher in following up the respondents' questionnaires since some of the FAL learners had language problems, difficulty in reading, writing and handling at times complex questionnaires. It was therefore a flexible tool of gathering information from the respondents. Secondary data was gathered through the documentation method from e-Journals, text books, dissertations, newspapers and magazines. This helped in building up information for the background study (theoretical, contextual and conceptual).

3.4.1. Data Collection Instruments

Primary data was collected using the following various instruments and techniques :

(i) Interview Guide

An interview guide was used with the focus group discussion as shown in appendix A. It contained information on the general perspective of FAL programmes in Wakiso District, circumstances that prompted FAL learners to undertake FAL programmes, Instructional media available in the FAL programmes, how it is used and the challenges encountered during its use. This helped participants to freely give their experiences of the use of Instructional media during FAL instruction. Young (2000) states that, the interview is a

flexible tool in the hands of skillful interviewers. It's always used to draw the participant's views particularly on the subject being taught and allows a more permissive atmosphere than is the case when using other techniques in investigation. Because of this, an interview guide was used with a case study as the FAL learners. For those questions that wouldn't readily be grasped by the interviewee, they were rephrased, or repeated with proper emphasis and explanations when necessary. Amin (2005) also emphasizes that the use of both qualitative and quantitative research helps illustrate, explain and offer more detail on findings.

(ii) Questionnaire

This contained a covering letter, information on the background of the respondents, availability of Instructional media in the FAL learning programmes of Wakiso District, use of Instructional media in attaining literacy and numeracy skills, the competence of both learners and instructors in the use of Instructional media during instruction. Focus was put on skills, interest and attitude of the users as well as the challenges facing FAL programmes when using Instructional media during the teaching-learning process and the solutions to the challenges. This helped the respondents in writing their views on Instructional media use in adult learning hence giving the appropriate report to the researcher. The questionnaire also helped the researcher in collecting information / data since most of the respondents (instructors and supervisors) were able to read and write.

3.4.2 Data Quality Control. (Validity and Reliability)

The researcher ensured the validity and reliability of the research instruments by establishing two raters. One was issuing out questionnaires to fellow course mates at Makerere University and to my supervisor. Then FAL learners, instructors and supervisors from Mukono District and not Wakiso District were used as external raters to

help in establishing the relevancy of content in the instruments. It helped to check on whether this instrument covered all the aspects that the study intended to investigate. It also helped to determine the phrasing of the questions in order to avoid ambiguity. The necessary revisions on the instruments were done before the actual commencement of the study.

3.4.3 Data Collection Procedure

The researcher identified the learners and instructors by making initial contacts from the Community Development Officers of Makindye and Nsangi Sub-Counties of Wakiso District. An introduction letter obtained from Makerere University, School of Education was presented to the respondents for confidentiality of their information. Questionnaires were issued out and interviews conducted by the researcher with the help of a few adult programme facilitators. Data was then analyzed and presented in a report form.

3.4.4 Data Analysis

Raw data was collected, sorted, edited, coded and entered into the computer for both qualitative and quantitative analysis using Microsoft excel and SPSS version computer programmes for the generation of frequency tables and percentages for easy interpretation of the results and recommendations for further research. The qualitative data was categorized into major related themes which were interpreted. The information was later used to make inferences and to add meaning to the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter presents the demographic background information of the respondents and also reports the salient findings of the study based on the four research questions as outlined in chapter one. These are:

- (i) What Instructional media are available in the FAL programmes of Wakiso District?
- (ii) How has Instructional media been used in promoting adult literacy skills in the FAL programmes in Wakiso District?
- (iii) How has Instructional media been used in promoting adult numeracy skills in the FAL programmes in Wakiso District?
- (iv) How competent are the FAL instructors and learners in using Instructional media in FAL programmes in Wakiso District?

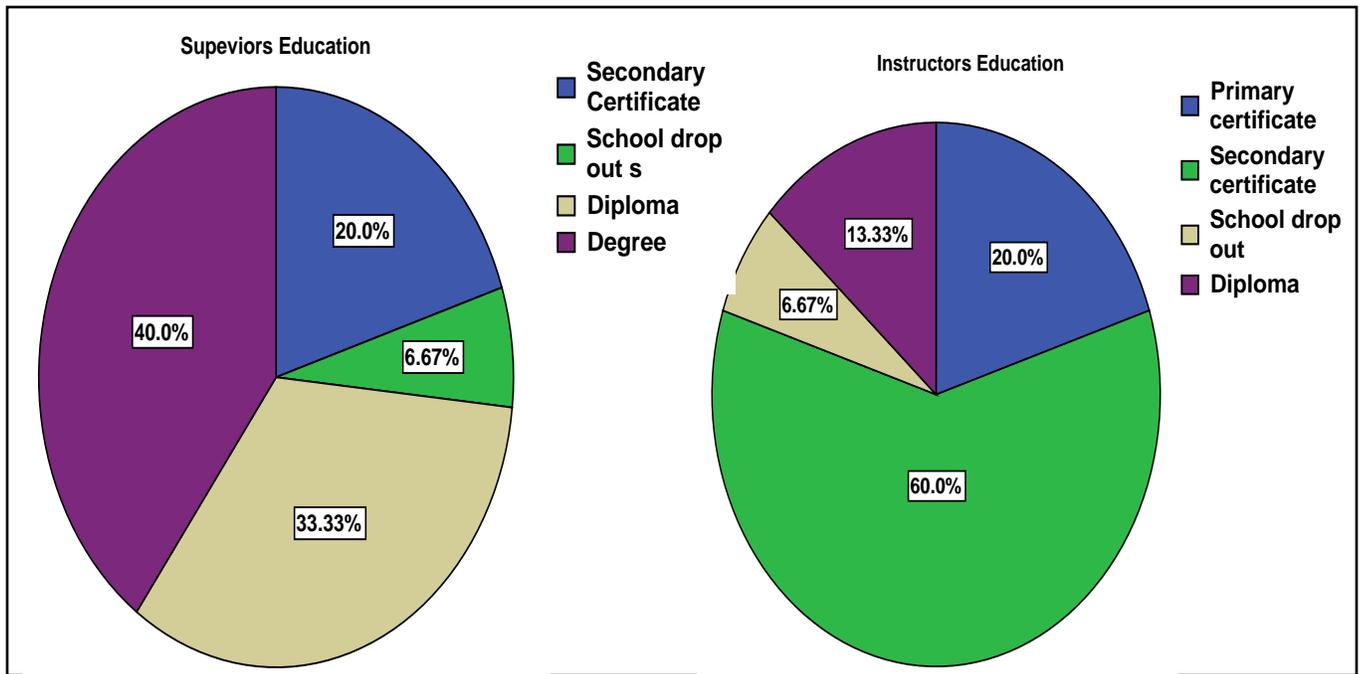
4.2. Demographic Background of the Respondents

This section presents findings regarding respondents' (supervisors, instructors and learners) educational background, gender differences, and their age.

