



Community Perceptions and Engagements with Adult Education: A Case Study of Kigamboni and Temeke Municipalities in Dar es Salaam

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Abstract: *Despite extensive research efforts dedicated to adult education in post-independence five decades, illiteracy remains an enigmatic social challenge with no sustainable solution. This study assessed community awareness and attitudes towards adult education initiatives within the Kigamboni and Temeke Municipalities. It employed cross-sectional research, design; it involved 250 respondents using quantitative and qualitative research methods. Quantitative data were analysed through descriptive statistics, with Likert scales, to gauge community awareness and attitudes. The findings revealed that 58.4% of respondents were aware of adult education programmes; however, the concept of "adult education" remained ambiguous in the community's perception. The study suggests that the government must redefine "adult education." Furthermore, negative community sentiments towards adult education were identified, primarily due to the programmes' limited availability for individuals aged 19 and above. The study recommends the importance of political commitment in decision-making, planning, budget allocation, programme implementation, and management of literacy initiatives to enhance community understanding and foster positive attitudes toward adult education. It is also suggested that the Ministry of Education and Vocational Training, Local Government, and the Institute of Adult Education should introduce sustainable programmes that engage individuals aged 19 and above in adult education activities.*

Key words: *adult education, awareness, attitude, programmes*

Introduction

Achieving Sustainable Development Goals in the twenty-first century is challenging without considering adult education (AE), which represents the supporting character of community awareness of educational and lifestyle options

(Benavot, 2018). Adult education paves the way for acquiring skills, thus opening doors to employment opportunities. Gainful employment, in turn, propels economic growth, creating job opportunities and offering a path out of poverty and gender inequality (Klees, 2017). Boyadjieva and Trichkova (2021) argued that adult education provides valuable knowledge, employment opportunities, problem-solving skills, and newfound respect in society. It is surprising that globally, over 770 million adults did not have basic literacy abilities in 2021 (UNESCO, 2022; World Bank, 2022d).

The most significant aspect of this data is the persistent doubt about the community's awareness and readiness to support adult education initiatives to reduce illiteracy. In this way, awareness plays an essential part in forming attitudes through evaluative conditioning (EC) or continually associating a stimulus with other stimuli with a positive or negative evaluation (Sweldens *et al.*, 2014). Hence, without being aware of the fundamental attitudes of the community toward adult education, it is hard to demonstrate community education effectively.

Similarly, the International Conference on Adult Education (CONFINTEA VII) in June 2022 in Marrakech, Morocco, highlighted that adult education is at the core of growth and can only occur in a free and democratic educational environment that values people as individuals. Adult education is thus a legitimate entitlement, not a favour. The Marrakech Framework for Action emphasised that Adult Education is a human right to accomplish other rights and, more generally, the Sustainable Development Goals (SDGs). In order to help adults "catch up, stay up, and keep ahead of the rapid technological advancement," continuing education may be essential. In this way, assessing attitudes toward adult education is a critical area of study (Hanson and Jaffe. 2020; Olufunke, 2023). In Africa, there are 155 million "illiterates," 66% of whom are women due to the double risk of exclusion from the education system as opposed to men. (Berrozpe *et al*, 2020 and UNESCO, 2022b). Countries with the highest rates of illiteracy include Equatorial Guinea (87%), Congo (83%), South Africa (81%), Sao Tome and Principe (79%), Gabon (71%) and Cameroon (68%) (UNESCO, 2022b). Although Tanzania was not explicitly identified as a nation grappling with illiteracy challenges in the report, it is important to note that Tanzania does indeed face its share of illiteracy challenges (Mushi, 2020).

Africa faces various challenges in implementing adult education programmes, including inadequate funding, which accounts for less than 2% of national budgets; for example, Kenya's government spends 0.3% to 0.4% on adult education, and

Zambia spends 0.3%. Malawi 0.3% whereas South Africa 1% spends (Mlekwa, 2022). Other challenges include the slow declaration of adult education policies and legislation and a focus on adult education that is still limited to functional adult literacy (UNESCO, 2022b). Unfortunately, problems of awareness and attitudes towards adult education are not well documented among the factors hindering adult education development. Thus, a study assessed awareness and attitudes, intending to guide responsible individuals to address areas of challenge for the betterment of the adult education sector.

