

Challenges of Adult Education Provision Towards Social Sustainability at the Institute of Adult Education-Morogoro Campus

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Abstract

The study aimed at examining the challenges affecting the provision of adult education toward social sustainability. The study was conducted at the Institute of Adult Education in Morogoro Campus where fifty adult learners, four adult education teachers and one administrator were involved as respondents. Respondents were obtained by using simple random and purposive sampling techniques. A mixed research approach with a sequential explanatory design was employed. Data were collected through questionnaires, interviews, document review and observation. The collected data were analysed through thematic content analysis and descriptive statistics. The findings of the study show that the provision of adult education toward social sustainability was challenged by several factors, such as insufficient funds, shortage of time for studies, lack of political will, language barrier, family problems, and contextual misinterpretation of the term adult education. These findings implies that apart from the substantial role that adult education play to promote wellbeing of the society, it is still hindered holistically. The study recommends that strategic initiatives should be taken by the government to address the challenges of its provision. Adult education institutions should be given enough funds to enhance their operation. Further, adult education institutions should initiate income-generating venues for creating more income, and there should be equality between the provision of adult education and formal education for social sustainability of communities.

Keywords: Challenges of adult education provision, social sustainability, Institute of adult education.

Introduction

The global importance of adult education global societal development was noted in the first International Meeting on Adult Education in 1949 whereby members from UNESCO committed themselves to ensures adults were being given rights to get education (Soloma, 2018). This has been done because adults foster the development of any society (Wanyama, 2014). Due to its contribution to social development, adult education has also become an important area of educational sciences, for instance for developing socially sustainable response to the rapid technological change (Zarifis, 2018) .

In responding to the above global agreement, Tanzania decided to make efforts to create educational opportunities for adults that would ensure that their learning needs are met to ensure that they are fully engaged in the community as active citizens and agents of social sustainability (Loureiro & Cristovao, 2010). The history of participation in adult education in Tanzania can be traced since the time of independence where 70% of the natives were illiterate. Based on statistics, up to 2012, the country had 6,523,100 illiterate adults aged 19+ years and 3,528,876 neo-literate youth (United Republic of Tanzania [URT], 2013). More than 318, 240 youths and adults were enrolled in Integrated Post Primary Education (IPPE) and Open and Distance Learning (ODL) and 469,630 disadvantaged children aged 11-18 years old, especially those from pastoral societies, disabled children and street children (URT, 2012). These rates confirm that the literacy rate was low and there was a need to provide adult education to adults and youths as they were having immediate impact on national development due to their age (URT, 2013; URT, 2012). The knowledge, attitudes and skills of adults had a recent impact on the development (Kagonji, 2014).

The equitable implementation of these strategies and programs were directed to the Institute of Adult Education (IAE) which had the authority for planning and provision of adult education (URT, 2010) and later through decentralization to local governmentsⁱ . This reduced the gaps in education provision that were the results of failures in the formal system of education. Natives were encouraged to seek education about anything that seemed to help them to know and use theirⁱⁱ environment for their development which was referred to as social sustainability (Kagonji, 2014).

i. The transfer of control of adult education activities to local authorities rather than IAE itself.

ii. A kind of adult education mainly focuses on training a new age group or profession with on-the-job training.

Most of the existing studies on adult education focused on technical aspects, concentrating on the acquisition of skills (Massawe, 2019). They seemed to share a presupposition that the obtained skills and knowledge would be exercised in fostering social sustainability, thus they remain silent on the prominent issues that lead to social development especially for troublesome issues like illiteracy, poverty and diseases. Social sustainability is a process for creating sustainable successful places that promote wellbeing, by understanding what people need from the places they live and work (Magis & Shinn, 2009; Zarifis, 2018). According to Wolff and Ehrström (2020) the central elements of social sustainability are human wellbeing, equity, democratic governments and democratic civil society. This means that to maintain social sustainability any challenges in provision of adult education need to be addressed. This is in tandem with expected outcomes of adult education which focus on individual growth in terms of general knowledge, wellbeing, entertainment, without neglecting social impacts (Khalid & Ahamed, 2014; Chuachua & Mafumiko, 2013). The existing adult education research has also concentrated much on the process of teaching and learning and neglected the social implications (Muneja, 2015), while adult education practice had been taken just for granted.

