

To cite this article: Abdissa Gemechu Gobena (2024). LEADERS ROLE IN IMPLEMENTING INTEGRATED FUNCTIONAL ADULT EDUCATION IN GUTO GIDA WOREDA OF EAST WOLLEGA ZONE, OROMIA REGIONAL STATE, ETHIOPIA, International Journal of Education and Social Science Research (IJESSR) 7 (2): 37-71 Article No. 909, Sub Id 1108

LEADERS ROLE IN IMPLEMENTING INTEGRATED FUNCTIONAL ADULT EDUCATION IN GUTO GIDA WOREDA OF EAST WOLLEGA ZONE, OROMIA REGIONAL STATE, ETHIOPIA

Abdissa Gemechu Gobena

Nekemte College of Teachers Education

DOI: <https://doi.org/10.37500/IJESSR.2024.7205>

ABSTRACT

The objective of this research was to examine the leadership roles and challenges in implementing IFAE in Guto Gida Woreda. The study employed descriptive research type with concurrent mixed method design or triangulation Design. Data was collected concurrently and mixed during data interpretation. In order to select the 279 sampled respondents from the target population of 788 from woreda and 8 kebele leaders, adult education facilitators and adult education currently attending the program, stratified, systematic and purposive sampling techniques were employed. Data were collected from both primary sources and secondary sources. Quantitative data collected through questionnaires were analyzed by using descriptive statistics. The qualitative data collected through interview, FGD, and document review analyzed through thematic analysis. The reliability test is 0.89 which implies that the instruments for data collection are reliable and the response rate of the study is 97.13% which is adequate. The finding of the study revealed that there are limitations such as the absence of adult students' enrolment, irregular attending of the class, the program not based on adult students' interest, low program completion by the students; and existence of gaps in improving adults' basic literacy skill. Similarly, the findings indicated the existence of gaps in implementing leadership roles of creating a vision, decision making, strategically planning and monitoring and evaluating IFAE implementation performance. The study conclude that the current practice of IFAE implementation is poor; leaders in the study have limitations in discharging their leadership roles mainly due to challenges like financial, material and resource; human weak institutional cooperation and community awareness. Based on this, it is recommended to give proper attention; articulate clear vision, and plan strength stakeholder participation, communities create awareness and design strong monitoring and evaluation system in order to improve IFAE implementation in the woreda.

KEYWORDS: Integrated Functional Adult Education, leaders' roles, leaders' challenges, and Guto Gida Woreda.

INTRODUCTION

Education is the most powerful weapon for social change, economic development, poverty reduction and ensures good governance. Education also taken as an investment in our future, to the nation as a whole as well as to the individual. Education plays a central role in human resource development by supplying trained and educated man power that can be a base for the society development. (Sharama,1992).

Education is also something to the whole of life, contributing to the material, social and cultural improvement of each of individual from childhood to old age. Education can be providing for their citizens through three forms. These are formal education approach and the informal education and none formal education approach. The formal education approach is provided to the learners in institutions, which is chronologically graded designed by curriculum and hierarchically structured system. On the other hand, informal education does not correspond an organized systematic view of education. It is not structured in terms of learning objectives, learning times and typically and not leads to certification. Informal learning results from daily life activities related to work. ETP (1994).

The third approach is non-formal education. non-formal education an educational concept Progressing and getting wider acceptance as well as being applied in several developing countries. It can be an effective as formal education system and added benefit of meeting the basic learning needs of diverse type population. The program can be conducted outside of institution and its curriculum is flexible. Non-formal education program can include those who have missed school or dropout early, training in occupational skills and on job training given outside the formal system, agricultural extension and farmer training, adolescent and adult literacy program, youth activities with substantial education purposes (Tilahun 2012).

But for the purpose of this research the researcher considers the non-formal education for adults aged from 15-60 years which needs a serious attention during its implementations.

Moreover, adult illiteracy rates are high in much of Africa. Due to the inadequacy of resources and low leadership priority, basic adult literacy is very expensive (Nafukho, Amutabi & Otunga, 2015). Most countries find themselves in vicious cycles of poverty, and their priority is to meet their basic needs (food, shelter and clothing), rather than literacy. This is true of East African countries such as Kenya, Uganda and Tanzania, Rwanda, Burundi and Ethiopia. According to iiz/dvv international (2005) as cited by Teshoma (2015), many Sub-Saharan countries have high level of adult illiteracy rate but vary from country to country. Accordingly, the adult illiteracy rate in Namibia 22%, Nigeria 36%, Malawi 46%, Sudan 43%, Kenya 77%, Ethiopia 61%, Senegal 63% and Niger 84%.

Although institutions that offer adult education programs and its leadership have a need to improve their ability to operate effectively and establish public understanding and involvement, „the overall development of society requires urgent programs to equip adults with core competencies that can

enable them to perform in an uncertain and changing work environment". In Africa, as elsewhere, the government leaders are supposed to create opportunities for negotiation and sharing of resources friendly among all sectors including education (Nafukho, Amutabi & Otunga, 2015).

Ethiopian Government attaches high importance to the development of adult and non-formal education, especially to fight against the present high rate of illiteracy and to meet Millennium Development Goal (Anis, 2007). Nevertheless, according to Ministry of Education's Education Sector Development Program III (2005), Ethiopia has a high level of adult illiteracy with the adult literacy rate. In order to solve the problem, the education system has to respond to this by way of initiating and strengthening functional adult literacy programs as well as expanding and improving the Community Skills Training Centers that provide the basic skills to increase productivity in small scale agriculture and other economic sectors (Ministry of Education, 2005). However, adult education is low priority in Ethiopia. Within the education sector, adult education has the least political, financial, and institutional attention. Political commitments are for varied internal and external reasons (to adult education) at the lowest ebb (Sandhaas, 2009).

Based on the national adult education training, Oromia Regional Government also prepared integrated functional adult education regulation in 2018. The regional government believed that integrated functional adult education has a vital role in empowering community in order to increase productivity so as to bring socio-economic transfer through the region (Oromia Education Bureau, 2018). According to Oromia education bureau annual report in 2018, only 30.2% of the regional adult populations, who have to be in learning process, are attending integrated functional adult education (Oromia Education Bureau, 2018).

In context of Guto GidaWoreda, the issues of education sectors in general and integrated functional adult literacy particularly have not been studied. However, according to Guto Gida woreda Education office 2019 annual report from the total adult education a very few adult populations currently attending integrated functional adult education which indicates the existence of gaps in implementation of adult education whereby the researcher was interested on assessing leadership roles and challenges in implementation of integrated functional adult education in the study area.

STATEMENT OF THE PROBLEM

The high level of illiteracy in the adult population is a barrier to achieving development goals particularly that of achieving lower middle income economy status by 2025. Improving adult literacy rates also support other development goals such as children with literate parents staying in school. Each extra year of education for mothers is also associated with a significant decline in infant mortality and improved child health (Ministry of Education, 2015). The poverty reduction strategy has identified four priority sectors; education, agriculture and natural resource, road and the health sector. To implement the Poverty Reduction Strategy successfully, the economy will need substantial

additional skilled and trained human power at all levels, including those in informal education (Ministry of Education, 2005)

The long-standing problems associated with the Ethiopian education system were essentially limited and inequitable access, lack of quality and relevance, and continuous decline in quality and standard. Since the early years of its introduction and its further expansion after 1942 (1933 E.C), the education system had a limited objective. Thus, the number of schools and the ratio of students to the general population were extremely small. Moreover, as most of these schools were located in the main towns and cities, the rural population did not benefit from education system (Ministry of Education, 2002).

Integrated functional adult Education (IFAE) is one of the ways of literacy programs through which adults' education is directly linked with the livelihood of the society. The government addresses adult education in multi-sectorial approach. Various ministries or leaders need to put adult education as the center of their agenda. More specifically, the Ministries of Education, Agriculture and Health are among the ministries that are vigorously involving in adult education in Ethiopia in order to achieve the intended goal (Ministry of Education, 2008).

Even though, Ethiopia made significant progress in education, integrated functional adult education is not on the good track. According to the Central Statistics Authority (CSA), the adult national illiteracy rate is 46.21% (male 33.53% and female 57.80%) in which there are 21,047,152 (male 7,289,109 and female 13,758,043) illiterate adults in the country (CSA, 2016).

The above-mentioned figures show the existence problem on implementation of integrated functional adult education. As a result, the issue of adult illiteracy is yet the area which needs additional scientific research which necessitate the study conducted on the leadership roles in implementation of integrated functional adult education in order to come-up with the ability of solving the problem under the study.

On the other hand, though many studies have been conducted on the implementation of integrated functional adult education, none of them studied the issue from leadership perspective by focusing on leadership roles and challenges because leaders in education can inspire the whole system (Rose et al., 2015).

For instance, Beyene (2019), studied about Implementation of adult education in Hawasa city administration; and revealed shortage of budget and experts, poor management and training program, lack of incentives and awareness about adult learner are the major constraints that are affecting the implementation of adult education. But the study didn't mention about the role of leaders in implementing adult education.