Various African states are taking proactive measures to combat illiteracy by implementing policy declarations, ensuring effective governance, and providing financial support, actively engaging stakeholders, and prioritising quality in educational initiatives. (Baatjes, 2022). Some authors argue a strong need to highlight the importance of integrating technology and digital tools as a current avenue for adult education. They stress that this approach can significantly enhance the visibility and acknowledgment of local, regional, and national efforts in adult education, to the marginalised groups like illiterate adults and disadvantaged communities. (Baatjet, 2022). Other African nations propose using local food care systems and other life-giving activities created at any local level to provide adult education (UNESCO, 2022b). Other governments are using proposed forums to offer adult education programmes based on local requirements and interests to improve community attitudes and awareness (Baatjes, 2022). Adult education can be reoriented from traditional functional adult literacy techniques by utilising this real-world experience (Toumi, 2022). The problem of attitudes was regrettably not fully addressed by CONFINTEA VII as a means of transforming adult Education in Africa. Hence, adult education stakeholders did not properly address the challenges of awareness and attitudes.

Tanzania has made significant attempts to lower the illiteracy rate, which fell from 85% in 1961 to 9.6% in 1986 before rising to 31% in 2022 (Mwaikokesya and Mushi, 2017; Mushi, 2022). The need to reduce illiteracy in Tanzania is urgent, both for the country's well-being and assurances and to improve capability among illiterate Tanzanians (Michael *et al.*, 2022). However, several challenges still face the country's implementation of adult education, including a lack of resources, time, family issues, poor working conditions, and a lack of teaching and learning materials (Kway, 2016). Consequently, Bhalalusesa (2022) noted that although the government was responsible for most adult education programmes then, there were

still several barriers to implementation, including the accuracy of how adults may be transformed and learn skills to support their development.

Societal beliefs tend to shape attitudes toward adult education (Ping *et al.*, 2018). In other words, by aggregating its members' knowledge, values, and beliefs (Mengistie, 2022). According to Myconos *et al.* (2017), attitudes refer to people's beliefs and feelings about specific issues, whether viewed favourably or negatively. The participation of adults in adult education programmes impacts the community's ability to grasp adult education perspectives (Michael *et al.*, 2022). A profound understanding of the subject is the cornerstone of community thoughts and emotions.

Consequently, individuals can articulate their judgments regarding whether they perceive something as favourable or unfavourable. In this way, adult education programmes influence the community's ability to comprehend community perspectives about AE. The presence of adult education programmes allows the community to verbalise whether they find something pleasurable or unpleasant (Olufunke, 2023). Hence, it could be proven that positive attitudes encourage greater participation for participants or nonparticipants, contrary to negative perceptions toward adult education.

The fundamental issues affecting adult education provision in Tanzania can be duplicated by changing adult education stakeholders' attitudes and implementing adult education programmes (Michael *et al.*, 2022). In this way, political commitment to improve community knowledge and attitudes toward adult education programmes. This includes assurances to amend adult education laws, increase educational opportunities, participation and learning for adult needs, and satisfy community attitudes (Mushi, 2009). It was observed that AE in Tanzania has low participation in its programmes (Belete *et al.*, 2022). Thus, evaluating how people view adult education considers a wide range of elements to the programme's success (Mengistie, 2022). This study, therefore, evaluated community awareness and attitudes towards adult education in Kigamboni and Temeke Municipalities. The study aimed to answer the following broad questions: Are Kigamboni and Temeke communities aware of the adult education programmes offered in their municipalities? And what is the community's attitude toward adult education programmes provided there?