4.2.1. Educational Background of the FAL Supervisors and Instructors.

The results in Figure 2 show the different levels of education attained by the FAL supervisors and instructors in Makindye and Nsangi Sub-Counties.

Figure 2: Supervisors and Instructors' Educational Background



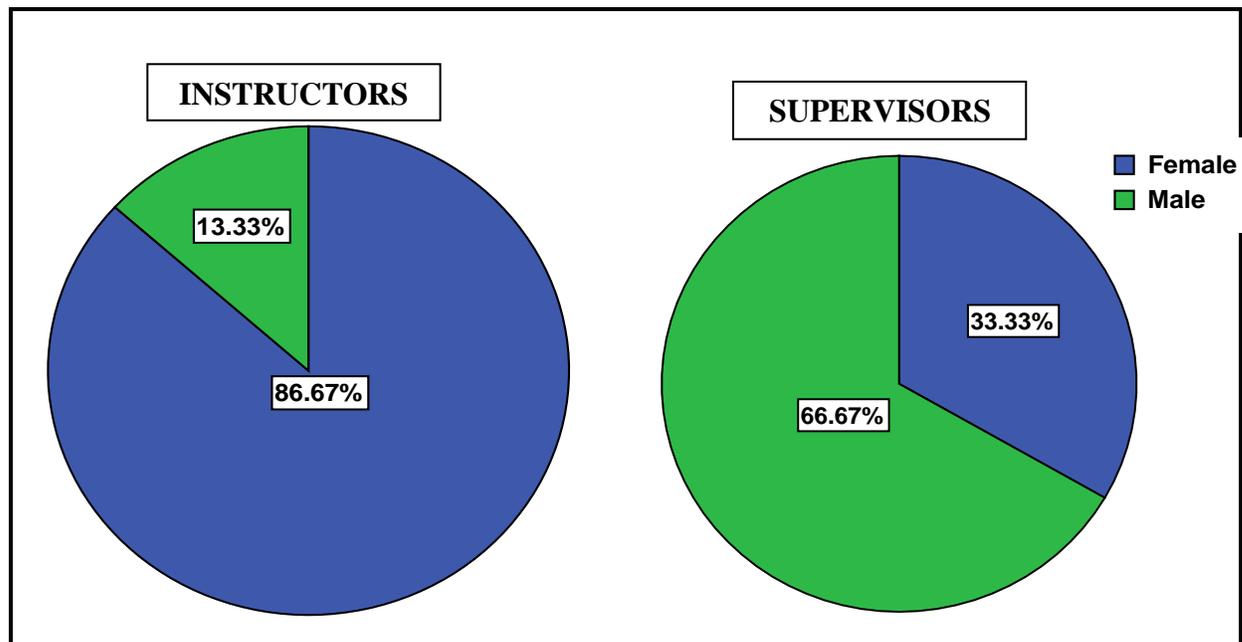
Source: (Field data from Supervisors and Instructors)

Findings in Figure 2 show that most (40%) of the FAL supervisors were degree holders and this empowered them with the position of supervision of the FAL programme. While majority (60%) of the instructors had attended secondary school education, very few attained a secondary school certificate. With the help of non-formal education, experience and good performance while FAL learners, many have been able to instruct others in the FAL activities. However, from the learner interviewees, most of the learners (29 out of 45) had not attained any formal school certificate because they were not able to accomplish either primary or secondary education. Only 11 had attained a primary certificate and five a secondary certificate.

4.2.2. Distribution of Respondents by Sex.

Findings below show and report the FAL supervisors', instructors' and learners' sex differences.

Figure 3: Gender Difference among the FAL Instructors and Supervisors



Majority (87%) of the FAL instructors were female adults who were responsible for teaching and instructing the learners. Most of them were once FAL learners who had graduated to instructors. The males took on most (67%) of the supervisory positions as DCDO, CDO'S, CSO and Local Council leaders in the FAL programme. This is because of the technical work of designing FAL programmes, writing reports, accountability, monitoring and evaluation of the programme hence requiring one to have attained some level of formal education as shown above. According to figure 3, majority of the FAL learners (37 out of 45) were females.

4.2.3. Age Difference of FAL Supervisors and Instructors.

Data from the supervisors' and instructors' questionnaires plus learners' interviews shows that most of the FAL supervisors, instructors and learners are between the ages of 20 – 39 years. This is indicated in the table below.

Table 1: Relating Respondents' Age Differences.

	Supervisors	Instructors	Learners
Below 19 years	-	2	7
20 – 39 years	6	21	29
40 -59 years	14	4	9
TOTAL	20	25	45

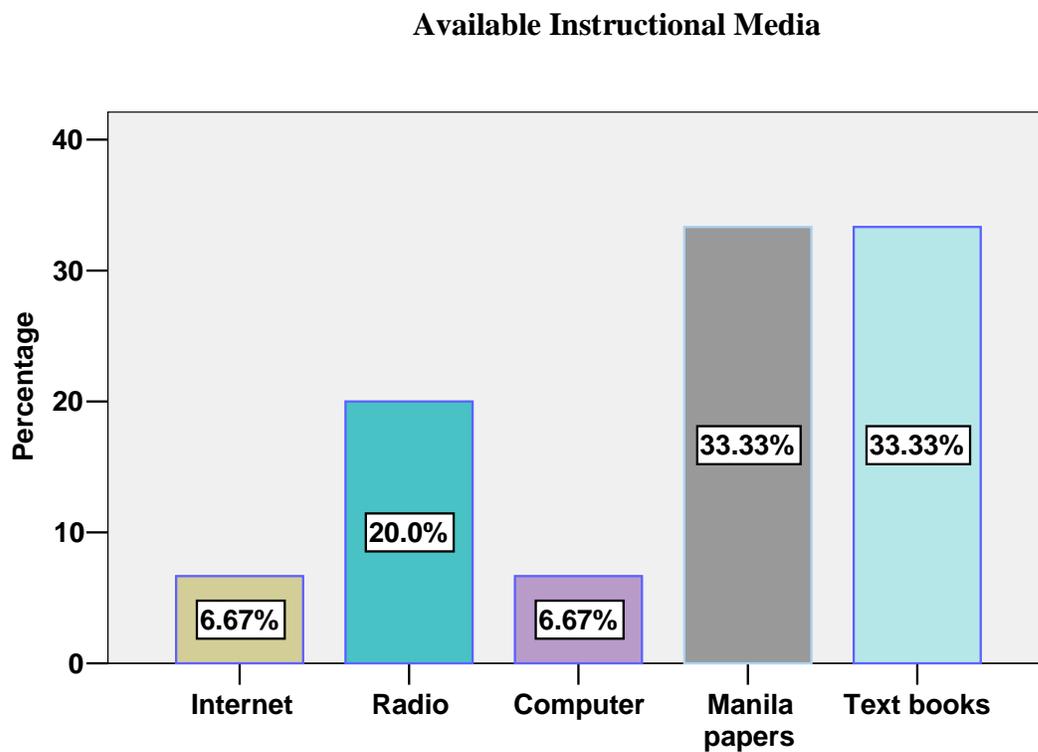
Respondents

According to Table 1, none of the supervisors was below 19 years of age because majority of them had under gone formal education and were graduates with either diplomas or degrees. Most of the learners were aged between 20 -39 years because majority missed out on school or dropped out due to various reasons. .