Minalbat (2018) also studied the implementation of integrated functional adult literacy program in Metekel Zone of Mandura and Pawi Woredas; and publicized that the absence of budget, lack of awareness by the community, inconvenient location of IFAE centers and inconvenient time table, lack of incentives for facilitators, and shortage of pre-service training for facilitators, absence of commitment of facilitators, and lack of motivation of facilitators are obstacles to the implementation of the program.

Moreover, Yilfashewa and Yones (2014) studied about determinant of adult education program and revealed that relevance of the content, methods of teaching, learning outcome and adult education learners significantly affect the program. Similarly, this study didn't assess implementation of adult education from leadership perspective.

Moreover, the role of leadership in implementation of adult education has not been studied in Guto Gida Woreda of East Wollega Zone. Therefore, the above-mentioned research gaps and the researcher interest were necessitated the study on leadership roles in the implementation of adult education in Guto Gida Woreda.

From the abovementioned research gaps and discussion, the researcher conclude that this research is different from the research conducted by the other researchers that the former researcher deals with the problems of material, financial, human resource community awareness etc. But this research deals with the assessment of leader's role and challenges in implementing integrated Functional adult education.

The Research Question

1. How integrated functional adult education is being implemented in Guto Gida Woreda?
2. To what extent the leaders in the study area are carrying out their leadership roles in implementing integrated functional adult education?
3. What are the leadership challenges in implementing integrated functional adult education in Guto Gida Woreda?

2. RESEARCH DESIGN AND METHODOLOGY

This chapter present background information about the study area; and the research methods used in assessing leadership roles and challenges in implementing integrated functional adult education. The chapter also includes research type and approach; sample and sampling techniques; types and sources of data; and methods of data collection and analysis that employed in this study.

2.1. The study Area

Guto Gida is the district found in East Wollega zone. It is located at about 331 kilometers distance from Addis Ababa to the western direction possessing a total area of 901.75 km² or 90,174.8 hectares.

Currently, the District is divided in to 20 Peasant associations and 3 urban centers having the capital town named Nekemte (Guto Gida Planning and Economic Development Office, 2017).

2.2. Research Design

This study applied descriptive research types. The major purpose of descriptive research is to describe the state of affairs as it exists (Kothari, 2004). Thus, the study employed descriptive in order to describe the current status of integrated functional adult education and major leadership roles and challenges in implementing integrated functional adult education.

2.3. Research Approach

The researcher used mixed research approach, both qualitative and quantitative approach. Mixed research is an approach to inquiry that combines or associates both the qualitative and quantitative forms of research (Creswell, 2009). The rationale for using this approach was that the researcher wants to know the leadership roles and challenges in implementing integrated functional adult education in-depth. Moreover, the researcher collected data at the same time or concurrently; and gave equal weight for qualitative data that have been collected through interview; and quantitative data that have been collected via questionnaires. The researcher combined both approaches because more insight can be gained from the combination of both qualitative and quantitative research because they provide an expanded understanding of research problems (Creswell, 2009) and provides a richer data which gives a wide base to the findings of the study.

2.4. Sampling Design

2.4.1. Target Population

The target population of this research was the main responsible bodies that are expected to play vital roles on the problem under the study. These bodies were leaders and facilitators in governmental structure of Guto Gida woreda and have a direct mandate to implement integrated functional adult education; and the students upon whom the issue touch the ground. Because population is the entire group of people to which the researcher wants to generalize the study findings or the researcher may generalize the results back to the population from which the sample were chosen (Kothari, 2004). As a result, the populations of this study were 788 persons who are the main responsible and participants in IFAE.

2.5. Sample Size Determination

Sample size is selected depending on the type of research design being considered, the desired level of confidence in the result, the amount of accuracy wanted, and the characteristics of the population of interest .Therefore, in order to estimate the sample size, the researcher applied formula set by Yamane (1967:86) which is simplified formula to calculate sample sizes, by considering a 95% confidence level and $p =$ estimated characteristics of study population (0.5) and level of precision or accuracy= (0.05). That is: $n =$

1. $\frac{1}{1+773 \times 0.05 \times 2}$

Where, n is sample size, N is number of population and e is level of precision or accuracy. Accordingly, the sample size for quantitative data

$$n = \frac{773}{1 + 773 \times 0.05 \times 2} = 264 \text{ respondents}$$

In addition to this quantitative sample sizes, there are key informants of 7 leaders from integrated functional adult education board was purposively selected for interview and 8 experts from Guto Gida woreda education office were purposively selected for focal group discussion, (FDG), then the total sample size of this study would be 279 respondents.

2.6. Sampling Technique

The researcher employed both probability and non-probability sampling techniques in order to obtain more accurate information and enrich the findings of the study.

For qualitative data, the researcher used purposive sampling technique of non-probability method. The rationale for using purposive sampling technique was that this technique gives opportunities to select critical subjects of the study.

For quantitative data, the researcher employed probability sampling techniques because it allows representative sample. First, the researcher stratified targeted respondents into three strata: leaders, facilitators and student's strata by using stratified sampling techniques, because the population categories were not equal. Then after, by using systematic random sampling technique the proportional sample sizes 264 respondents were selected from each stratum according to their percentage from the total respondents, out of which 37 were from kebele and woreda leaders, 38 from facilitators and 189 respondents were selected from students who were attending the class.

2.7. Data Collection Tools

Data collection tools are instruments the researcher used to gather information to address critical research questions identified before. In this study, the researcher employed questionnaires and personal interview in order to gather reliable and adequate information. The quantitative and qualitative data was collected concurrently and mixed during data analyses and interpretations.

2.8. Methods of Data Analysis

The study employed both qualitative and quantitative techniques of data analysis. The qualitative data were analyzed qualitatively by coding, editing, categorizing, forming themes in order to describe data gathered from open ended questionnaires, interviews, focal group discussion (FDG), and document review. Accordingly, first the recorded data transcribed into words then develop categories and themes

on the basis of research questions and conceptual framework. Then the results were triangulated with the quantitative data to enable the researcher come up with appropriate conclusion and recommendation.

Quantitative raw data which have been collected through questionnaires were generated by using SPSS version 25 and quantitatively analyzed by using descriptive statistics such as frequencies, percentages, mean and standard deviation. All data sources triangulated during discussion and interpretation to ensure validity. Analyzed and interpreted data presented by using figures, tables and graphs. The findings, conclusions and recommendations have done based on the analysis and interpretation of the data.

2.9. Validity and Reliability of the Instrument

The validity of questionnaires which have been prepared by both languages and grammar errors was checked by senior experts of Guto Gida woreda Education office. The instruments were also checked by advisor of the researcher and experienced experts. The study utilized triangulation of qualitative and quantitative data to ensure validity of the study findings.

Reliability refers to the extent to which the data collection techniques or analysis procedures yields reliable finding. Thus, reliability of questionnaires was tested by using Cronbach's Alpha. Accordingly, reliability analysis was done and the findings are presented in the following table.

Table 2: Table of Reliability Statistics

No Items	for Data Collected from Students Leaders and Facilitators on three Objectives	
	<i>No of Items</i>	<i>Cronbach's Alpha</i>
1 Current performance of IF AE implementation	13	0.908
2 Leadership Roles in implementing of IF AE	13	0.773
3 Leadership Challenges in implementing of IF AE	10	0.993
Total	36	0.891

Source: Researcher Computation via SPSS, 2022

According to Tavakol and Dennick (2011), Cronbach's alpha score of more than 0.7 is usually acceptable. This implies that the instruments of this research were highly reliable for use in data collection.

3. RESULT AND DISCUSSION

3.1. Personal Information of the Respondents

Demographic characteristics of the respondents included in the study were the respondents' sex, age, level of education and job categories.

Regarding sex of respondent, out of the total 256 respondents covered by questionnaires, 164(64.1%) were male and 92 (35.9%) were female. This result shows that the numbers of male respondents are higher than females, especially in the case of adult students. From this, one can understand that the number of females in adult students, leaders and adult education facilitators are lower than their male counterparts in the study area. Regarding ages majority 80(44%) of the student respondents were in the age category of 40-49 years, followed by 78(42.9%) in 30-39 years, 18(9.9%) in 20-29 years and 6(2.7%) in 50 year and above age categories. This denotes majority of respondents were adult who may have enough experiences in implementation of integrated functional adult education.

Regarding the educational background of respondents, out of 182 actually accessed student attending IFAE, majority 99(54.5%) were second year student, 65(35.7%) were first year while 18(9.9%) were third year students. Similarly, from 74 leaders and facilitators included in this study, the majority 49(66.2%) of respondents were educated only up to diploma level while 25(33.8%) were bachelor degree holders. Also, the job positions of the respondents were identified in this study. Accordingly, 38(51.4%) of respondents were adult education facilitators, 22(29.7%) were kebele level leaders and 14(18.9%) were Guto Gida Woreda leaders. This denotes that the majority of respondents were facilitators of adult education who are directly participate in integrated functional adult education.

3.2. The Current Practice of Integrated Functional Adult Education

The first specific objective of the study was to examine the current performance of the implementation of integrated functional adult education in Guto Gida woreda administration. In order to examine the specific objective 13 questions were raised and the response of the respondents were analyzed the following table.