The number of literatures has not delved into the community's stance on adult education programmes. Thus, it is worth noting that there is limited literature exploring the concept of awareness as a vital component of attitude. Both

awareness and attitude are interlinked and interacting with the community's inclination to participate in project implementation Mushi's (2017: Michael *et al.*, 2022). Consequently, the deficiency in awareness regarding community attitudes towards adult education is often overlooked as a challenges (Anderson *et al.*, 2022). Assessing society's perspective on adult education encompasses a broad spectrum of contributions to the programme's objectives, such as raising awareness and identifying the obstacles hindering adult participation in education initiatives (Mengistie, 2022). The main goal of this study is to explore awareness, beliefs, attitudes, and behaviours related to educational programmes, with the overarching objective of enhancing community awareness and safeguarding adults' fundamental rights to education. The findings of this study can inform challenges regarding implementation of adult education programmes and development strategies that increase participation, enhance programme effectiveness, inform policy decisions, and support lifelong learning. Thus, discovering community awareness and attitudes allows responsible parties to engage in improving the adult education sector. This study aligns with Sustainable Development Goal 2030, particularly SDG 4, 8 and 10, which calls for quality education, decent work, economic growth, and reduced inequalities.

Literature review

The theoretical foundation for this study rests on Fishbein and Ajzen's (1975) Theory of Attitudes, which proves instrumental by providing a framework to comprehend the factors influencing communities' decisions to embrace or decline the adult education programmes offered in their locality. This theory argues that an attitude is a pattern of behaviour that is constantly positive or negative towards something. The three correlated dimensions of the object in which attitude is measured include physiological, cognitive, and self-report evaluations of how one feels about the object. Cognitive evaluates favourability toward attitude objects and assesses beliefs about the attitude toward objects. According to Fishbein and Ajzen (1975), studies on attitude should focus on identifying the factors that influence people's attitudes. Since attitude varies in degree, it implies that a person's reaction to an object can be positive, neutral, or negative. Attitude is a person's predisposition to behaviour or a tendency to assess objects. This study suggested that attitude is formed because total beliefs determine the attitude, and changing the attitude must focus on changing beliefs. The presence and understanding of adult education centres were taken as bases for assessing and reporting community attitudes in each municipality. It was necessary to evaluate communities' attitudes

as basic stages of identifying areas in which service providers of adult education are required to improve communities to access adult education programmes. It has been argued by Hanafiah et al. (2013) that the perception of the community was the most accurate aspect in evaluating the current situation towards the implementation of adult education programmes in the study area.

Definition of operating terms

Adult and adult education

The term "adult" lacks a single, universally accepted definition, primarily due to several factors, including the nature of activities and the responsibilities that determine one's status as an adult (Soloma, 2018). The term adult encompasses youth, adults, and the elderly, emphasising the significance and value of lifelong learning across the lifespan. Learning does not take age, gender, or nation into account, so everyone has the right to learn (Soloma, 2018). In this study, adult education caters for people aged 19+ (URT, 2020). This category, which includes teenagers and adults who did not have formal education or dropped out before elementary school and those who did not have access to basic education, is characterized as having limited literacy and numeracy skills (Kolawole, 2022). The need to invest in education in general and adult education in particular is a concern of individuals, families, communities, and national states, individually or collectively (Kanukisya, 2008). Adult education is a lifetime learning experience designed to increase people's potential in their daily lives (Kolawole, 2022). Adult education, according to UNESCO (2012), is provided to people who are considered adults by their society, to advance their technical or professional qualifications, further their development, and broaden their knowledge in order to finish a level of formal education, or to gain knowledge, skills, and competencies in a new field or to refresh or update their knowledge in a particular field. In addition, this covers what is sometimes called ongoing education, recurring education, or second-chance education. In this study, adult education teaches reading, writing, numeracy, life and survival skills, and information technology to people 19 and older. The thrust of adult education is about enhancing people's life opportunities and aspiring to achieve quality education and lifelong learning (Udouj, 2017). Adult education is thus one of the solutions proposed to fulfil the SDGs, especially the fourth SDG. Although adult education is one way to reduce poverty, it is not completely addressed in the national poverty alleviation strategy documents.