Evidence on studies related to the challenges affecting the provision of adult education from the perspective of social sustainability in Tanzania is limited. Thus, this study contributes to filling the gap by evaluating challenges in the Morogoro campus of the IAE, which is one of the key actors in promoting adult education toward social sustainability. No studies have been carried out about the challenges which affect the provision of adult education from the perspective of social sustainability in Tanzania. This study contributes to filling the gap by evaluating challenges in the Morogoro campus of the IAE, which is one of the key actors in promoting adult education toward social sustainability. Based on proximity of Tanzania largest city Dar Es Salaam and Dodoma (Capital) as well as an increase in population, a study on challenges affection provision of adult education at the IAE Morogoro campus toward social sustainability is relentless.

Purpose of the Study

The study was designed to examine challenges affecting the provision of adult education toward social sustainability. More specifically the study identifies the

current challenges of adult education provision toward social sustainability at the IAE Morogoro campus. The study aimed to answer the following general research question: *What are the challenges affecting adult education provision at the IAE Morogoro campus toward social sustainability?*

Literature Review

In this section, we first present the conceptual framework for challenges in adult education provision, such as social sustainability and adult learning. This is followed by a review of empirical research on challenges affecting adult education provision toward social sustainability.

Social Sustainability

The focal point in social sustainability is to ensure that the life of the society is well maintained now and then focusing on the demands of that society. Social sustainability is therefore, concerned with human endeavour and it is specifically focusing on sustaining societies wellbeing. The sustenance of an individual becomes crucial since each person is a member of society and has a role to perform toward social sustainability (Magis & Shinn, 2009; Wolff & Ehrström, 2020). The central meaning of social sustainability lies in the aspect of human wellbeing, equity and independent civil society, focusing on individual abilities and overall quality of life (Wolff & Ehrström, 2020).

Since the 2000s, social sustainability gained momentum from the political field as an effort to cope with technological improvements. In recent times it has influenced educational research especially in the field of adult education (Bostrom, 2012). Studies show that social sustainability in adult education practices reflects the ongoing process that advances people's wellbeing by recognizing their needs as time goes on and technology develops in their homes and workplaces (Griswold, 2016; UNESCO, 2015). Social sustainability typically means connecting the physical environment with the social world, strengthening social and cultural life, social facilities and political systems for citizens (Woodcraft, 2011). Thus, adult education should be like transformative education. Transformative education means co-created knowledge that is socially constructed by a broad base of participants and has the capacity to move society towards sustainable development (Jickling & Wals, 2008).

Social sustainability in adult education implies that all critical issues related to the well-being of people, such as good housing, health, nutrition, access to necessary goods and services should be well addressed and people focusing on higher-order demands. In the field of adult education, social sustainability has been in discussion for many years (Griswold, 2016). The improvement of adult education would bring awareness to society and contribute to sustainability which in most cases is tied to the well-being of the people in terms of social capital and general quality of life (Milana et al., 2016; Wals & Jickling, 2008).

Generally, social sustainability is all about meeting basic social needs and solving the problem of underdevelopment or poverty through engaging in transformative curriculum. In the context of this study, adult education for social sustainability means encouraging people to formulate and understand in more comprehensive ways what they know through their experience in the everyday, thereby revealing the structural relations and ways in which we are all part of reproducing these relations through our daily practices (Rathzel & Uzell, 2009).