Table 3: Response Rate on the Current Performance of IFAE

S / N	Descriptive Statements	Student's Response (Frequency & Response percent)	Leaders & Facilitators'' (Frequency & Response & percent)
		SD D N A SA	SD D N A SA
1	Adult students enrolled to adult education program according to the woreda plan		
2	Adult students registered for adult education are attending the class regularly		
3	The adult education given to adult student based on them interests		
4	Students enrolled for IFAE complete the program		
5	The program improves adult students' basic literacy skills		
6	The program improves adult students' basic numeracy skills		
7	Adult education program improve adult participation in community Affairs		
8	IFAE increase the use of agricultural technologies		

Source: Researcher's survey, 2022

The result observed in table 3 indicates the analysis to which the adult education program improves students' basic numeracy skill. Accordingly, out of the 182 students, 67(36.8%) responded disagree, 57 (31.3%) replied strongly disagree, 24(13.2%) neither opposed nor concurred, 23(12.6%) replied agree and 11(6%) strongly agree on the above-mentioned statement. On the similar question, 32(43.3%), 25(33.8%), 10(13.5%), 4(5.4%) and 3(4.1%) of leaders and adult education facilitators responded strongly disagree, disagree, neutral, agree and strongly agree, respectively from biggest to lowest response rate. The findings of the study shows that majority respondents addressed by this study (68.1% of students and 77.1% of leaders and facilitators) have opposed the idea. Therefore, from aforementioned findings one can understand that IFAE program is not given in the way that improves adult students' basic numerical competence or mathematical ability in the study area.

From study findings in table 3, one can observe that this study analyze the extent to which adult education program improve adults' participation in community affairs. In view of that, out of the 182students, 60(33%), 57(31.2%), 29(15.9%), 29(15.9%) and 7(3.8%) responded disagree, strongly disagree, neutral, agree and strongly agree, respectively from maximum to minimum response rate. Equally, from 74 different level leaders and adult education facilitators, 37(50%) replied disagree, 24(32.4%) were strongly disagree, 8(10.8%) were neutral, 3(4.1%) were strongly agree and 2(2.7%) were strongly agree with the statement which says "adult education program improve adults' participation in community affairs." Based on the above finding of the study, one can say that adult education program in the study area does not give in the way that it improves the adult students' participation in community affairs.

Table 4: Response Rate on Agriculture, Health and Environmental Related Performance

S / N	Descriptive Statements	Student's	Response	Leaders & Facilitators'
		(Frequency & percent)		Response (Frequency & percent)
SD D N A SA SD D N A SA				
1	IFAE improve the agricultural productivity			
2	The program improve sanitation or hygiene of adults			

3 The program improves learners' understanding of their right and responsibility with the society

4 The program improves adults environmental protection practices

5 The program enables adults in improving standards of living

Source: Researcher's survey, 2022

Integrated functional adult education expected to increase the use of agricultural technologies. Concerning this, as indicated in table 4, majority of students (67(36.8%)) disagreed with the idea, followed by 63(34.6%) who strongly disagreed, 30(16.5%) neither opposed nor concurred, 20(11%) agreed and 2(1.1%) strongly agreed. This shows that a significant majority of students (71.4%) were believed that IFAE program is not help adults to increase the use of agricultural technologies. On the same way, out of 74 leaders and facilitators, 30(40.5%) answered strongly disagree, 29(39.2%) replied disagree, 10(13.5%) kept neutral 3(4.1%) replied agree and 2(2.7%) responded strongly agree. Similarly, higher proportion of leaders and facilitators (79.7%) were opposed the idea. So, from the analyzed data, one can recognize that IFAE program is not given at the level that it helps adult students to increase the use of agricultural technologies in the study area.

Connecting with the above-mentioned point, the role of IFAE in improving agricultural productivity is analyzed in this study. This is because as per Ethiopian Ministry of Education (2005) the education system has to initiate and strength functional adult literacy programs as well as expand and improve the Community Skills Training Centers that provide the basic skills to increase productivity in small scale agriculture and other economic sectors. According to the study result in table 4.4, from addressed 182 adult students, respectively from highest to lowest, 73(40.1%), 50(27.5%), 33(18.1%), 18(.9%) and 8(4.5%) were responded disagree, strongly disagree, neutral, agree and strongly agree on the idea which says "IFAE improve the agricultural productivity". On the same question, from 74 leaders and facilitators reacted on the study questionnaires, 32(43.2%) answered disagree, 27(36.5%) replied strongly disagree, 9(12.2%) not decided, 4(5.4%) reacted agree while 2(2.7%) responded strongly agree. The above result shows that majority of respondents (67.6% of adult students and 79.7% of leaders and IFAE facilitators) have opposed (strongly disagree and disagree) the statement. Therefore, from aforementioned findings, one can understand that integrated functional adult education program

is not given in the way that improves adults' agricultural productivities in Guto Gida Woreda administration.

As per Nafukho, Amutabi & Otunga (2015), the focus in adult education is on the benefits of disease prevention; basic hygiene; diet improvement; family life education; environmental education; maternal and child care; and the most current health concern. As it can be observed from table 4, the contribution of adult education program in improving adults' sanitation or hygiene situations assessed in this study. Consequently, out of 182 adult students, 62(34.1%) responded disagree followed by 60(33%) strongly disagree, 26(14.3%) neutral, 24(13.2%) agree and 10(5.5%) strongly agree. Similarly, from 74 leaders and adult education program facilitators who are visited by questionnaires, 34(45.9%) responded disagree, 24(32.4%) replied strongly disagree, 7(9.5%) answered agree, 6(8.1%) said neutral and 3(4.1%) answered strongly agree. From both types of respondents, a significant majority (67.1% of students and 78.3% of leaders and facilitators) were opposed on the idea, which means that currently the way in which IFAE implemented in the study area is not improving adults' sanitation or hygiene conditions.

Regarding the role of IFAE program in improving learners' understanding of their right and responsibility with the society, as clearly indicated in table 4.4, from 182 adult students who are attending the program and incorporated in this study, respectively from highest to lowest, 62(34.1%), 60(33%), 30(16.5%), 21(11.5%) and 9(4.9%) responded strongly disagree, disagree, neutral, agree and strongly agree on the statement which say "the program improves learners' understanding of their right and responsibility with the society". Correspondingly, from 74 addressed leaders and facilitators, 29(39.2%) responded strongly disagree, 27(36.5%) replied disagree, 12(16.2%) were neither opposed nor concurred, 5(6.8%) agreed and 1(1.4%) responded strongly agree with the idea mentioned above. The findings from both types of respondents show that higher proportion of respondents (67.1% of adult students and 75.7% of leaders and IFAE program facilitators) has opposed the above stated idea. Therefore, the analyzed data one can deduce that IFAE program is not given in the way that improves learners' understanding of their right and responsibility with the society in the study area.

One of the focus areas of Integrated functional adult education is environmental education thereby the adults expected participate in environmental protection practices in his/her respective areas (Nafukho, Amutabi & Otunga, 2015). In view of this, as it can be observed in table 4.4, majority of adult students (69 or 37.9%) responded strongly disagree, followed by 67(36.8%) replied disagree, 17(9.3%) neither opposed nor concurred, 15(8.2%) answered agree and 14(7.7%) responded strongly agree on the statement which says "the program improve adults' environmental protection practices". On the same question, out of 74 leaders and the IFAE facilitators who are addressed by study questionnaires, 38(51.4%), 19(25.7%), 10(13.5%), 6(8.1%) and 1(1.4%) responded disagree, strongly disagree, neutral, agree and strongly agree, respectively. The analyzed data shows that, in both types of respondents, significant percentage of respondents (74.7% adult students and 77.1% of leaders and facilitators reacted on the study) have opposed the idea. Thus, from this result one can conclude that

IFAE program is not in the position to improve adults’ environmental protection practices in Guto Gida Woreda administration.

Integrated functional adult literacy is one of the ways of literacy programs through which adults’ education is directly linked with the livelihood of the society (Ministry of Education, 2008). Hence, in this study, the IFAE programs’ role in improving the living standard of adults was assessed. Accordingly, from 182 adult students who are attending IFAE and incorporated in this study, 67(36.8%) disagreed, 58(31.9%) strongly disagreed, 22(12.1%) agreed, 17(9.3%) neither opposed nor concurred while 9(4.9%) strongly agreed that the program enables adults in improving standards of living. Correspondingly, out of 74 leaders and facilitators 32(43.2%) responded strongly disagree, 25(33.8%) replied disagree, 13(17.6%) answered neutral, 3(4.1%) said agree and 1(1.4%) answered strongly agree. In both types of respondents, higher proportion of respondents (68.7% of students and 77.3% of leaders and facilitators) opposed the idea. From these results, one can understand that adult education program is not at the level of improving the living standard of adults in the study area. From the above FDG and key informant interview and document review the researcher conclude that there is more than 44% of illiterate adults in the woreda. Therefore, the adult education program in Guto Gida Woreda lacks integration of tangible practices which is only basic education which was conducted by education office and primary schools accordingly.