Adult education, awareness and attitudes

Adult education is emancipatory and transformative and champions the interests of marginalised groups. However, the weakness or strength of adult education programmes depend on community awareness and attitudes towards education programmes. The Tanzanian government has made various initiatives to improve the provision of adult education, including developing a positive attitude toward implementing literacy programmes (Mlekwa, 2022). Different researchers on adult education in Tanzania evaluate adult education and community attitudes, including students' attitudes towards adult education. Michael *et al.* (2022) examines the attitude of adult education stakeholders toward adult education, while Kimaiga *et al.* (2013) examine adult learners' attitudes toward women and adult education programmes. Michael *et al.* (2022) investigated the attitude of adult education stakeholders towards adult education, while said, (2017) to assess community attitude towards the relevance of community education programmes in Zanzibar. Mlekwa (2022) examined the unforgettable Features of Adult Education in Tanzania and revealed that the community acquired a highly unfavourable attitude and approach to dealing with adults in literacy programmes due to a lack of competent adult education training and appropriate reading materials. Mwaikokesya and Mushi (2017) examined education for older adults in Tanzania: trends, issues and concerns and identified the commonest factors that influence the provision of education for older adults, including political will, fund availability, economy, and politics. Unfortunately, little has been done to evaluate community attitudes and knowledge of adult education (Olufunke, 2023). Thus, a paucity of literature in this area lacks investigation on the adult's concerning awareness of and attitudes towards adult education programmes. At the same time, Ericksen (1990) and Salusky (2021) both emphasised that researchers should conduct studies to better understand attitudes towards adult education in their general population groups to achieve certain acceptance of adult education programmes.

From this point of view, Temeke and Kigamboni municipalities' attitudes and knowledge regarding adult education were examined because the attitude toward adult education is the most potent discriminator of adult education implementation (Ericksen, 1990). The favourable attitudes promote increased community participation in adult education programmes, but unfavourable attitudes toward adult education increase the country's illiteracy rate (Salusky, 2021). In this regard, the study contributes to the attainment of the sanctioned Sustainable Development Goals of 2030 that aim at achieving, adult learning and education (ALE) and

reaffirming that ALE is a fundamental human right and key component of lifelong learning, contributing to sustainable development as indicated in No 4. Therefore, the study is valuable and timely for advancing adult education due to increased illiteracy levels in Tanzania. This study will stimulate many opportunities in running adult learning programmes.

Methodology

The study was conducted in Kigamboni and Temeke municipalities, Dar es Salaam region. The two municipalities are located between E 39°12" and S 6°48". Temeke is bounded to the South by the Pwani Region's Mkuranga District, to the north by the Indian Ocean, and to the northwest by the Ilala District. Kigamboni is bounded to the north by Ilala District, to the east by the Indian Ocean, to the west by Temeke Municipal, and the South by Pwani Region's Mkuranga District. The two municipalities were selected due to the prevalence of school dropouts, truancy and minimum enrolment level in adult education programmes, inadequate availability of learning centres and facilitators (URT, 2019; URT, 2020). A cross-sectional design was adopted to evaluate the awareness and attitude toward adult education as the design was efficient regarding time and resources (Babbie, 1990; Bailey, 1998). The interview was designed to obtain information about adult programme awareness and attitudes from respondents in homes, whether people. The study used Cochran's (1977) formula to get the study population.

$$n = \frac{n_o}{1 + \frac{n_o}{N}} \dots\dots\dots(i)$$

$$n_o = \left(\frac{t^2 \times p q}{S. E^2} \right) = \frac{1.9^2 \times 0.25}{0.05^2} = 384 \dots\dots\dots(ii)$$

t = 1.96 at a 95% confidence level, p = the proportion of respondents confirming information is 0.5, q = the proportion of respondents not giving information of interest = 0.5 and, S. E = $p^* q$ is the maximum estimate of variance when p = 0.50 and q = 0.50 (Estimate of variance = 0.25).