4.3. Research Question one: Available Instructional media in FAL programmes of Wakiso District.

Findings in Figure 4 indicate that, the most available and used Instructional media as learning resources in the FAL activities are text books and manilas i.e. Luganda primers and teachers' English guides for references. These are mainly used by the learners during instruction with the help of the instructors.

Figure 4: Rating Instructional Media Available in the FAL Programme



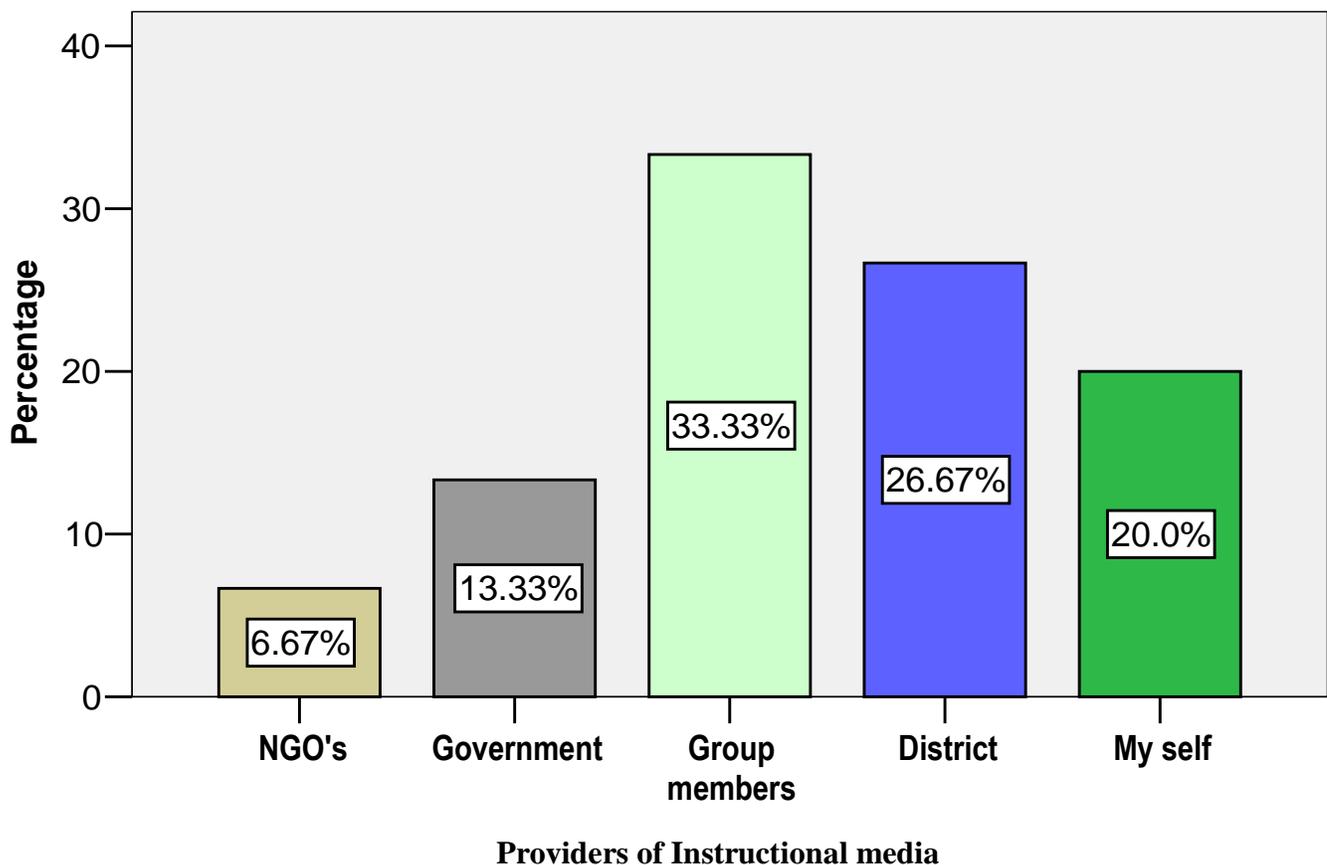
It's important to note that, text books and manila papers were the most available and used instructional media in the FAL programme for teaching and learning. However, though they seem the most available and used Instructional media resources, they still remain few compared to the number of the users. The learners always share them among themselves with a ratio of one text book to three people. However, FAL supervisors have promised to avail more text books and instructional materials to the FAL classes. The

available computers and internet facilities in the FAL programmes are mainly used by the supervisors for administrative purposes.

4.3.1. Provision of Instructional media resources in the FAL programme.

After exploring the available FAL Instructional media resources, the study also found it prudent to probe the participants to identify the source for these instructional materials. Figure 5 reports various resources and contributions of Instructional media resources to the FAL programmes.

Figure 5:- Providers of Instructional Media Resources in the FAL Programme



Findings in Figure 4 show that most (33.3%) of the FAL instructional materials were provided by the FAL group members followed by Wakiso District. This is because the government (Ministry of Gender) has contributed less Instructional media resources

towards the FAL programme. Therefore learners among themselves contribute financially and buy manilas, exercise books and primer text books. This has helped in facilitating their teaching and learning.

4.4. Research Question Two: Use of Instructional media to Improve Adult Literacy.

The instructor’s experiences in using Instructional media technology during FAL learning were varied and vast. FAL learners and instructors used some of the materials shown in Table 2. However findings in Table 2 review that, most of the instructors find using manilas and text books as the most appropriate Instructional media resources to improve FAL skills among the learners.

Table 2: Rating the Instructor’s Use of Instructional media in Improving Literacy.