Adult Education and Social Sustainability

Education is a fundamental human right, an invaluable public good and an indispensable tool in building peaceful, sustainable, and fairer societies. Adult education as a core component of lifelong learning, comprises every form of education and learning that aims to ensure that all adults participate in their societies and the world of work (Electronic Platform for Adult Learning in Europe [EPALE], 2021). According to UNESCO (2015), adult education involves all educational processes regardless of the content, level or method whether formal or informal as well as apprenticeship. This definition is contrary to what has been observed by Msoroka (2016) who affirmed that most of the people in Tanzania thought that adult education is mainly for the people who do not know how to read and write as well as for those who failed in their studies in the formal schooling system. The UNESCO-definition, however, clearly mentions that adult education is for not only teaching and learning of 3Rs (Reading, Writing and Arithmetic). It is education for social transformation and sustainability.

That is more effort should be done to curb the damage committed by human being worldwide currently. Thus, evaluation of challenges affecting adult education provision for social sustainability is needed. Clover and Hill (2013) agree that adult education can and should play a vital role in achieving global social sustainability.

Similarly, Butviliene and Butvilas (2013) define adult education as the entire body of ongoing learning procedures, whether formal or informal, in which people who are recognized as adults expand their capacities, enhance their knowledge, and improve their technical or professional qualifications, which in turn promotes their social well-being.

Because acquired skills, knowledge, and technical qualifications are embodied in a person throughout his or her life.

Adult education, in general, refers to any formal or informal socialization/learning situation in which adults participate to gain specific skills needed for a purpose. The special purpose is to encourage learners' self-actualization and active participation in the social, economic, and political life of their community. On the same note, adult education is defined as a situation in which an adult learns something from a friend or colleague in an irregular or regular manner. Adult education can take place almost anywhere, including the workplace, school, home, and street. As a result, it is regarded as a focal point from which social sustainability begins (Thompson, 2013).

Adult Learning

The Andragogy theory, which was developed based on the nature of adult learning and their desires to achieve social sustainability, guided this study. Malcolm Knowles created it in 1968 as a theory of adult learning. The theory has been described as the art and science of assisting adults in learning and applying knowledge to their daily lives. The theory is based on three major tenets: adults learn better from experience regardless of their mistakes; adults

prefer a pragmatic approach to learning; and adults always apply learning experiences to solve a specific problem in society. Adults are mostly motivated in learning things that seem to have instant application and they need to be included in the planning and evaluation of their learning. This theory is suitable for solving a specific problem (Knowles et al., 2005). The application of this theory in the current study was the tenet that social sustainability is influenced by adult education if it has a pragmatic approach and adults always learn to solve an existing problem in their society hence sustainability. Pragmatic approach to adult learners may be hindered by some challenges lies within its provision.

The challenges affecting the provision of adult education toward social sustainability are many and they may be categorized into individual challenges, institutional challenges, policy and program-related challenges. The challenges are in the form of interrelated nature, which implies that some challenges act as a point of departure to other challenges. From these major categories, a subcategory emerges which were internal challengesⁱⁱⁱ that encompass adult learners' challenges that are pinned to their characteristics (Yasmin, 2013; Dumais et al., 2013). Also, adult learners in the formal school setting had a challenge of negotiating between their learning aspirations and discouragements from their employers, close relatives, friends and peers.

However, Bwatwa and Kamwela (2010) show that low and irregular payment of honoraria to the adult education facilitators (teachers) remains to be a challenge to the provision of adult education in Tanzania. URT (2012) shows that adult education institutions were underfunded because in the year 2016/2017 there was less allocation of funds to implement adult education activities compared to primary and secondary education. This study focuses on the payment of teachers and does not encompass other aspects of status. Haridi (2019) affirmed that poor coordination and little transparency were among the observed challenges. Supervisors do not entirely or even very transparently disclose the small amount of money allocated to the adult education program. Moreover, a study proclaimed that the most revealed challenges were lack of enough time for study, lack of accessibility of ICT, ineffective feedback and inadequate teaching and learning materials (Musingafi et al., 2015; Kapinga & Maina 2014).

iii. Internal challenges are the learner-oriented challenges that emanated from work and the surroundings or their daily responsibilities including family chores.