$$n_o = \left\lfloor \frac{384}{1 + \frac{384}{N}} \right\rfloor \dots\dots\dots(iii)$$

When N = 1,368, 881, n_o = 383

However, during data collection, 250 respondents were covered; after achieving saturation level and hearing comments during interview, group discussion and key

informants were repetitious. Similar replies were also seen in questionnaire responses. Fusch *et al.* (2018) suggested that triangulation is a simpler way to achieve saturation point. This means that a researcher must discontinue gathering new data (Fusch *et al.*, 2018; Mwita, 2022). As a result, a minimum sub-sample size of 30 cases was observed for data collection in each ward. As Bailey (1998) stated, the sub-sample size was sufficient for statistical analysis in each ward.

Table 1: Sample of respondents selected for survey (n = 250)

Municipality	Wards	Frequency	Per cent
Kigamboni	Mji Mwema	30	12.0
	Kisarawe II	33	13.2
	Kigamboni	30	12.0
	Vijibweni	30	12.0
Temeke	Tandika	33	13.2
	Keko	30	12.0
	Chamazi	33	13.2
	Kibada	31	12.4
	Total	250	100

Qualitative data were gathered using questionnaires, focused group discussions (FGDs) and key informant interviews. The questionnaires were administered to 250 respondents to examine community awareness, attitudes, and its consequences in the community. Two focus group discussions (FGDs) were held in each municipality. In each focus group discussion (FGD), six to eight participants were deliberately chosen, ensuring a diverse representation in terms of gender and age. This selection aimed to encompass the multifaceted aspects of adult education, such as the presence of adult education centres, levels of awareness, prevailing attitudes, existing challenges, and potential strategies for enhancing adult education. (Winter and Woodhead, 2021). A purposive sampling technique was used to select municipals and key informants. The study also included six (6) key informants' interviews. A household was utilised as the unit of analysis. Statistical Package for Social Sciences (SPSS) version 16 was employed to analyse quantitative data. Data from focus group discussions and key informants were analysed using content analysis techniques and divided into themes and subthemes to reflect the study's objective. An index was developed to gauge respondents' level of awareness, and a Likert scale was used to assess respondents' attitudes toward adult education.

Validity and reliability

The validity of instruments was evaluated to ensure that the data acquired using specified research techniques accurately represented the content of the investigation (Msabila *et al.*, 2013). A pilot study was conducted once at Kigamboni with the same group of people to test the instrument's validity and reliability. Cronbach's alpha for each scale or subscale was required to be determined and reported to measure the internal consistency reliability of the tool (Bujang *et al.*, 2018). This study administered a questionnaire with items aimed at measuring community awareness and attitudes about adult education programmes. Schrep (2020) recommends that the acceptable value for Cronbach alpha is 0.70 for social scientific research, 0.80 for basic research, and 0.90 for applied settings like the health sector.

Table 2: Awareness reliability test

Scale Statistics	Mean	Variance	Std. Deviation	N of Statement s
	17.2192	6.176	2.48526	10
No. of Items	Scale Mean if Statement Deleted	Scale Variance if Statement Deleted	Corrected Statement -Total Correlation	Cronbach's Alpha if Statement Deleted
Item	15.3912	5.437	.338	.806
Item	15.6872	5.236	.302	.817
Item	15.5992	4.663	.608	.776
Item	15.5792	4.536	.688	.765
Item	15.6672	4.945	.444	.799
Item	15.5392	4.801	.565	.782
Item	15.4392	4.959	.566	.782
Item	15.2912	5.705	.327	.806
Item	15.2832	5.735	.325	.807
Item	15.4960	5.078	.983	.765
Cronbach's Alpha		Cronbach's Alpha		
.808		10		