Instructional Resources	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Total
Internet	3.7%	33.3%	3.7%	29.6%	29.6%	100%
Manila	55.6%	23%	3.1%	11.2%	7.1%	100%
Radio	3.7 %	57.7%	28.7%	9.9%	00	100%
Computers	11.1%	24.5%	14.8%	29.65	20.4%	100%
Text books	33.3%	48.1%	14.85%	3.7%	00	100%

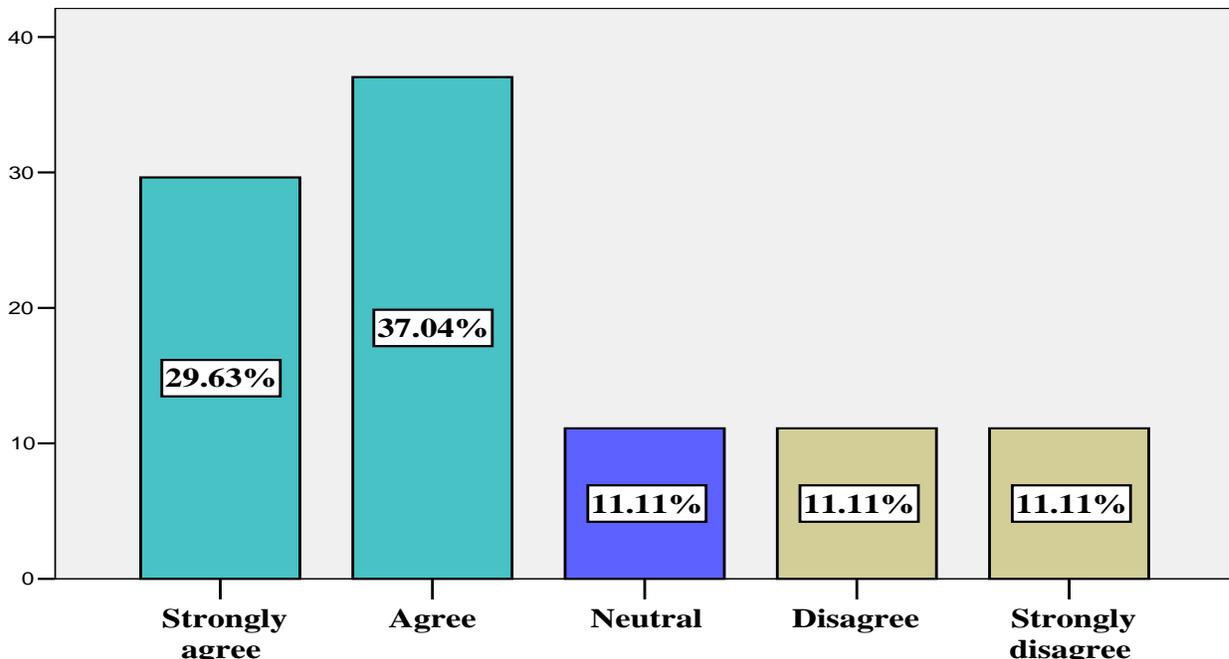
Though some instructors noted the use of computers, internet and radios as Instructional media to improve FAL skills, still few could use computers and internet as a source of reference during instruction. The same applied to majority of the learners during the

interview who were not able to use the internet or computers to generate meaningful learning content.

4.5. Research Question Three: Use of Instructional media in Improving Adult Numeracy.

The emergence of computers has strengthened Instructional media use in the education system. Learning with Instructional media resources has a positive influence towards the attainment of numeracy skills as well as improving learning among the FAL learner's. Findings in Figure 6 report that, computer-aided-learning greatly leads to an improvement of numeracy skills if efficiently used in the FAL programmes. Most of the instructors (67%) agreed that, when instructors and learners use computer-aided learning in the FAL programmes, they will be in a better position of applying practical numeracy skills in their daily activities, for example, when making business transactions so that they are not cheated.

Figure 6:- Instructors' Use of Computers in Improving Adult Numeracy Skills.



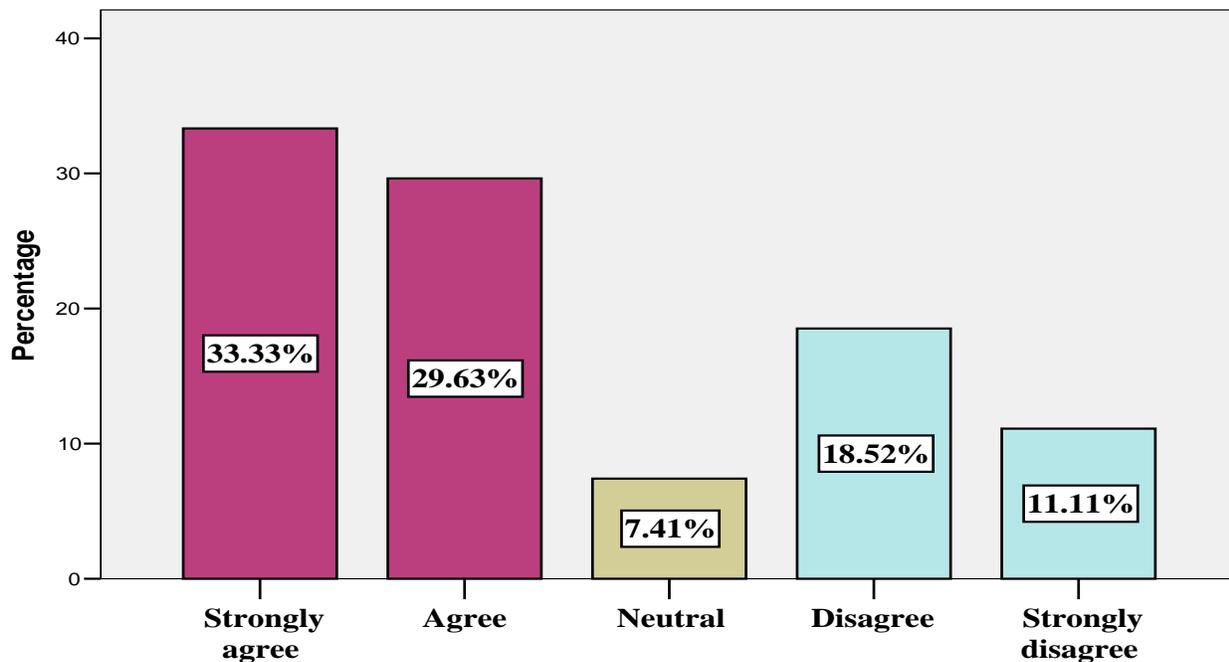
From the interview session with the learners, majority believed that computers provide a lot of information and learning ideas that can help them improve their numeracy skills and they had this to say:

“Using computers would enable us easily grasp numerous counting skills that can help us when carrying out business without being cheated since many of us haven’t attained higher educational and business related courses. When I learn how to use the computer, we shall get actual figures” (Respondents).

4.5.1 The Use of the Internet in Improving Adult Numeracy Skills.

Most of the instructors according to Figure 7 believed that, by using internet sources, adult numeracy skills would greatly improve. . The internet gives various new approaches and ideas from scholars on how to transact business hence improving people’s welfare.