The challenge of teaching and learning materials was also observed in numerous studies. For instance, it has been reported that adult education learners were not well supplied with enough teaching and learning materials (Soloma, 2018) and that learners had to share the few available T/L with the instructor (Owinyi, 2017). In most adult education programs learning materials were scarce from and that learners in a program like ICBAE had to construct their own teaching and learning. This shortage of teaching and learning materials made teaching and learning difficult as learners would not get the opportunity to interact with the material but for the learners' construct. Kageye (2018) for example report that the number of learners was high compared to the sewing machines and other learning materials available. Thus, such situation made teaching and learning difficult especially for practical work which limits the achievement of the set objective.

Material and Methods

This study was conducted at the IAE centre in Morogoro Municipal in Tanzania. The study employed mixed research approaches where qualitative and quantitative components were used. The study used were adult teachers, administrator and adult learners as key informants to gather information. For example, the following Using Slovin's formula^{iv}, fifty-five respondents were obtained including one administrator, four adult teachers and fifty adult learners. Purposive sampling was used to select one administrator and teachers while adult learners were obtained through a simple random sampling technique. The study involved adult learners pursuing certificates and diploma levels.

To enhance dependability, reliability and confirmability of the study, a pilot study was conducted at Bigwa Focal Development College with some similar adult education programs. For quantitative data, questionnaires^v was used which collection of data from adult learners. Students were asked to identify their agreement or disagreement to several statement i.e., *"Well improved teaching and learning facilities"*, *"Availability of enough teaching and learning resources"* *"availability of teaching and learning materials available and enough at the IAE Morogoro Campus based to your demands"*. For qualitative data, in- depth semi-structure interviews^{vi} was used for adult teachers and administrators. Interview guide consisted of questions item like *"What are the challenges facing the IAE in the implementation of the adult education in relation to the demands of the society"*

iv. The Slovin's Formula is a popular formular used in social science research. The formula is given as $n = \frac{N}{1 + Ne^2}$, where n is the sample size, N is the known population size and e is the margin of error to be determined by the researcher.

v. Both open ended and closed ended questionnaires were used to enrich the study.

vi. Semi-structured interview is a data collection method that has proved to be both versatile and flexible and comprised of predetermined and free responses.

“What are the current and recurring challenges you face in provision of adult education that hinder social sustainability”

Since this study involved both qualitative and quantitative data, the data analysis procedures were carried out into two approaches. Qualitative data which were collected through observation, interviews, and documentary reviews were analysed through thematic analysis with the assistance of the computer-based software known as Atlas.ti7. Descriptive statistics were employed in the analysis of quantitative data which were collected through questionnaires. In this analysis, data were grouped and tabulated to obtain frequencies and percentage for reasonable interpretation with the aid of computer-based software known as Statistical Package for Social Sciences (SPSS) version 26.

Results

To gather information, interviews and questionnaires were used. Adult learners were given questionnaires, while adult teachers and administrators were interviewed. To achieve the research goal, the challenges in terms of how adult education is interpreted in society and the general challenges were identified. Adult learners were asked to provide information on the types of arguments they receive from relatives regarding their decision to join the adult education program. Table 1 shows their responses:

Table 1. Learners' Response on Society Perceptions of Adult Education

Items	Frequency	Percent
Nothing	3	6.0
They are motivated to adult education programs	1	2.0
They condemn that am too old to learn	2	4.0
They complement my decision to engage in adult education	18	36.0
They see adult education as having nothing to do with society	21	42.0
They encourage	3	6.0
They stigmatizing that am losing money	1	2.0
They wonder if these programs exist while no classes in their society	1	2.0
Total	50	100

As shown in Table 1, most community members appear to be unaware of the existence and practice of adult education. This is because nearly half (42%) of respondents stated that their relatives believe adult education has nothing to do with society, and nearly 20% of respondents' relatives either do not believe the program exists or believe that the learners are too old to be studying, while others do not comment on the adult education program at all.