Table 3: Attitudinal statement reliability test

Statistics for Scale	Mean	Variance	Std. Deviation	N of Statement
	39.3767	57.951	7.61257	16
Attitudinal statement	Scale Mean if Statement Deleted	Scale Variance if Statement Deleted	Corrected Statement -Total Correlation	Cronbach's Alpha if Statement Deleted
Statement	37.7294	53.301	.244	.702
Statement	37.7501	53.167	.271	.699
Statement	37.3476	56.916	.000	.726
Statement	37.3601	55.766	.073	.719
Statement	37.3559	55.085	.093	.719
Statement	37.6132	55.251	.120	.714
Statement	37.6007	54.835	.155	.710
Statement	37.5302	54.665	.150	.711
Statement	36.2480	48.795	.440	.679
Statement	35.9783	49.485	.449	.679
Statement	36.1775	48.937	.467	.677
Statement	36.3352	47.620	.485	.673
Statement	36.1733	48.553	.448	.678
Statement	36.8091	50.980	.841	.670
Statement	36.1235	49.546	.395	.685
Statement	36.5177	47.815	.438	.678
Reliability Coefficients 16 statements	Cronbach's Alpha .710			

The overall Cronbach's alpha = 0.710. Calculated from scores on a five-point scale: 1= strongly disagree, 2 = Disagree, 3= Undecided, 4 = Agree, 5 = Strongly Agree.

Results

Socio-demographic characteristics of respondents

The demographic characteristics part includes key information about the respondents involved in this study, such as their age, sex, marital status, educational background, and other relevant details. Understanding these characteristics is essential for gaining insights into the composition of the surveyed population and how it may influence study findings.

Sex and marital status

Table 2 presents that the proportion of males was more significant (55.2%) than of females (44.8%) in this study. This means that both genders were presented in this study, and their awareness and attitudes toward adult education might be used to predict gender participation in adult education activities. Findings also indicated that the majority (58.2%) were married, 29.4% were single, and a small proportion (3.2%) were divorced.

Respondents' age group and level of education

The findings in Table 4 show that 20.4% of respondents were in the age group between 38 to 42 years. On the other hand, 20% were in the age group of 43 years and above, and a small category (12%) of respondents were 18 to 22 years. Cross (1981) reported that age is the most powerful predictor of adult education participation. The fascinating aspect of Table 4 indicates that a substantial proportion (56%) of respondents had primary school education. During the interview, it was observed that despite some respondents claiming to have spent seven years in primary school, they were still unable to read and write. Table 2 further indicated that 8.8% of respondents had no education. This situation seconded by one respondent that:

"I am a businessman among people who do not know reading and writing. I experienced a challenge in running a business, administering medicine, and reading messages on mobile phones; luck enough, I went to a madrasa where reading and writing the Arabic language was compulsory. Hence, I use this skill to cope with writing, reading, and running a business" (Kigamboni, 8.9.22)

This implies that in the study area, several respondents do not know reading and writing; hence, they needed adult education services.

Table 4. Socio-Demographic Characteristics of Respondents

Categories	Variables	Frequency	Per cent
Sex	Male	138	55.2
	Female	112	44.8
Marital status	Single	74	29.6
	Married	146	58.4
	Separated	10	4.0
	Divorced	12	4.8
	Widowed	8	3.2
Age group	18-22	30	12.0
	23-27	41	16.4
	28-32	46	18.4
	33-37	30	12.0
	38-42	51	20.4
	43 and above	50	20.0
Educational level	No schooling	22	8.8
	Primary School	140	56.0
	Secondary education	70	28.0
	Diploma	4	1.6
	Degree Level	14	5.6

Community awareness about adult education programmes

Table 5 shows that a considerable proportion (16.9%) of respondents know the existence of adult education programmes through radio. A small proportion of respondents (16.2%) acquire information about adult education from their friends. In the same way, a small proportional (4.9%) of respondents indicated that they heard about adult education programmes in the village meeting and through ten cell leaders 6.2%; however, they emphasised that in the village meeting, local leaders insisted on enrolling youth who finished standard seven or girls who drop out from school. This implies that for an adult who fails to get an education for varied

reasons, a programme for them do not exist in the study area. An independent samples t-test revealed no statistically significant difference in awareness between women and men ($P > 0.483$).