Figure 7:- Instructors Use of the Internet in Improving Numeracy Skills.



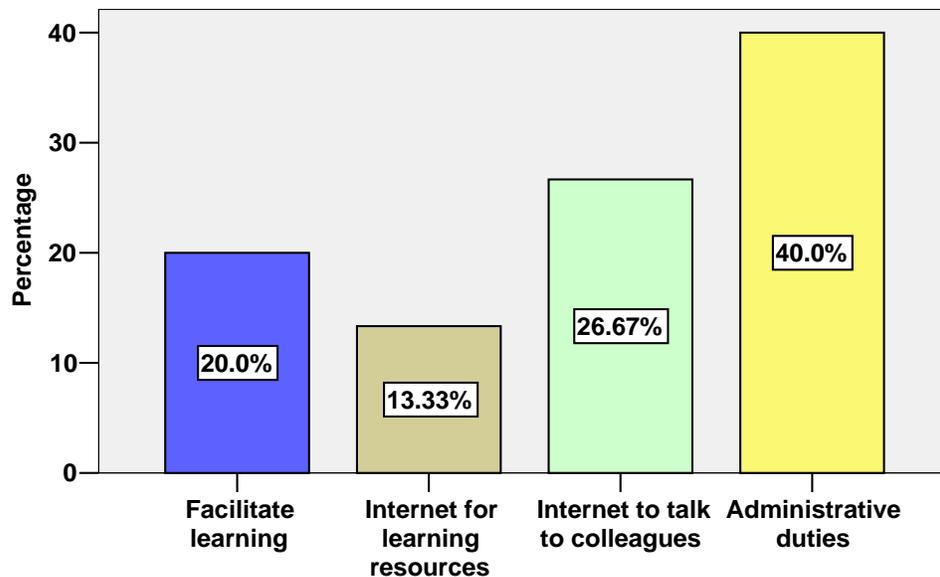
However, internet facilitates were never used by the learners. During the interview with the learners, out of the 45 learners, 15 actually never believed that even internet sources

could be of help during teaching and learning hence improving adult numeracy. Internet facilitates in the FAL programmes are more available and accessible to the supervisors for mainly administrative reasons and not for FAL learning purposes.

4.5 Research Question Four: Competence in Use of Instructional Media in FAL Programmes.

For Instructional media to be effectively and efficiently used, the users should have basic knowledge and skills in using its resources. Findings in Figure 8 below show the respondents' competence in the use of computers and what they use the computers for.

Figure 8:- What Supervisors Use Computers for in FAL.

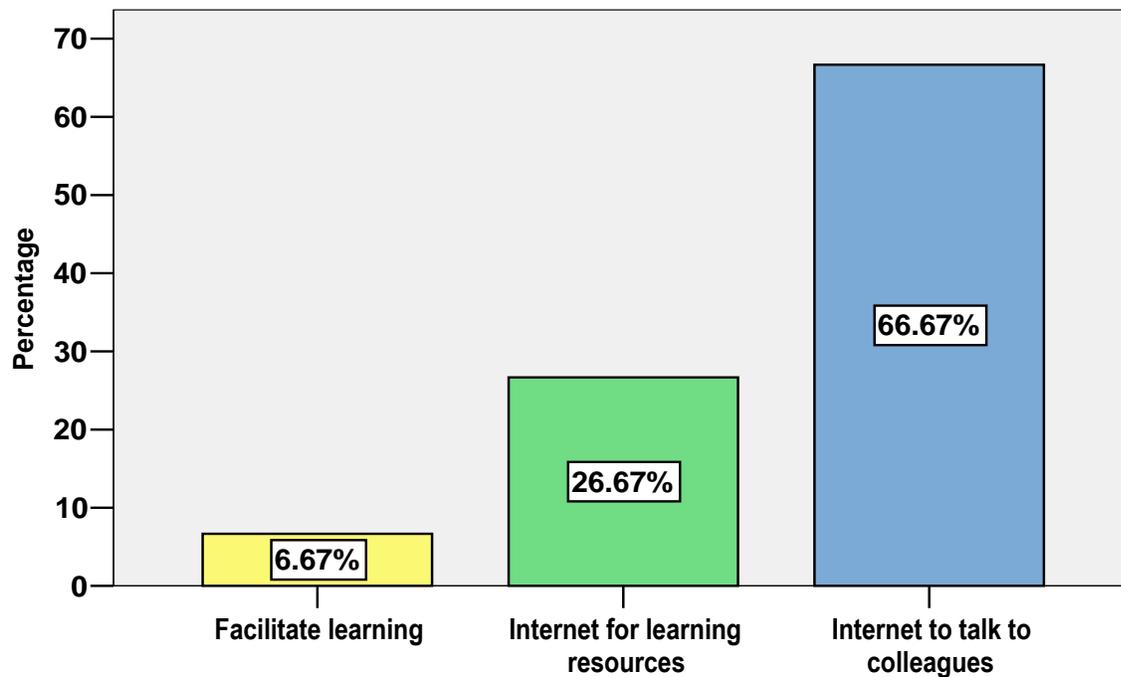


Majority (40%) of the supervisors in the FAL programme use computers mainly for administrative purposes (as earlier mentioned) in designing, monitoring, reporting and evaluating of the programme activities. Rarely do supervisors use computers to facilitate FAL learning and acquiring of relevant information.

4.6.1. Competence of the Instructors in the Use of Instructional Media Resources.

Findings in Figure 9 show that, the instructors with knowledge and skills in using computers and internet services use it to chat and communicate with friends other than learning. Very few of the instructors use it for purposes of facilitating learning. This is because many of them are not in position of programming and generating learning activities for the learners.

Figure 9: What Instructors Use Computers for in the FAL.



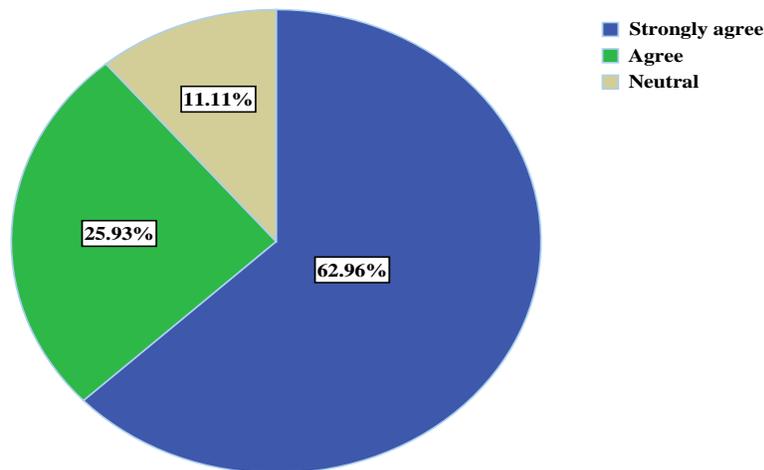
From the interview that was conducted with the learners, 32 out of 45 showed lack of skills and knowledge in using Instructional media such as computers, internet and radios for purposes of learning. Yet many noted that such new technologies of delivering learning programmes could greatly help learners overcome challenges of time, distance and location hence being able to use their tools to develop their own learning experiences and content.