Data revealed a variety of challenges from various respondents. While the administrator was questioned about the challenges of holistic adult education provision, teachers were questioned about current and recurring adult education challenges that impede social sustainability. During the interview, one of the adult teachers said the following:

“Well, there are many challenges and among them, the misinterpretation of the term adult education is the great one. People believe that Adult education is just for those people who didn't get access to education and those who fail in the normal school system, so they tend to stigmatize people who joined adult education programs and this affects many of our programs as well as the intended goals of Adult education practices in enhancing the wellbeing of the learners and the society at large.” (AT1, 12Th April 2021).

Another adult teacher has the following to offer:

“....the main challenge I got in the whole process is the issue of attendance whereby most of the learners have poor attendance especially for those who are not on job but for those who are in service, they are sometimes not permitted on time and in most cases the classroom session starts in the afternoon. , speaking of the other challenge that faces these adult learners. Most of them have multi responsibilities, this is to say, you may find that they are supposed to be in the classroom and at the same time they are required to be in other schedules like family's issues like child caring...” (AT2, 12Th April 2021)

The IAE administrator was also asked if there is any assistance provided by the government in terms of finance to support the provision of adult education and if the assistance was enough to the learning outcome required to meet social sustainability. In regard to this the administrator had the following to provide:

“...if it could be enough the situation you see in our institution could not be

worse the way you see, Aaaaah the money received from the government is only for development grant and you cannot reallocate it for other services and that is why we are requesting money to the other sources but money as a resource will never be enough as necessity is always there....” “... Hahaaaaaaa! (laughing), “... this is a daydream nowadays, if we could have these people maybe we could not have financial constraints and we could work better and the demands of the learners and the society could be met and hence social sustainability...” (ADM1, April 12, 2021).

Apart from the aforementioned observation, on the same aspect of administrative challenges the administrator avowed the following:

“...Adult education to some extent has been taken as political agenda because even the allocated fund is not distributed in time, and this make our organisation fall into conflict with some suppliers. Things were good twenty years back during the reign of Hon Ali Hassan Mwinyi, Mkapa and a little bit Jakaya Mrisho Kikwete...” (ADM, Apri,12, 2021).

On the side of the adult learners, they were asked about the challenges facing the provision of adult education towards social sustainability. Their responses were summarized in Table 2.

Table 2. Challenges affecting Adult Education Provision Toward Social Sustainability

Sn	Variables	Frequency	Percent	Valid percent	Cumulative Percent
1.	Books	10	20.0	20.0	20.0
2.	Language of instruction	7	14.0	14.0	34.0
3.	Family Problem	3	6.0	6.0	40.0
4.	Time for studies	9	18.0	18.0	58.0
5.	Inadequate funds	8	16.0	16.0	74.0
6.	Shortage of teaching & learning facilities	13	26.0	26.0	
	Total	50	100.0	100.0	100.0

The finding from Table 2 indicates that from the perspective of learners, the adult education provision encountered several challenges that hinder social sustainability. The most severe challenge was the shortage of teaching and learning facilities whereby 13(26%) of the adult learners' respondents comment on that while the second challenge was books where 10(20%) urged on that. Some

other challenges include time for studies where 9(18%) evidenced inadequate funds were identified by 8(16%) of the respondent followed by the language of instruction which was mentioned by 7(14%). The last challenge identified was a family problem which was having 3(6%) of the respondents.

Discussion

The findings are discussed in light of the study's research objective, which was to identify the current challenges affecting the provision of adult education toward social sustainability at the IAE Morogoro Campus.