Table 5: Community source of information on adult education programmes

Source	Frequency	Per cent	Value	df	P –Value
Ward Office	66	9.5%	55.785a	56	.483
Ten cell leaders	43	6.2%			
Radio	117	16.9%			
Newspapers	95	13.7%			
Television	90	13.0%			
Friends	112	16.2%			
Social media	80	11.6%			
School	55	7.9%			
Village Meeting	34	4.9%			

Level of awareness over adult education programmes (n = 250)

Overall, findings revealed that a substantial proportion (58.4%) of the respondents were aware of adult education programmes (Table 6). The older adult education programme that was in place in the nation may have played a role in this, whereby the Ministry of Community Development and National Culture was in charge of encouraging people to enrol in literacy classes in a variety of locations, including primary schools, health centres, religious structures, private homes and under trees, through radio programmes and group discussions, to ensure social and economic progress (Mlekwa, 2022). The programme allowed learners to study essential crops and other economic activities like fishing, raising cattle, and home economics, which increased the programme's notoriety and attracted a variety of learners.

However, less than half (41.6%) of respondents had low knowledge of adult education programmes. This implies that the non-existence of adult education classes in the study area, inadequate consultation with the target group about the programmes, lack of financial resources and administrative support, inadequate presence of policy guidelines, and lack of a political create low knowledge about adult education. This finding is supported by UNESCO (2020), which stated that impediments in adult education implementation include insufficient money, a shortage of experienced staff, inadequate facilities and equipment, which contributed to low knowledge regarding adult education programs.

Table 6: Level of awareness to adult education (n = 250)

Scores	<i>N</i>	%
1	1	.4
2	145	58.0
3	104	41.6
Total	250	100
Mean Index	2.4120	
Std D	.50126	
Level of awareness towards adult education		
High Access	145	58.4
Low access	104	41.6

Attitudes towards adult education in the study area

It was found that the respondents strongly disagreed with the following three attitudes: adult literacy programmes help participants become self-employed; adult literacy programmes increase women's level of mobility; and there is a strong correlation between women's literacy and their children's education. These three attitudes scored between 1 and 1.8 points on the attitude scale (Table 7). On the other hand, three respondents' attitudes received scores ranging from 1.9 to 2.6, indicating that they disapproved of the notion that the community supported adult education, the community had a positive attitude toward adult education, and adult literacy programmes provided the learners with chances for easy access to loans and social services.

Table 7: Descriptive statistics of attitudes towards adult education in the study area

Attitudinal Statements	N	Range	Sum	Mean	Std. Deviation
Adult literacy programmes equipped learners with the skills to take part in income-earning activities	249	4	414	1.66	1.031
The adult literacy programme has helped participants to be self-employed.	250	4	405	1.62	.967
The community had a positive attitude toward adult education.	250	4	509	2.04	1.035
The success of adult education is influenced by community support	249	4	502	2.02	1.032
Adult literacy programmes provided the learners with chances for easy access to loans and Social Services.	249	4	506	2.03	1.150
Adult literacy programmes helped women to be confident and believe in their potential.	250	4	445	1.78	1.000
Adult literacy programme enhances women's level of mobility.	250	4	448	1.79	.980
A solid relationship exists between women's literacy and their children's education.	249	4	465	1.87	1.025
Adult Education was not well-regarded in the neighbourhood.	248	4	808	3.26	1.243
insufficient community support affects adult education success	249	4	780	3.13	1.261
Adult literacy programmes have not helped women develop confidence and believe in their abilities.	250	4	857	3.43	1.136
Adult literacy programmes engaged older adult's more than young females.	249	4	801	3.22	1.182
The absence of an adult literacy programme limited women's level of mobility.	248	4	754	3.04	1.303
There is a limited relationship between women's literacy and their children's Education	250	4	803	3.21	1.270

Discussion

The findings are discussed in light of the study objective: to assess awareness of adult education programmes offered in Kigamboni and Temeke municipalities' community and to evaluate community attitudes towards adult education.

Community awareness of adult education programmes offered in Kigamboni and Temeke municipalities' community.