4.6.2. Need for Training in Using Instructional Media Resources.

Findings in Figure 10 reveal that most of the instructors need more training and skills in using Instructional media resources especially computers, internet for downloading and facilitating FAL learning programmes information. The instructors are quoted to have said that,

“Integrating technologies like text books, computers and audio materials is recognized as an essential component for planning, designing and evaluation of the FAL programmes. A mixture of instructional materials helps learners’ change over time since the world is also changing”.

Figure 10:- Instructor’s Perception on the Need for Training in Instructional Media Use.



In relation to the interview conducted, almost all the learners confessed that, they needed training in using multimedia materials such as computers, internet and radios to facilitate teaching and learning.

4.7. Challenges Facing FAL Programmes in Wakiso District When Using Instructional Media

The key informants (learners, instructors and supervisors) emphasized that the greatest challenge in the use of Instructional media in FAL classes was the limited financial resources. The District has not been effective in the provision of FAL instructional materials. This has led to inadequate instructional materials, inadequate knowledge and skills on how to use some of the modern instructional materials such as computers and internet. Most of the FAL groups lack training centers or classes to study from and there are poor and inadequate facilitation especially regarding transport for instructors and supervisors. Regarding the limited resources, the key informant the DCDC Wakiso had this to say;

“Currently, the FAL programmes lack sufficient funding to carry out the necessary sensitization for local leadership throughout the sub county. And since the programme is on a voluntary basis, it meets lots of challenges like, people are too shy to enroll for the programme especially men”.

This justifies why the FAL programmes were sometimes weakened with low enrollment of the men and youth, who are not so much involved in the programme. In relation to financial problems, the Adult literacy programmes (ALP) are always affected by the agricultural seasons. During the planting, weeding and harvesting seasons, classes do not meet and this worsens the instructor’s attendance since it’s a voluntary kind of work yet one of the major reasons of introducing FAL programmes in Wakiso District was to equip and empower adults with the required knowledge, literacy skills and information to participate in functional developmental activities and improve their lives. However, there are areas that need to be ‘rightly shaped’ so as to ensure effectiveness and efficiency in the provision of these services in the community. For instance:

- The limited supply of instructional materials for instructors and learners to use during instruction.
- Curriculum resources suitable for adult learners to read and understand in their different languages after recognizing that in Uganda there are currently over 35 different dialects. (over 50 dialects)
- The diverse age levels where some learners feel they are too old to participate in FAL programmes.
- Competence classes' may have a diverse group of adult learners, some never stepped in school, and others dropped out along the way at different levels. The important question is, how could the diverse needs of learners be brought to the same footing?
- Low participation of community service organizations in the FAL programme. (All stake holders e.g. government, development partners like NGOs and the community at large and Wakiso District). If some of these challenges could be overcome, adult learning programmes in Wakiso would highly attain the desired goals.

4.8 SUMMARY

A survey report by FAL in April 2006 acknowledged that the FAL programmes contributed to the reduction in adult illiteracy rate by 6% within a period of 2 years i.e. from 37% in 1999/2000 to 31% in 2002/2003 FAL Newsletter (2006). However findings of this study show that more can still be achieved especially when the use of Instructional media is emphasized and integrated in the teaching and learning in the FAL programmes by the supervisors, instructors and learners. This may suit and meet each learner's capability and interest by focusing more on the process of instruction and less on the curriculum content being taught.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0. Introduction

This chapter presents the opinions from FAL programmes in Wakiso District, Nsangi and Makindye Sub-County as presented in chapter four. The discussions present the meaning and implications of the respondents' views as per the research questions and observed situations in the two sub-counties. First the demographic background information of the respondents followed by the four main research questions are outlined below:

- (i) What Instructional media are available in the FAL programmes of Wakiso District?
- (ii) How has Instructional media been used in promoting adult literacy skills in the FAL programmes in Wakiso District?
- (iii) How has Instructional media been used in promoting adult numeracy skills in the FAL programmes in Wakiso District?
- (iv) How competent are the FAL instructors and learners in using Instructional media in FAL programmes in Wakiso District?

5.1 The Demographic Background Information of the Respondents.

According to the study findings in chapter four show the level of education of the FAL learners as a determining factor for one's interest and enrollment in FAL programmes. It was rare to find learners in the FAL programme who completed with a degree, diploma or with a secondary school certificate. Majority were primary seven dropouts and below while others never completed secondary school education. Therefore, many enrolled in the FAL programmes to attain FAL and numeracy skills for self-sustainable living. Those few learners, who enrolled for the programme with a secondary school certificate and

above, wanted to attain functional adult skills using Instructional media to support knowledge integration and lifelong learning. Alberta (1995) argues that , sources of employment in the province are rapidly changing due to increased mechanization calling for the need to diversify to 'value-added' secondary industry e.g. furniture, paper and the growth of new industries and services not directly dependent on the primary resource industries, such as communications, information technology, financial services and international trading. Therefore, there is need for all people (youth & Adults) to consider FAL programmes as part of their living.

This study also critically analysed gender issues and FAL participation as an important factor. It is interesting to note about this study that, majority of the FAL learners and instructors were females and very few of the males engaged in the programme. From an interview with them, many gave the excuse of lack of time and the other domestic responsibilities attached to them. This is evident in Kamiat, (2006) who noted that, almost 75 % of the FAL communities in the districts were made up of women. Most of the men in the FAL programme worked as supervisors (DCDO, DCO and Local council leaders) since many had attained a higher level of education compared to the instructors and learners. Although this situation can be appreciated to such an extent, much is left to be desired about the response expressed by men and the youth who missed out the chance to access formal education at an early stage. All adults need the basic competencies in life skills such as communication, consumer economics, community resources, health, employment, government and law.

5.2. Research Question One: Instructional media available in FAL Programmes in Wakiso District.

Instructional media was fairly available and used during teaching and learning in the FAL programmes of Makindye and Nsangi Sub-Counties in Wakiso District. The resources that were more available included the non projected media (primers, text books, manilas and charts). Very few of the projected media (audio, visual, computers and internet resources) were available. However, the study reviewed a tendency of using text books and manilas more often in the FAL programme. This is because manilas were affordable by the FAL learners and other funding bodies, but at times, they were not enough and not delivered on time. The learners and the CDO called upon the sub-counties and town councils to help boost FAL programmes by providing them with the necessary materials on time. This would enable the smooth running of the programme.