Challenges identified by teachers: Misinterpretation of the term adult education

Among other things, the findings above indicated a contextual misinterpretation of the concept of adult education in Tanzania. This is in comparison to the governance of adult education in some northern countries, such as Finland. The context of adult education in Tanzania appears to influence most people's negative perceptions of adult education. It has been perceived as a special type of education for those who did not have access to formal education or who failed the formal school system. In this study, we argue that the prevalent stigmatization of adult education discourages enrolled candidates to the point where some decide to drop out. This finding is consistent with the research.

This finding is consistent with the findings of Msoroka (2016), who discovered that many Tanzanians were still confused about the term adult education and its components.

A large number of people still have a skewed view of adult education, associating it with the acquisition of 3Rs and connecting it with those who have a 3Rs problem. Mlaki (2012) discovered that many people, particularly adult educators, have negative attitudes about the roles of adult education. Furthermore, adult attitudes toward adult education were unfavourable. This implies that there was little awareness in society, and thus they had negative consequences.

Challenges identified by administrators: Lack of political will

According to the findings, there is a lack of political will within government machinery to improve the equitable provision of adult education. This means that the central authorities' managerial and institutional framework does not have a political commitment to the implementation of adult education, regardless of its usefulness to the welfare of society.

This is demonstrated by the budgetary allocation in the field of adult education in comparison to other formal education. It is only through political will that sufficient funds and related infrastructure can be allocated. The findings also show that the government's political commitment to providing adult education is waning in the last twenty-six years. Kanukisya (2008) discovered that lack of political will and commitments from government institutions like policymakers itself affect the provision of adult toward social sustainability.

Policy and budgetary allocation were observed as indicators of a lack of political will.

Mushi (2016) revealed similar findings, stating that the government's lack of political and financial commitment to adult education affects its provision. The lack of funds allocated to adult education represents a lack of political commitment due to the belief that adult education is non-academic and produces little in the preparation of people for higher-income or professions (Mushi, 2010). Data on the challenges of providing adult education for social sustainability were also identified quantitatively using a questionnaire, and the identified challenges are discussed below:

Challenges identified by adult learners: Shortage of books, language of instruction, family problems, time for studies, inadequate funds, shortage of teaching and learning facilities

Adult learners revealed several issues affecting adult education provision in terms of social sustainability. It implies that one of the major challenges confronting adult education providers in the context of this study was a lack of teaching and learning (T/L) facilities.

T/L facilities include all educational facilities provided to learners so that they can use them appropriately to ensure a smooth T/L process. These services include excellent library services, an e-library, ICT, and dormitories. The availability of these facilities helps learners acquire and internalize knowledge and skills that are useful in social sustainability.

The findings are consistent with Okongo et al. (2015), who discovered that there were insufficient teaching and learning facilities in the implementation of inclusive education, which hampered the acquisition of learning experiences. Furthermore, Mbadiwe et al. (2019) discovered that prerequisites of teaching and learning facilities improve the quality and significance of acquired skills to learners. In

addition, Musingafi et al. (2015) reported that one of the major challenges that adult learners enrolled in various adult education programs faced was a lack of teaching and learning facilities.

Second, findings indicate that a lack of books impedes the effective implementation of adult education for social sustainability. The IAE campus in Morogoro was discovered to have insufficient books to meet the number of adult learners enrolled. This challenge was supported by 10% (20%) of those who completed the questionnaires. The scarcity of books, which are an essential component of teaching materials, has posed a serious challenge not only to IAE but also to other levels of education. The situation deteriorates in IAEs that lack e-library services. In this scenario, students lack areas for reference, additional reading, and practical advice. This finding is consistent with the findings of (Mupa & Chinookeka, 2015; Cosmas, 2018) who discovered that different educational levels, including adult education, lack adequate textbooks, revision books, and resource books to extend learners' knowledge.

The most determining factor that would have negative effects on learners' achievements in skills, knowledge, and attitudes that would have impacts on them, and their society is inadequacy of instructional material, specifically textbooks as the main instructional material (Okongo et al, 2015).