Table 5: Total Mean and Std. Deviation of the first Objective of the Study (Current Performance of IFAE in the Study Area)

Statistics					
Current Performance					
<i>For Data Collected from Students</i>			<i>for Data Collected from Leaders and Facilitators</i>		
N	Valid	182	N	Valid	74
	Missing	0		Missing	0
Mean		2.156	Mean		1.991
Std. Deviation		0.7738	Std. Deviation		0.5741

Source: Researcher Computation via SPSS, 2022

Regarding the current performance in implementation of integrated functional adult education, as indicated in table 5, analyzed data produced a cumulative mean score of 2.15 and a standard deviation of 0.77 for data collected from adult students who are attending the class; and a mean score of 1.99 and standard deviation 0.57 for data obtained from leaders and adult education programs’ facilitators. These show that the majority of respondents didn’t agrees on the ideas.

Therefore, the findings of data collecting from both qualitative and quantitative sources, in the study area adult students are not enrolled as planned, not all registered students regularly attend the class, not all student complete the program, the program is not in the position to improve adults’ literacy skills, numeracy skills, participation in community, use of agricultural technologies, agricultural productivity, hygiene condition, understanding of their rights and responsibility, environmental protection and improve living standards. As a result, from the above-mentioned data analysis, one can possibly say that the current performance in implementation of IFAE is poor in Guto Gida Woreda administration. This is aligned with the finding of Nafukho, Amutabi and Otunga, (2015) which revealed that due to the inadequacy of resources and low leadership priority, adult illiteracy rates are high in much of Africa thereby most countries find themselves in vicious cycles of poverty, and their priority is to meet their basic needs such as food, shelter and clothing.

3.3. The Extent to which Leaders Carryout their Roles in Implementing Integrated Functional Adult Education

3.3.1. Leaders’ Role of Envisioning the Future on IFAE

Table 6: Leaders Role of Envisioning the Future in Implementing IFAE

S. N	Descriptive Statements Leaders and Facilitators Response (Frequency and Percent)				
		SD	D SA	N	A
1	Leaders have a clearly articulated vision on implementing IFAE.	26(35.1)	31(40.5)	9(12.2)	6(8.1) 3(4.1)
2	Leaders clearly communicate IFAE vision to their followers	33(44.6)	28(37.8)	5(6.8)	2(2.7) 6(8.1)
3	Leaders are fully committed to implement them vision on integrated functional adult education	29(39.2)	33(44.6)	5(6.8)	4(5.4) 3(4.1)

Source: Researcher’s survey, 2022

The principal mechanism for implementing desired values and purposes is the vision. The leader’s role of envisioning the future includes articulating plan, articulating measurement and communicating the vision (Lemma, 2012). However, as indicated in table 6 above, regarding the role of leaders in

articulating clear vision in implementing IFAE, majorities leaders and facilitators 30(40.5%) responded disagree followed by 26(35.1%) strongly disagree, 9 (12.2%) neutral, 6(8.1%) agree and 3(4.1%) strongly agree response. As it can observed from this result relatively majority of leaders and facilitators visited by this study (75.6% summation of strongly disagree and disagree) were opposed the above idea. As a result, one can possibly to say that leaders in the study area have no clear vision on integrated functional adult education implementation.

According to Lemma (2012), leaders should be able to communicate the whole package of a vision and its implementation strategies to the concerned bodies through appropriate media at the right time with the right frequency. Regarding this, as stated in table 6, when 2(2.7%) responded agree and 6(8.1%) replied strongly agree responses, the majority 33(44.6%) of leaders and facilitators responded strongly disagree and 28(37.8) of them responded disagree on the idea which says “leaders in the woreda clearly communicate the vision of implementing integrated functional adult education to their followers”. This reveals that 82.2% (disagree plus strongly disagree) of leaders and facilitators respondents were opposed the idea. From this evidence, it is possible to understand that leaders in the study area rarely communicate IFAE vision to the concerned bodies, most likely the implementer of the vision in their respective areas or positions.

For the realization of every vision, it is obvious that leadership commitment is very crucial. Study result in table 6 also assessed the commitment of the study area leaders on realization of vision on IFAE. As far as the study result is concerned, out of 74 respondent leaders and facilitators, 33(44.6%) responded disagree, 29(39.2%) replied strongly disagree, 5(6.8%) answered neutral, 4(5.4%) replied agree and the remaining 3(4.1%) responded strongly agree on existence of leadership commitment on IFAE vision realization. As per the results of analyzed data, one can observe that significant proportion of respondents (83.2% of leaders and facilitators) were opposed existence of leadership commitment in implementing integrated functional adult education program. From these study findings, we can understand that in the study area leaders do not exhibit full leadership commitments on implementing integrating functional adult education.

3.3.2. Leaders Role of Strategically Planning About IFAE

Table 7: Leaders Role of Strategically Planning in Implementing IFAE

S.	Descriptive Statements Leaders and Facilitators Response				
	(Frequency and Percent)				
N	SD	D	N	A	SA
1	Leaders develop clear implementation				

strategies in order to realize IFAE vision. 25(33.8) 36(48.6) 8(10.8) 5(6.8) 0(0)

2 The implementation strategies of adult education created through common consensus in the study area 26(48.6) 29(39.2) 4(5.4) 5(6.8) 0(0)

Source: Researcher’s survey, 2022

Regarding to the respondents’ view on whether leaders in the study area do have develop clear implementation strategies in order to realize IFAE vision, as one can easily observe from finding result in table 7 above, from 74 respondents 36(48.6%), 25(33.8%), 8(10.8%) and 5(6.8%) responded disagree, strongly disagree, neutral and agree, respectively. This finding shows that significant number of respondents (82.4%) opposed the statement. As a result, one can understand that leaders in Guto Gida Woreda do not clearly developed clear implementation strategies in order to realize their vision on integrated functional adult education.

Moreover, the finding result in above table (table 7) also covers analysis that related to respondents’ perception the statement which says “the implementation strategies of adult education created through common consensus”. Thus, from 74 leaders and adult education program facilitators who were reacted on the question, 36(48.6%) were strongly disagreed, 29(39.2%) were disagreed, 4(5.4%) were neither concurred nor opposed while the remaining 5(6.8%) were agreed which indicates that higher percentage of respondents (87.8% the summation of strongly disagreed and disagree) were opposed existence of common consensus on adult education implementation strategies. From the analyzed data, we assume that adult education program implementation strategies are not created through common consensus in the study area.

3.3.3. Leaders Role Decision Making on IFAE

Table 8: Leaders Role of Decision Making in Implementing IFAE

S.	Descriptive Statements Leaders and Facilitators Response	(Frequency and Percent)				
		SD	D	N	A	SA
1	Leaders regularly make effective decisions on the way to solve IFAE problems in the Guto Gida woreda	28(37.8)	37(50)	6(8.1)	1(1.4)	2(2.7)
2	Leaders facilitate participation of concerning bodies decision makings	30(40.5)	34(45.9)	6(8.1)	3(4.1)	1(1.4)

regarding to adult education

Source: Researcher’s survey, 2022

The analysis indicated in table 8 covers the respondents’ view on the practice of regular decision-making role of leaders on adult education program implementation. Subsequently, out of 74 leaders and facilitators working on adult education program in the study area and addressed by the study questionnaires, 37(50%) replied disagree, 28(37.8%) responded strongly disagree, 6(8.1%) remained neutral, 2(2.7%) strongly agreed and the remaining 1(1.4%) responded agree on the presence of regular decision-making on IFAE implementation. From these results, significant majority of the leaders and program facilitators (87.8% of them) were opposed to the presence of regular decision making so as to solve IFAE implementation problems. As a result, it is possible to say that leaders in the study area are rarely exercised their decision-making role in order to solve in the implementation of integrated functional adult education program.

Correspondingly, the study result presented in table 8 denotes that 34(45.9%) of different level leaders and adult education program facilitators responded disagree to the idea which says “leaders facilitate participation of concerning bodies in decision makings regarding to adult education” followed by 30(40.5%) strongly disagreed, 6(8.1%) not decided, 3(4.1%) agreed and 1(1.4%) strongly agreed. Therefore, as clearly indicated in the results, majority of respondents (86.4%) were believed that in the study area leaders do not fully facilitate the participation concerning bodies in decision making on the issues relating to IFAE.

3.3.4. Leaders Role of Empowering Others in IFAE Implementation

Table 9: Leaders Role of Empowering Others in Implementing IFAE

S/N	Descriptive Statements	Leaders and Facilitators Response (Frequency and Percent)				
		SD	D	N	A	SA
1	Leaders empowers the performing capacity of offices working to implement IFAE	27(36.5)	40(54.1)	5(6.8)	2(2.7)	0(0)
2	Leaders always empower the performing capacity of workers working to implement adult education	36(48.6)	31(41.9)	4(5.4)	2(2.7)	1(1.4)

Source: Researcher’s survey, 2022

As per Matthew and Gilbert (2009), leadership is a process of enlightening people to take control over their work lives and assume personal responsibility for the organization's goals and work process by including the communities which will be affected by the decisions. As a result, teaching and coaching is a new conception of the leader's role in empowering the followers and society. Furthermore, for Lemma (2012), empowering refers to the leaders' responsibility to strengthening the performing capacity of their team intentionally and continuously. So, it is obvious that leaders expected to empower the offices, individuals, and communities in the implementation of integrated functional adult education.