Some participants argued that, simple user-friendly and widely-available technologies make it possible to concentrate on the delivery of learning opportunities. Others insisted that the new Instructional media must be integrated into learning because they could elevate the marginalization of the poorest, most isolated or overburdened members of society. Instructional media could solve issues of time especially during the planting seasons where some learners (farmers) may not be able to attend class, the long distances, and location of the classes. This could enable them use Instructional media tools to develop their own content. These technologies also support the development, adaptation and use of culturally sensitive and linguistically accessible content. Most of the respondents from the two sub-counties emphasized that, development of new Instructional media brings with it hope for greater availability and accessibility to learning opportunities for both men and women.

5.2.1. The provision of Instructional media in FAL programmes in Wakiso District

It's the responsibility of the FAL proprietors and policy makers i.e. the MGLSD, and Wakiso District to provide Instructional media resources to the FAL programme. Surprisingly, very little has been provided by the MGLSD and more contributions come from the FAL learners and Wakiso District. With the little earnings from the learners, they have been able to purchase instructional materials to facilitate their teaching and learning programmes. Some of the instructional materials they are able to buy include manilas and text books.

Despite the fact that these resources are provided by the MGLSD and the District , they are not enough and never delivered on time. The learners and the CDO called upon the Sub county and town councils to boost FAL classes by providing them with the necessary instructional media resources. This may enable the smooth running of the programme.

5.3. Research Question Two: Use of Instructional media to Improve Adult Literacy.

Based on the findings in chapter four, Instructional media especially computers and internet resources should be part of FAL programmes during instruction. This is very vital and should not be hindered or omitted from adult literacy curricula. Bardzell (2002) emphasized accessibility as a major feature of Instructional media. FAL learners and instructors in the two sub-counties of Wakiso District should be able to access and use learning materials if any positive results are to be realized from the FAL programmes. Most of the traditional Instructional media resources, as earlier mentioned, were the most commonly used media to facilitate FAL learning. However, modern Instructional media

(computers, internet and radios) were more used by FAL supervisors for administrative purposes than teaching and learning. However the use of Instructional media during FAL learning would improve adult literacy skills in reading and writing if efficiently used. Hacker (2000) noted that, for adult literacy learning to improve, Instructional media resources for adult learners should do the following:

- Provide multiple ways for the users to access and work with information by focusing on contextual learning.
- Provide multiple methods to navigate within the learning materials.
- Encourage learners to formulate, test and refine explicit hypotheses as well.
- Engaging learners in self-reflection and providing a way for learners to track their progress.

The access and use of Instructional media in FAL programmes may provide graphic and auditory alternatives for text and has a simple and consistent design for learning. This is becoming increasingly important especially in the world of web design and internet use for instructional information.

5.4 Research Question Three: Use of Instructional media in Improving Adult Numeracy.

The overall goal of the FAL programme according to (Nteyereize, 2006) is to impart literacy and numeric skills in the poor people , youth and adults especially women, persons with disabilities and the elderly in the community. This would probably effectively help them to participate in the economic, socio-cultural, political transformation and modernization of Uganda so as to reduce poverty. This goal can best be attained through the use of Instructional media during teaching and learning

programmes. Computers and the internet are some of the Instructional media or e-learning resources that FAL programmes in Wakiso District desired to apply in their FAL teaching and learning programmes. The findings showed that very few computers were being used in the two sub- counties of Wakiso District. It was only the supervisors with access to them when monitoring, giving reports and evaluating the program. yet most of the learners who enrolled for the programme were more interested in acquiring computer knowledge and skills. One respondent was quoted saying;

“We came hoping to attain computer skills because the world is changing to technology. People today use computers all round when doing business. I think if we also get those skills, we can improve our well being, but we have not seen any.....”(respondent).

Internet teaching and learning according to Hillinger (2001) could be applied in many contexts with learners of all ages. He noted that, internet services can be used most often as a reference source of information for learning. In fact, one might liken much of the internet to a huge and changing encyclopedia. It is used in most classrooms much like encyclopedias are used. This calls for the FAL programme facilitators to integrate Instructional media learning and training to the literacy and numeracy programmes. The moment modern instructional e-learning materials are emphasized and provided to the learners in the FAL classes, the number of adult learners will probably increase.

Hillinger (2001) explains that the ability to access information and people (teachers) via the WWW may also provide increased independence for learners in isolated areas or with special needs that prevent them from attending traditional classes. Hence FAL programmes need to work on the internet facilitates because it helps learners and instructors to generate a lot of information, either for pedagogic or other purposes. The

design of the material on the internet takes a general design format, and this may not be suitable for learning at times. However, most of the learners in the FAL programmes would find the internet a vital aspect for extra learning of literacy and numeracy content. It's worth noting that, the challenges of using the internet are also one of the strengths of the medium. Therefore it's upon the decision of the user to pick only information relevant to them.

5.5. Research Question Four: Competence in the use of Instructional media in FAL Programmes.

The development of modern technology today has inspired FAL learners and instructors with the desire to engage in the use of Instructional media materials during teaching and learning. This calls for the necessary knowledge and skills in the use of technology during instruction. Computer skills and the use of e-learning materials greatly influence and motivate learning. Findings in chapter four showed that, most of the FAL instructors and learners were computer illiterate due to inadequate supply of computers. However, there were a few computers in the FAL programmes that were being used by the supervisors. This has affected the teaching and learning practices in the FAL classes especially at a time when e-learning is increasingly developing. However, a few of the FAL instructors, who were computer literate, were more comfortable using Instructional media during instruction if given the opportunity and availed with the necessary equipment. The CDO of Makindye Sub-County FAL programme called for the need for multi-skilled instructors to comprehensively handle the adult learners. This would motivate and inspire the learners to attain and use the desired multi skills.

Jonassen (2001) emphasized the need for skills for one to be able to use adult information, soft and hardware appropriately. Most FAL supervisors and few of the

instructors had adequate skills whereas the learners lacked the skill of using internet services that would help them transform many activities including teaching and learning. Alessi and Troollip (2002) precisely stated that, learning from the internet conforms to the constructivist approach to instruction which states that learning occurs in collaboration with others and in the social world of the learners. The design challenge becomes one of creating learning modules and curricula that require the learner to mediate and construct meaning with the help of others.

Since media are a central part of our cultural experience from childhood to the grave, Carroll and Carney (2005), recommended training in media literacy to begin early in life and continue into adulthood as new technologies and technical innovations are constantly creating new media. Among the goals of FAL programmes, media literacy should be one of the elementary developments. This involves the skills of critically reading images , interpreting sounds, and seeing how media texts produce meaning in a multiplicity of ways. Therefore, skills are an important part of intercultural education because many people's conceptions of gender, sexuality, race, ethnicity, and class should be constituted by the media.