The finding shows that despite some respondents declaring that they had primary education, they still could not read and write. One respondent comment that: several community members had not gone to school at all because of various challenges, including family separation and cultural attributes. This confirms that most of the population had limited or no formal education. Thus, pointing a potential need for adult education programmes to provide opportunities for further education and skills development for those who had not had a chance to attend school or only completed primary education.

The study found that the community had a high level of awareness regarding adult education programmes in Temeke and Kigamboni municipalities. Community sources of information about adult existence were radio programmes, friends, and the local government offices. In this manner, awareness about adult education was divided into two categories: the old programmes on adult education of the 1970s, which targeted mature persons and current adult education programmes like SEQUIP and IPOSA, which target youth. The findings are supported by Mushi's (2022) who argue that the community was more aware of the adult education programme of the 1970s because it catalysed the growth of local income-generating activities as part of the country's national development strategy to achieve socialism development. Mlekwa (2022) also seconded the motion that in the 1970s, the whole nation was mobilised for adult education to fight against illiteracy and ignorance. The current change in youth enrolment in adult programmes created a contradiction in the meaning of adult education due to the age limit and services offered. A similar observation is narrated by Kimaro *et al.* (2022) that there is a contextual misinterpretation of the concept of "adult education" in Tanzania. Also, a similar view was given by Msoroka (2016), who revealed that many Tanzanians were still confused about the term adult education and its components. This finding was also supported by Mushi (2022), who claimed that describing adult education in a broader context is crucial. This study, therefore, concludes that "adult education" lacks clarity in the community. It is recommended that the government should redefine the word adult education.

Community attitudes towards adult education at Kigamboni and Temeke municipalities

Findings revealed that the community had a negative attitude towards adult education because eight out of fourteen attitudinal statements had a negative connotation about adult education in the study area. This is due to a change in the adult education programme, which is now geared toward educating youth rather than the initial goal of educating older people, and the shortage of learning centres. This finding is tallied with the findings of Friebe and Schmidt-Hertha (2013) and Ndijuye and Ephraim (2022), who discovered that the community had a negative attitude toward adult education programmes. This attitude is seen in the funding of adult education programmes, the availability of teaching and learning materials, inadequate incentives, low learner participation, and community support. Attitudes about adult education programmes did not significantly differ between women and men. Olufunke (2023) revealed that a large proportion of the community has a negative attitude toward adult education because the community does not fully know what it entails.

On the other hand, Mwaikokesya and Mushi (2017) pointed out that the general public's perspective of education and adult education has been negatively impacted, and there has been a propensity to see education for older persons as leisure. Given that the Department of Adult Education has been consolidated into a unit under the office of the Chief Education Officer with smaller funding to prioritise adult education activities (Mushi, 2022). However, based on their day-to-day interactions with people in the research area, some respondents were illiterate and interested in joining adult education programmes. Unfortunately, none of the programmes were there for them.

Similarly, the respondents' scores on six attitude statements indicated their undecided/neutral opinion in the following statements: adult education was not well-regarded in the neighbourhood, there is a limited relationship between women's literacy and their children's education, the absence of an adult literacy programme limited women's level of mobility, adult literacy programmes engaged older adults than youth female and Insufficient community support affects adult education success. Findings established that the community had positive and negative attitudes toward adult education programmes. One of the intriguing consequences of this viewpoint is that a person can have more than one attitude toward adult education because it is believed that the presence of education centre in the community give a chance to evaluative-relevant information to the

programme. It was concluded that eight out of fourteen Attitudinal Statements had negative views toward adult education because the programme did not exist. It is advised that political will is needed at all levels of decision-making in planning, budgeting, implementation, and management of illiteracy programmes to improve communities' understanding and attitudes toward adult education that will influence people's participation in the education programmes. It is also suggested that the Ministry of Education and Vocation Training, Local Government and Adult Education Institute that offers adult education should launch sustainable AE programmes that mobilise people from 19 years and above to participate in AE programmes.

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