In view of this point, the study finding in table 9 above point out that from 74 respondents, 40(54.1%) replied disagree, 27(36.5%) answered strongly disagree, 5(6.8%) responded neutral and 2(2.7%) replied agree on the idea that says "leaders empower the performing capacity of offices working on IFAE implementation." It is clear that the significant proportion of respondents (90.6%) were opposed this idea. From this finding, one can understand that leaders in Guto Gida Woreda do not consistently empower the performing capacity of sectors working on implementation of integrated functional adult education program.

Correspondingly, leaders can inspire and empower employees/workers by delegating authority, communicating clear standard of performance, offering training opportunities, providing supportive environment, coaching, recognizing performance and encouraging initiatives (Lemma, 2012). Concerning building the attitudes, knowledge, and skill of individuals working on the implementation of IFAE program, table 9 shows that out of 74 leaders and program facilitators who are addressed by questionnaires, 36(48.6%) responded strongly disagree, 31(41.9%) replied disagree, 4(5.4%) responded neutral, 2(2.7%) responded agree and the remaining 1(1.4%) replied agree on practice of leaders role on consistently building the attitude, knowledge, and skill of individuals working to implement adult education. As indicated in the above results, a significant proportion of leaders and adult education program facilitators (89.5% of them) were opposed the idea. From these finding, one can say that leaders do not build the attitude, knowledge, and skill of individuals working to implement integrated functional adult education in the study area.

3.3.5. Team Building and Demonstrating Exemplary Role in Implementing IFAE

Table 10: Leaders Role of Modeling the Way in Implementing IFAE

S.	Descriptive Statements Leaders and Facilitators Response (Frequency and Percent)					
		SD	D	N	A	SA
1	Leaders built strong team in implementing adult education	32(43.2)	33(44.6)	7(9.5)	2(2.7)	0(0)
2	Leaders demonstrate exemplary roles in supporting the implementation of IFAE in Guto Gida woreda	30(41.3)	31(41.9)	10(13.5)	2(2.7)	1(1.4)

Source: Researcher’s survey, 2022

According to Matthew and Gilbert (2009), team work is the by-product of leadership. Respondents’ perception on whether leaders in the study area build IFAE implementation team on a shared value is assessed. Accordingly, 33(44.6%) of leaders and facilitators responded disagree, 32(43.2%) of them answered strongly disagree, 7(9.4%) neither opposed nor concurred while the remaining 2(2.7%) responded agree on the point stated above. From this one can see that the majority (87.8% of the respondents) opposed the idea. This shows that leaders in this woreda administration didn’t work enough on team building so as to implement integrated functional adult education program.

Regarding the leadership role of inspire others in solving the problem relating to IFAE program implementation by modeling the way or demonstrating exemplary roles, as indicated in table 10, from 74 respondents, 30(40.5%) responded strongly disagree, 31(41.9%) responded disagree, 10(13.5%) replied neutral, 2(2.7%) answered agree and the remaining 1(1.4%) responded strongly agree that leaders inspire their followers by demonstrating exemplary role. As it can be observed from the above result, the biggest proportion (82.4%) of respondents were opposed the idea, which means that leaders in the study area do not demonstrate exemplary role in implementing integrated functional adult education.

3.3.6. Leaders Role of Monitoring and Evaluating IFAE Implementation

Table 11: Leaders Role of Monitoring and Evaluating in Implementing IFAE

S/N	Descriptive Statements	Leaders and Facilitators Response (Frequency and Percent)				
		SD	D	N	A	SA
1	Leaders set clear standards to evaluate the practices of IFAE in the study area	25(33.8)	37(50)	8(10.8)	4(5.7)	0(0)
2	Leaders in the study area regularly evaluate the practices of IFAE according to already stated standards	36(48.6)	25(33.8)	9(12.2)	4(5.4)	0(0)

Source: Researcher’s survey, 2022

Leaders always set high performance standards; and carefully monitor and measure the performance (Nahavandi, 2015). That was why this basic leader’s role assessed in this study. Therefore, regarding the leadership role of setting high standards, as mentioned in table 11 above, out of 74 sampled leaders and facilitators 37(50%) replied disagree, 25(33.8%) responded strongly disagree, 8(10.8%) replied neutral while 4(5.4%) agreed that leaders set standards for IFAE implementation performance measurements. Therefore, from these results, one can understand that majority respondent (83.8% of them) opposed the idea, which denotes leaders in the study area do not set high standards of performance in implementing integrated functional adult education.

Leaders use monitoring to assess whether people are carrying out their assigned tasks, the work is progressing as planned, and tasks are being performed adequately (Yukl, 2012). As the study result revealed in table 11 shows the respondents’ responses on leaders’ role of constantly monitoring and evaluating IFAE implementation performance. Accordingly, from 74 leaders and the program facilitators who are directly working on the issue and addressed by questionnaires, 36(48.6%) responded strongly disagree, 25(33.8%) responded disagree, 9(12.2%) replied neutral and 4(5.4%) responded agree on this idea. As indicated in these results, a significant proportion of respondents (81.4%) were opposed the existence of continues monitoring and evaluation on the implementation of IFAE program. Therefore, from the abovementioned results, leaders in the study area are hardly carried out their leadership role of consistently evaluating and monitoring IFAE implementation performance.

3.4. Leaders Challenges in Implementing Integrated Functional Adult Education

Leadership is a behavioral pattern adoptable within a given social, economic, political or mental context that aims to provide counsel and guidance. Leadership is a behavior type that is usually

instigated by circumstances and challenges (Biao, 2014). While exercising their leadership roles in implementing IFAE, the leaders might face enormous challenges. The main leadership challenges designed to be studied in this study was the financial, material, human resource and community awareness and participation that challenge leaders in the implementation of integrated functional adult education.

4.5.1. Challenges Relating to Resources Shortage in Implementing IFAE

Table 13: Resource Challenges in Implementing IFAE

S.	Descriptive Statements Leaders and Facilitators Response (Frequency and	Percent)				
		SD	D	N	A	SA
1	Leaders in the study area has financial challenges to implement IFAE	10(13.5)	6(8.1)	6(8.1)	25(33.8)	27(36.5)
2	Teaching material problems challenges leaders effort in implementing IFAE	8(10.8)	9(12.2)	4(5.4)	24(32.4)	29(39.2)

Source: Researcher’s survey, 2022

Ethiopian Ministry of Education (2008) recognized that proper allocation of resources and effective utilization of budget and human power is necessary for implementation of adult education and expansion of its coverage. This is because of the fact that any learning and awareness creation process will be more effective when all necessary inputs are fulfilled. Correspondingly, as indicated in table 13 above, the first analysis covers about the extent financial challenge in IFAE implementation in the study area. Out of 74 leaders at different levels and adult education program facilitators incorporated in this study, 27(36.5%) responded strongly agree, 25(33.8%) responded agree, 10(13.5%) replied strongly disagree, 6(8.1%) answered neutral and remaining 6(8.1%) responded disagree on the existence of financial challenges or shortage in IFAE program implementation. The result of the study shows that significant majority of respondents (70.3% of them) were concurred with existence of challenges relating to sufficient budget allocation so as to implement the program.

Concerning material challenges in implementing IFAE, as it can easily observed in table 13, Out of 74 leaders and adult education program facilitators addressed by questionnaires, 29(39.2%), 24(32.4%), 9(12.2%), 8(10.8%) and 4(5.4%) responded strongly agree, agree, disagree, strongly disagree and neutral respectively which denotes that majority of respondents (71.6%) where agreed with the existence of material shortages that challenges leaders in implementing adult education

program. From abovementioned study result one can understand that sufficient materials and budget or resource is not allocated for the implementation of integrated functional adult education in Guto Gida Woreda. Therefore, the finding of this study is highly associated or aligned with the findings of Sisay and Seyoum (2017) which revealed that low and inconsistent budget allocation, poor capacity of facilitators and shortage of infrastructure at the training centers such as electricity, learning materials and other logistics provisions were affecting the implementation of IFAL program.

As mentioned in above consecutive paragraphs, both quantitative and qualitative data shows the existence of financial and material resource shortage in the implementation of integrated functional adult education in Guto Gida Woreda.