5.6. Conclusion

This study was carried out to find out Instructional media used and available in the FAL learning programmes of Wakiso District. According to the findings of the study, FAL programmes used most of the traditional instructional material i.e. chalk, primer text book, manilas and blackboards. Few of the modern Instructional media, such as, computers, internet, video and radios were used. However, the learning context would be technologically rich if learners would have access not only to a wide range of media, but also to a wide range of sources of information. Instructional media through the integration

of high quality graphics, audio, video, text, and more powerful editing and authoring software, will provide a major enhancement of electronic-based-learning.

5.7. Recommendations

Instructional media being something that combines the capabilities of technologies that used to be separate i.e. text, graphics, sounds, still or motion pictures in a smooth way to present training or information according to (Browell, 1996), many more have merged such as print, telecommunications, video, broadcasting, and computers resulting into what we now call multimedia. This study suggests that Instructional media enriches the learning experience and motivates learners. It has the capability, given its combined features, to support the learning process very well. But this is only possible if the learners are able to control the learning process for themselves rather than being actually driven by the programme and technology. It is important, therefore, to take into account the design of materials so that the benefits can be maximized.

Although FAL programmes are faced with a number of challenges in the process of using multimedia, it is recommended that the district Local Governments and other stakeholders adopt some of the following measures:

- Introduce a fixed fee per person who enrolls for the FAL programme. This could be adopted especially where the technology used doesn't involve daily operational costs. This fee paid would help in facilitating the instructors transport allowance and purchase some of the instructional materials that seem limited in the FAL classes.
- The district could also adopt a method of revolving funds, where an initial maintenance fund is established through a fundraising, donation or community

contribution. The district could put up an effective management and control system through which such funds can be loaned out to the community members at an affordable interest rate to encourage people use these funds. The interest or part of the fund could then be used to meet some of the financial requirements of the FAL programmes.

- The District Local Governments should ensure community education seminars, workshops and other gatherings that could sensitise people on the need for and benefit of proper management and contributing instructional materials towards the FAL instructional programmes. This can be done in conjunction with NGOs whose activities are related to FAL. This will boost community level participation of devising a mechanism with the immediate stakeholders such as women to contribute to their development.
- With the help of Instructional media, this would transform the way people learn by enabling them to learn and work together and to access, share, and generate information without regard to geography.
- Adult learners will be able to access, at their convenience, the information they need to learn new skills or improve current skills. People in remote areas will have access to the best learning resources available.

The Clinton Administration 1993 agenda for action for the National Information Infrastructure (NII), noted that, although technology alone cannot fix what is wrong with America's education and training system, the NII can help provide tools to meet these needs by linking together a range of institutions and resources from schools, hospitals, and businesses to libraries, laboratories, and government agencies. That will allow learners of all ages to interact with each other and with teachers, mentors, advisers, and experts.

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APPENDIX A: AN INTERVIEW GUIDE: (FOCUS GROUP DISCUSSION) TO THE FAL LEARNERS IN WAKISO DISTRICT ON THE USE OF INSTRUCTIONAL MEDIA IN LEARNING.

1. What do you learn in the FAL programme.?
2. What prompted you to undertake Adult literacy and numeracy studies?
3. What Instructional media are available in the FAL programmes?
4. What challenges have you encountered during the teaching and learning process in the FAL classes?
5. Have you been able to manage studying and at the same time having other family and work responsibilities? If so how?
6. To whom do you attribute some of the challenges faced in the programme?
7. What could be the possible solution to overcome some of these challenges in order to make learning interesting in the FAL programmes of Wakiso District?

Thank you

APPENDIX B: QUESTIONNAIRE FOR INSTRUCTORS AND SUPERVISORS
OF FAL PROGRAMMES IN WASIKO DISTRICT

PART A: BACK GROUND INFORMATION.

Please place a tick against any option in the boxes corresponding to the question where possible.

NO	QUESTION	CATEGORY
1.	What is your sex?	Male <input type="checkbox"/> Female <input type="checkbox"/>
2.	What is your age range?	Less than 19 years <input type="checkbox"/> 20 – 39 years. <input type="checkbox"/> 40 – 59 years. <input type="checkbox"/>
3.	What is the level of your education?	Primary certificate <input type="checkbox"/> Secondary certificate <input type="checkbox"/> School dropout <input type="checkbox"/> Diploma <input type="checkbox"/> Dgree. <input type="checkbox"/> Others (Specify) <input type="checkbox"/>
4	What is your Rank in Wakiso District?	D.C.D.O <input type="checkbox"/> C.D.O <input type="checkbox"/> C.S.O <input type="checkbox"/> Local leader <input type="checkbox"/> Others (specify).....

PART B: AVAILABILITY OF INSTRUCTIONAL MEDIA IN FAL LEARNING PROGRAMMES.

Please answer the following sections by ticking the appropriate response:

Qn 5. The following Instructional media is available in the FAL learning programs?

- (a). Text books (b). Manila papers (c). Computers
(d). Radio (e). Internet

Qu.6. The following Instructional media resources are used during your FAL learning programs?

- (a). Text books (b). Manila papers (c). Computers
(d). Radio (e). Internet

Qu. 7. Who provides the Instructional media for learning?

- (a) My Self (b) The District (c) Group Effort
(d) The Government (e) NGO

PART C: COMPETENCE IN THE USE OF INSTRUCTIONAL MEDIA RESOURCES DURING LEARNING (Skills, interest and attitude)

Qu.8. What do you use computers for?

- (a) Facilitating learning
(b) Internet to search for learning resources.
(d) Chat with colleagues over the internet
(d) Administrative duties

Please answer the questions below by ticking the appropriate response based on:

SA=Strongly agree	A=Agree	N=Neutral	D=Disagree	SD=Strongly disagree
1	2	3	4	5

9	I need more training in the use of Instructional media when facilitating, teaching and learning.					
10.	With the use of Instructional media, am sure FAL outcomes will improve in the future.					
11	Am able to use the radio to acquire Adult learning programmes.					
12	Manila papers help us during learning for illustration.					

PART D:-THE USE OF INSTRUCTIONAL MEDIA IN ATTAINING LITERACY & NUMERACY SKILLS.

Qu.13. When the following Instructional media are used in FAL learning programmes, literacy and numeracy skills are best attained?

- (a). Text books (b). Manila papers (c). Computers
 (d). Radio (e). Internet

14. What are some of the challenges you meet in an attempt to use Instructional media technology during adult instruction programmes in Wakiso District?

.....

15. What do you attribute these challenges to?

.....
.....

16. What could be the possible solutions to the above challenges?

.....
.....

Thank you

APPENDIX C

LETTER OF AUTHORISATION TO DO RESEARCH