4.5.2. Challenges Relating to Human Resource and Education Centers Accessibility in Implementing IFAE Program

Table 14: Human Resource Challenges in Implementing IFAE

S/N	Descriptive Statements	Leaders and Facilitators Response (Frequency and Percent)				
		SD	D	N	A	SA
1	Adult education centers are not easily accessible to students	8(10.5)	10(13.5)	5(6.8)	25(33.8)	26(35.1)
2	There is shortage of adult education Facilitators	11(14.9)	8(10.8)	4(5.4)	21(28.4)	30(40.5)
3	The facilitators lack interests in supporting adult education program	4(5.4)	9(12.2)	6(8.1)	29(39.2)	26(35.1)

Source: Researcher’s survey, 2022

As it can be observed in table 14 above, accessibility of adult education training centers was analyzed from respondents’ perspective. Accordingly, from 74 leaders and program facilitators addressed by this study, majority 26(35.1%) responded strongly agree on the existence of inaccessible adult education training centers followed by 25(33.8%) replied agree, 10(13.5%) answered disagree, 8(10.8%) responded strongly disagree and the remaining 5(6.8%) neither opposed nor concurred on the idea mentioned above. Thus, the result of analyzed data implies that significant proportion respondents (71.6%) have concurred. Therefore, from this finding one can possible says that adult education training centers are not easily accessible to students in the study area.

It is obvious that professional human resources play a vital role in implementing integrated functional adult education. The study result in table 14 indicates the respondents' responses on existence insufficient human resource or facilitators in implementing IFAE program. Accordingly, out of 74 leaders and adult education program facilitators, 4(5.4%), 8(10.8%), 11(14.9%), 21(28.4%) and 30(40.5%) were responded neutral, disagree, strongly disagree, agree and strongly agree on the idea, respectively from the lowest to biggest percentage of response rate. Thus, the result of analyzed data implies that significant proportion of respondents (68.9%) have agreed on the existence of scarcity of human resources/facilitators in order to implement integrated functional adult education properly in Guto Gida Woreda. This finding has uniformity with the National Adult Education strategy (2008) statement which revealed that the recruitment of facilitators for adult education remained inconsistent and no system was established for institutionally organized training.

Moreover, the study report in table 14, also analyzed the respondents' perception on facilitators' interests in supporting IFAE program. Therefore, from 74 leaders and adult education program facilitators who are incorporated in this study, majority (29(39.2%) were agree while 26(35.1%) were strongly agreed on the statement which says "the facilitators lack interests in supporting adult education program." Followed by 9(12.2%) responded disagree, 6(8.1%) replied neither concur nor oppose and the remaining 4(5.4%) responded strongly disagree on the idea. As indicated above, the majority of (74.3%) respondents (summation of agree and strongly agree) concurred on the idea. From the above study finding, one can understand that in the study area the facilitators are not implementing integrated functional adult education program with their full interest.

Moreover, the above mentioned qualitative and quantitative based findings clearly indicate that adult education training centers are not easily accessible to students. Furthermore, there is the insufficient human resource or facilitators in implementing adult education program.

4.5.3. Challenges Relating to Stakeholders Cooperation in Implementing IFAE

Table 15: Cooperation Challenges in Implementing IFAE

S.	Descriptive Statements Leaders and Facilitators Response (Frequency	and Percent)				
		SD	D	N	A	SA
1	Adult education lacks clear policies and Strategies	4(5.4)	11(14.9)	4(5.4)	31(41.9)	24(32.4)

2	All stakeholders lack clear institutional integration in implementing adult education	4(5.4)	8(10.8)	3(4.1)	17(23)	42(56.8)
3	All stakeholders don't show similar commitment in implementing the program	4(5.4)	5(6.8)	5(6.8)	23(31.1)	37(50)

Source: Researcher's survey, 2022

As it mentioned in table 15 above, from 74 leaders and adult education program facilitators who are incorporated in this study, 31(41.9%), 24(32.4%), 11(14.9%), 4(5.4%) and 4(5.4%) responded agree, strongly agree, disagree, neutral and strongly disagree with absence of clear policies and strategies on adult education. This analyzed data denotes that significant proportion of respondents (74.3%) concurred with the idea, which shows that there are no clear policies and strategies which guide the implementation of integrated functional adult education.

Regarding existence of clear institutional integration among stakeholders, the respondents' responses are analyzed in table 15 above. From 74 leaders and facilitators addressed by

questionnaires, 3(4.1%), 4(5.4%), 8(10.8%), 17(23%) and 42(56.8%) were responded neutral, strongly disagree, disagree, agree and strongly agree on the idea, respectively from the lowest to biggest percentage of response rate. Thus, the result of analyzed data implies that significant proportion of respondents (79.8%) have agreed on the absence of clear institutional integration so as to implement IFAE program. Therefore, from the abovementioned study result, one can possible assume that stakeholders lack clear institutional integration in implementing adult education.

Furthermore, majority 37(50%) were strongly agree while 23(31.1%) were strongly agreed on the statement which says "all stakeholders don't show similar commitment in implementing the program adult education" followed by 5(5.8%) responded neutral, 5(5.8%) replied disagree and 4(5.4%) responded strongly disagree on the idea. As indicated above, the majority of (81.1%) respondents (summation of agree and strongly agree) concurred on the idea. From this evidence, one can understand that all stakeholders don't show similar commitment in implementing integrated functional adult education.

The study findings obtained from both qualitative and quantitative revealed that stakeholder's cooperation is not at the level of expected in the study area.

4.5.4. Challenges Relating to Community Awareness and Participation in Implementing IFAE Program

Table 16: Community Awareness and Participation Related Challenges in Implementing IFAE

S/N	Descriptive Statements	Leaders and Facilitators Response (Frequency and Percent)				
		SD	D	N	A	SA
1	Community awareness in implementing adult education is poor	2(2.7)	10(13.5)	3(4.1)	20(27)	39(52.7)
2	There is weak community participation in implementing adult education	5(6.8)	8(10.8)	2(2.7)	24(32.4)	35(47.3)

Source: Researcher’s survey, 2022

Conducting massive awareness creation and popularization activities at all levels to create common understanding on the importance of integrated functional adult education and its contribution in accelerating development, creating democratic culture, eradicating poverty and improving individual and societal living standard (Ministry of Education, 2008). This fact makes an assessment of challenges related to community awareness and participation in IFAE a critical point in the context of the study area. Accordingly, table 16 above reveal that out 74 respondents, 39(52.7%) responded strongly agree that communities’ awareness toward IFAE in the town is weak, followed by 20(27%) answered agree, 10(13.5%) responded disagree, 3(4.1%) neither opposed nor concurred and the remaining 2(2.7%) responded strongly disagree on this idea. It is clear that majority of respondents (79.7%) have concurred the idea, which denotes that communities’ awareness toward the implementation of integrated functional adult education in Guto Gida Woreda.

Additionally, out of 74 leaders and facilitators who are visited by questionnaires, 35(47.3%) of them responded strongly agree and 24(32.4%) responded agree on the existence of weak community participation towards implementing IFAE program. Whereas 8(10.8%) responded disagree, 5(6.8%) responded strongly disagree, 2(2.7%) replied neither oppose nor concur the question, which shows that significant majority of respondents (79.7%) concurred with the existence of weak community participation in program implementation. Therefore, based on the abovementioned study finding one can understand that in the study area there is weak community participation in implementing integrated functional adult education which is consistent with the finding of Sisay and Seyoum (2017) which revealed that the level of community and adult awareness on the importance of IFAE is one of the main constraints in the success of the program.

4. FINDINGS, CONCLUSION, AND RECOMMENDATIONS

4.1. Major Findings

4.1.1. Current Performance of IFAE Implementation

Regarding the current status or performance of integrated functional adult education implementation in Guto Gida Woreda of East Wollega administration, analyzed qualitative and quantitative data reveal that adult students do not enroll to learn the IFAE according to the Woreda's plan. On the other hand, the adult students enrolled to learn adult education program are not regularly attending the adult education class. Not only this, the analyzed data gathered from adult students, leaders and the program facilitators via questionnaires; collected from adult education board members by using interview and education office experts through focus group discussion shows that adult students who are registered and learning functional adult education are not completing the program.

Similarly, the finding of the study revealed the implementation of integrated functional adult education in the study area has a gap which means the program implementation only covers about basic education (about reading and writing) not about tangible practice of modern agriculture, health issues and job creation so change the livelihood of adults. Therefore, the analysis of both qualitative and quantitative data, adult education program in Guto Gida Woreda has a gap in making the adult student's interest at the center of the program implementation. (Nafukho, Amutabi & Otunga 2015), Subsequently, as per the finding of this study, the implementation of integrated functional adult education in the study area is not in the position to improve the adult students' basic reading ability or literacy skill. In the similar context, the analyzed data show that the implementation of IFAE program in Guto Gida Woreda is not on the way that enables learners to improve their basic numerical competence or mathematical ability in the study area. (Sisay and Seyoum, 2017).

Integrated functional adult education expected to increase adults' participation in community affairs, the use of agricultural technologies, agricultural productivity thereby improves economic development. However, both qualitative and quantitative data-based analysis reveal that integrated functional adult education program in the study area is not given in the way that it improves the adult students' participation in community affairs. The analysis also shows that IFAE program is not given at the level that it helps adult students' to increase the use of agricultural technologies in the study area. Consequently, the contribution of adult education program in enhancing agricultural productivity is low in Guto Gida Woreda. Regarding to the contribution of integrated functional adult education in improving disease prevention, basic hygiene, diet improvement, environmental education and improving the livelihood of adult students, the finding of the study disclose way in which adult education program implemented in the study area is not improving adults' sanitation or hygiene conditions. (Nafukho, Amutabi & Otunga, 2015)

The participation of health office and health experts in integrated functional adult education is weak. Moreover, the analyzed data figure out that adult education program is not given in the way that improves learners' understanding of their right and responsibility with the society in the study area.

(MOE, 2008). On the other hand, as per quantitatively and qualitatively analyzed data, integrated functional adult education is not implemented at the level that the program enables adult actively engage in environmental protection practices in his/her respective areas.

From then above discussions and data analyzed the researcher conclude that: according to the finding of the study which comes from both qualitative and quantitative data, currently, integrated functional adult education is not implemented at the position that it can improve the living standard of adults in the study area. The result of the study reveals that currently the practice of integrated functional adult education implementation is unsatisfactory.

2. Leaders Role in Implementing Integrated Functional Adult Education

An effective way for leaders to build commitment to new strategies and initiations is to articulate a clear, appealing vision of what can be attained by the work unit or organization. Regarding this the cumulative findings obtained from both qualitative and quantitative data revealed that in the study area leaders have no clear vision on the implantation of integrated functional adult education. Similarly, though leaders should be able to communicate the whole package of a vision and its implementation strategies to the concerned bodies through appropriate media at the right time with the right frequency (Amanchukwu, 2015).

The finding of the study denotes that leaders in the study area are rarely communicate their vision adult education program to the concerned bodies, most likely the implementer of the vision in their respective areas or positions. Beyond this, leaders in the study area do not clearly developed clear implementation strategies in order to realize their vision on integrated functional adult education. On the other hand, the existing one not created through common consensus. Furthermore, according to the result of analyzed data, leaders do not exhibit full leadership commitments on implementing integrating functional adult education in Guto Gida Woreda.

Everyday leaders make decisions to solve the problems. However, the overall findings obtained from both qualitative and quantitative data exposed that leaders in the study area are rarely exercised their decision-making role in order to solve problem in the implementation of integrated functional adult education program (Ejimabo, 2015).

Furthermore, leaders do not fully facilitate the participation of concerning bodies in decision making on the issues relating to IFAE in Guto Gida Woreda of East Wollega Zone administration.

Regarding to the empowering role of leaders, even though leadership is a process of enlightening people to take control over their work lives and assume personal responsibility, the finding of the study disclosed that leaders in Guto Gida Woreda do not consistently empower the performing capacity of sectors working on implementation of integrated functional adult education program. Not only this, the adult education program facilitators are serving based on the training they have given when they

started teaching without any short- and long-term training. Correspondingly, the result of the study obtained from qualitative and quantitative data reveals that leaders do not build the attitude, knowledge, and skill of individuals working to implement integrated functional adult education in the study area. Concerning with the leader's role of team building and demonstrating exemplary role, the finding of this study shows that leaders in this woreda administration didn't work enough on team build so as to implement integrated functional adult education program; and they do have a gaps in demonstrate exemplary role in implementing integrated functional adult education. Leaders need to set high-performance standards then carefully monitor and measure the performance. (Matthew & Gibert, 2015)

From the cumulative findings of qualitative and quantitative data analysis the researcher concludes that leaders in the study area do not set high standards of performance in implementing integrated functional adult education. Furthermore, leaders in the study area are hardly carried out their leadership role of consistently evaluating and monitoring integrated functional adult education implementation's performance (Minalbat, 2016)

3. Leadership Challenges in Implementing IFAE

Proper resources allocation and effective utilization is necessary for implementation of adult education and expansion of its coverage. However, according to the result of the study gathered from qualitative and quantitative data, leaders' efforts to implement integrated functional adult education are hindered due to insufficient budget allocated for the program. The results of the study also figure out the existence of different material shortages in implementing integrated functional adult education in Guto Gida Woreda. (Sisay and Seyoum, 2017).

Regarding to the accessibility of adult education training centers, the analyzed data revealed that adult education training centers are not easily accessible to students in the study area. As per the qualitative and quantitative data collected from key informants, focus group discussion participants and different types of respondents, there is the scarcity of human resources/facilitators so as to implement integrated functional adult education in Guto Gida Woreda. Furthermore, the cumulative findings of the study shows that facilitators are not fully interested in implementing integrated functional adult education in which facilitators from enterprise and industry development, agriculture and health offices were totally absent from teaching the program. (Sisay and Seyoum, 2017).

Integrated functional adult education is a multi-sectoral program which needs different stakeholders' cooperation especially the cooperation of education, agriculture and health sectors because it is practice based program. However, the findings of the study revealed that there are no clear policies and strategies which guide the cooperation of stakeholders which hinders the leaders' efforts to implement integrated functional adult education. Furthermore, the analyzed data discovered that in the study area stakeholders lacks clear institutional integration and cooperation in implementing integrated functional adult education program.

Conducting massive awareness creation and popularization of activities at all levels to create common understanding on the importance of integrated functional adult education and its contribution in accelerating development, creating democratic culture and eradicating poverty is essential. Based on the abovementioned discussion the researchers conclude that the study revealed that there is weak community awareness and participation in implementation of integrated functional adult education which challenges the leaders' efforts to discharge their leadership roles so as to implement the program in Guto Gida Woreda.

4.2. Conclusion

This study was conducted to assess leaders' roles and challenges in implementing IFAE in Guto Gida Woreda. The result of the study reveals that currently the practice of integrated functional adult education implementation is unsatisfactory because leaders in the study area are not exercising their leadership roles in properly implementing adult education which indicated by lack of clearly articulated vision, strategic plan, effective decision making; and absence of empowering actors; demonstrating exemplary role, building team and continuous monitoring and evaluating of integrated functional adult education performance. (Matthew & Gibert, 2015)

However, in discharging their leadership roles so as to implement Integrated functional adult education, leaders in the study area struggling with the major challenges such as scarcity of resources; poor institutional and stakeholders' cooperation; absence of sufficient human resources and existence of weak communities' awareness and participation. (Beyene, 2009)

4.3. Recommendations

Based on the abovementioned study findings and conclusion, the following recommendations are forwarded to leaders in Guto Gida Woreda, community, policy makers, and future researchers:

The leaders of Guto Gida Woreda better to understand that the major work of the leader is to create change and all changes require that leader's commitment and attention to actively seek ways to make things improve. The findings of this study show that leaders of Guto Gida woreda have limitation in exercising a perceived leadership role in implementing integrated functional adult education. As a result, the current status of integrated functional adult education is unsatisfactory and which need a change in order to protect improve adults' basic literacy and numeracy skill, agricultural productivity, healthy condition, engagement in environmental protection and the overall living standards. Therefore, the following possible recommendations are forwarded: -

1. The implementation of integrated functional adult education needs political commitment and strong leadership. Therefore, leaders recommended giving attention by making IFAE a common agenda for all, having a clear vision and developing a holistic and participatory strategic plan.

2. Leaders recommended consistently empower the performing capacity of employees and offices who are working on integrated functional adult education by planning and implementing continuous training and development program.
3. Leaders are appreciated to design a system of continuous community awareness creation regarding the importance of adult education in improving literacy rate, agricultural productivity, sanitation, job creation and environmental protection. This can be done by strengthening IFAE board and cooperation among stakeholders.
4. Leaders also recommended designing and implementing consistent monitoring and evaluation systems to check out that all stakeholders are carrying out their respective responsibilities and integrated functional education implementation is progressing as they planned.

The community or residents living in the study area are the main beneficial of properly implemented integrated functional adult education. Therefore, in order to solve problems related to the implementation of IFAE which identified by this study, the researcher recommends the followings to the community of the woreda. Aligned with the public awareness creation and participation roles of leaders recommended above, correspondingly, the community in the study area advised being aware of the multi-dimensional consequences of poor performance in the implementation of IFAE in their woreda; the community suggested to actively participate in overall implementation of integrated functional adult education and to put their positive pressures on the sectors which are not playing its roles in implementation of integrated functional adult education in Guto Gida Woreda.

Coordination is required to properly implement integrated functional adult education at different level of government and also among different sectors. However, the responsibilities of integrated functional adult education are not clearly distributed to stakeholder sectors. Therefore, policy makers are recommended to clearly consolidate IFAE implementation responsibility under a single office or clearly demarcate the mandates for each office working on the implementation of IFAE program. Policy makers need to oversee the implementation level of adult education strategy and they have to evaluate the level of performance of stakeholder sectors performance continuously to improve the implementation of the program. Because, this study reveals that the current implementation level of the program is poor.

This study was concentrated on leaders' roles and challenges in implementing integrated functional adult education and can serve as a body of literature upcoming researchers. However, the preschool informal education is not included in this study. Therefore, the researcher specifically recommends that future researchers to conduct a study on aggregate informal education by coordinating better human and financial resources.

REFERENCES

Abeje, G. (2017). *A Study on Integrated Functional Adult Education Program in Pastoral*

- Communities of Jarar Zone: Challenges and Opportunities* . International Journal of Innovative Research and Development. DOI No.10.24940/ijird/2017/v6/i7/MAY17077
- Amanchu, R, Stanley, G. and Ololube.N (2015). *A Review of Leadership Theories, Principles and Styles and Their Relevance in Education Management* . Management 2015,5(1): 6-14. DOI: 10.5923/j.mm.20150501.02
- Ambissa, K. (2010). *Adult basic literacy “initiatives” in Ethiopia: change and continuity*
- Anis, K. (2007). *Ethiopia Non-formal Education* : Country profile prepared for the Education for All Global Monitoring Report 2008 Education for All by 2015: will we make it?
- Awgichew, S. and Seyoum, Y., 2017. *Integrated functional adult literacy: existing practices and challenges in Eastern Ethiopia*. International Journal of Education and Literacy Studies, 5(4), pp.86-97.
- Beyene, S. (2019). *Implementation of Adult Education Program in Hawassa City Administration: Practice and Challenges* . IOSR Journal of Humanities and Social Science (IOSR-JHSS) Volume 24, Issue 1, Ver. 1 (January. 2019) 48-52 e-ISSN: 2279-0837, p-ISSN: 2279-0845.
- Bhola, H. (1987). *Ault Literacy for Development in Ethiopia: A Review of Policy and Performance at Mid-Point*.
- Biao, I. (2014). *Leadership Role of Adult Education Departments in the Practice of Adult Education in Nigeria: 1990-2010*
- Cambridge University of Leadership Institute for Sustainability Leadership (2016). *Global Definition of Leadership and Theories of Leadership Development: Literature Review*.
- Christensen, T., Laegreid, P., Roness, P. G., & Røvik, K. A. (2007). *Organization theory and the public sector: Instrument, culture and myth*. Rutledge.
- Dubrin, A. J. (2010). *Principles of Leadership*. 6th Ed. South-Western.
- Ejimabo N. (2015). *The Influence of Decision Making in Organizational Leadership and Management Activities*. Journal of Entrepreneurship Organization Management
- Ethiopian Central Statistic Authority, (2016). *Literacy Rate of Adult Aged 15-60 by Sex and Regional Total*. Addis Ababa, Ethiopia.
- ETP (1994). *Ethiopian education and training policy*. Addis Ababa.
- Fairholm, M. R., & Fairholm, G. W. (2009). *Understanding leadership perspectives* : Theoretical and practical approaches. Springer Science & Business Media.

- Federal Ministry of Education (2002). *The Education and Training Policy and Its Implementation*. Addis Ababa, Ethiopia.
- Federal Ministry of Education (2005). *Educational Sector Development Program III: Program Action Plan*. Addis Ababa, Ethiopia.
- Federal Ministry of Education (2008). *National Adult Education Strategy*. Addis Ababa, Ethiopia.
- Federal Ministry of Education (2015). *Education Sector Development Program V (ESDP V) Program Action Plan*. Addis Ababa, Ethiopia.
- Federal Ministry of Education, (1989). *Ministry of Education. DAE and NLC Office, The national literacy committee (NLC) evaluation, rural areas*. Addis Ababa: Bole printing.
- Federal Ministry of education (2006). *National Adult Education Strategy*. Printed by EMPDE: Addis Ababa
- GutoGidaWoreda Education Office (2019). *Unpublished Education Sector Report*.
- GutoGidaWoreda Planning and Economic Office (2019). *Unpublished Socio-economic Profile of GutoGidaWoreda*.
- GutoGidaWoreda Public Service and Human Resource Development (2019). *Unpublished Human Resource Development Report*.
- Higham, R, Hophins, D.& Mathew (2009). *systems of leadership practice*. Open University press.
- John, W. C. (2009). *Research Design : A Qualitative, Quantitative, and Mixed Method Approaches*. Chapter One-Selection of Research Design, 3rd Ed. SAGE publication.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Lemma, D. (2012). *Leadership: Living and serving on Africa Practitioner's Perspective*. 3rd Edition, Rehoboth Printers, Addis Ababa.
- Lopes, C., and Theisohn, T., (2003). *Ownership, Leadership and transformation* .London.
- Mamo, S. (2002). *Ethiopia; where and who are the World's illiterates?* Paris: Adventure Works Press
- Milana, M. (2014). *UNESCO, Adult education and political mobilization* . Confero | Vol. 2 | no. 1 | 2014 | pp. 73-107 | doi:10.3384/confero.2001-4562.140604a
- Minalbat, Y. (2018). *The implementation of integrated functional adult literacy program in*

Mandura and Pawi Woredas in Benishangul Gumuz Regional state, Ethiopia.

Nafukho, F., Amutabi, M. & Otunga, R. (2014). *African Perspectives on Adult Learning* :
Foundations of Adult Education in Africa.

Nahavandi, A. (2015). Instructor's Manual [for] *The Art and Science of Leadership*, [by] Afsaneh Nahavandi. Prentice Hall.

Neelam S. B. & Gaurav, B. (2012). *Team Building and Leadership* . Himalaya Publishing House, Mumbai.

Northouse, P. G. (2010). *Leadership: Practice and theory*. 5th Ed. SAGE Publication Inc. London.

Ololube, N. P., Dudafa, U. J., Uriah, O. A., & Agbor, C. N. (2013). Education for Development: Impediments to the Globalization of Higher Education in Nigeria. *International Journal of Educational Foundations and Management*, 1(2), 109-130

Omolewa, M. (2008). Adult literacy in Africa: The push and pull factors. *International Review of Education*, 54(5), 697-711.

Oromia Education Bureau (2018). *Unpublished Education Sector Annual Report*. Addis Ababa, Ethiopia.

Oromia Education Bureau (2019). *Unpublished Education Sector Annual Plan* . Addis Ababa, Ethiopia.

Oromia Education Bureau, (2018). *Integrated Functional Adult Education Strategy Draft* . Addis Ababa, Ethiopia.

Paracha, M, Omar, A, Mirza, A, Hassan, H, Waqas, H, (2012). *Impact of Leadership Style (Transformational & Transactional Leadership) On Employee Performance & Mediating Role of Job Satisfaction” Study of Private School (Educator) In Pakistan* . Online ISSN: 2249-4588 & Print ISSN: 0975-5853.

Redondo, G. (2016). *Leadership and Community Participation: a literature review*. *International and Multidisciplinary Journal of Social Sciences*, 5(1), 71-92.

Robinowitz <https://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/leadership-challenges/main>.

Rose et, al., (2015). A Review of Leadership Theories, Principles and Styles and Their Relevance in Education Management. *Management* 2015,5(1): 6-14. DOI: 10.5923/j.mm.20150501.02

Sharama, B (1992). *The adult education practice in Ethiopia*. India. New Delhi.

- Sandhaas, B. (2009). *Portrait adult education Ethiopia*. Addis Ababa: dvv international 2009, IX, 137 S. (Internal Paper; 76) - URN: urn: nbn:de:0111-pedocs-109147.
- Seya, P.T., (2005). Adult education and African development in the context of globalization. *Adult Education and Development*, 65, p.95.
- Shatzer, et, el (2014). *Theories of Leadership and Their Educational/School Implication*.
- Sisay, A. &Yilfashewa, S. (2017). *Integrated Functional Adult Literacy: Existing Practices and Challenges in Eastern Ethiopia*. International Journal of Education & Literacy Stu
- Tavakol, M. & Dennick, R., (2011). Making Sense of Cronbach"s Alpha. International Journal of Medical Education; 2:53-55 Editorial.
- Tekeste, N. (2006). *Education in Ethiopia : From crisis to the brink of collapse*. Stockholm: ElandersGotab.
- Teshome, G. (2015). *The Role of Leadership in the Implementation of Functional Adult Education Program : The Case of Woliso Town Administration, Oromia Regional State, Ethiopia*.
- Teshome, G. (2016). *The Impact of Adult literacy Program on the Socio-Economic Empowerment of rural women in Oromia, Ethiopia*.
- Tilahun, W. (1991). Ethiopian Pioneering in Adult Education; BerhanehZare New Institute (1948-1978). The Ethiopian Journal of Education Vol. XII (2), Addis Ababa: AAU
- Tilahun (2012). The Adult education practice in Ethiopia, Addis Ababa.
- UNESCO (1976). "Recommendations on the Development of Adult Education." UNICCO General Conference, Nairobi.
- UNESCO Institutes for statistics (UIS). (2013).Adult education and Youth literacy National Regional trends 1985-2015
- UNESCO, (1997). *The Humburg declaration, the Agenda for the Future* : Fifth International Conference on Adult Education. CONFINTEA.
- UNESCO (2000). World education forum Dakar work in action. Dakar Senegal.
- UNESCO, (2006). *Education for all global monitoring report, 2006*. Paris: UNESCO.
- Yilfashewa, S., &Yonas, A. (2014). *Determinant of Adult Education Program* : A Critical Analysis of Ault Education in Some Selected Training Centers of Eastern Regions.
- Yukl, G. (2012). *Effective Leadership Behavior* : What we know and what questions need more Attention. Academy of Management Perspectives, Vol. 26, No. 4, pp. 66-85.