Third, time for studies has been identified as a critical issue for adult learners who are either working or studying at the same time. This occurs because they have various obligations to fulfil both before and after the session. Time is regarded as a determinant of the success of any activity, but the achievement of such activity is dependent on how time is managed and utilized. Employed adult learners were required to perform the employer's duties before attending class while home chores awaited. During the fieldwork, adult learners were observed arriving late at the campus. The sessions were scheduled to begin at 14:00 pm and end at 20:00, but the majority of the learners arrived around 16:00, which meant that they missed some sessions.

Furthermore, due to family obligations, some of them, particularly the females, had to leave the session early. Similar findings revealed that adult learners, particularly those enrolled in Open and Distance Learning (ODL), have limited time for studies due to difficulties in balancing time for studies and time to perform other life responsibilities (Budiman, 2015; Musingafi et al., 2015) . Females were the most affected gender, with a higher enrolment rate than males. Similarly, insufficient funds among adult learners have been identified as having a

significant impact on the provision of adult education toward social sustainability. The findings indicate that, regardless of the other factors for production, adequate funds are critical in comparison to the other resources. This is because having enough funds will assist an institution in addressing various challenges, and vice versa, various challenges will result from insufficient funds allocated. Funding is important in the provision of adult education because equitable infrastructure, teaching and learning materials, and facilities will be available based on learner demand.

Because formal and non-formal education are interdependent, they should be funded accordingly. Consideration should be given to adult education in addition to formal education. Many adult education institutions have expressed concern about insufficient funding because the majority of adult education practices rely on available fund resources. For example, Bwatwa and Kamwela (2020) stated that a lack of funds is a common challenge in providing adult education, which impedes a society's sustainability. According to Kamando (2014), despite the recognition of the critical role of adult education to an individual learner and society, the majority of adult education institutions suffer from a lack of funds.

Language of instruction is another identified challenge. Participants in this study identified language of instruction as a source of concern, specifically for adult learners, as a current challenge affecting the provision of adult education toward social sustainability. They responded because there had been a prevailing debate among many researchers, particularly those dealing with educational issues. Because of the proper acquisition of skills and knowledge based on language proficiency by learners, it has been one of the major concerns of policymakers and curriculum developers. Adult education institutions' formal language of instruction is English, which is difficult to learn. This finding is consistent with other findings that adult learners performed poorly due to a lack of proficiency in the language of instruction. As a result, the use of English prevents adult learners from having the intended learning experiences (Shahanga, 2015).

Lastly, the result of this study also show that some participants perceived the family problems as a great challenge that hinders the smoother provision of adult education towards sustainability of the society. Most of the adult education learners have family chores to perform such as taking care of the spouse and children while performing the employer work and matters related to studies. This implies that the whole aspect of teaching and learning would have been affected

because sometimes they would not attend due to family problems and other social matters. This is in line with Kapinga and Mtani (2014) who claimed that adult learners had a tremendous commitment to the family issues which affect their attendance hence affect proper acquisition of the intended learning experiences to foster social sustainability. Selwyn (2011) postulates that the female adult learners are predominantly affected by this challenge compared to male learners because in developing countries still there were taboos that family matters should be upon females.

The analysis leads to the following conclusions: although adult education practice plays a key role in fostering social sustainability, thus, welfare of the society still it has not been given due respect in terms of its status. Still, there is a significant difference between what is exercised in the provision of adult education practices towards social sustainability and policy documents. Financial challenges act as a point of departure to many other challenges and this is due to the lack of political will in enhancing the appropriate provision of adult education practice towards social sustainability, much emphasis has been directed to formal education. Lastly, lack of the development partners affects severely the provision of adult education towards social sustainability, as the little funds provided by the government do not meet the demands. Even though adult education practice plays a greater role in fostering social sustainability, the findings revealed that it still has low status and has encountered various challenges which affects its provision.

Based on these findings some practical implication should be taken. First, adult learners should be equipped with time management skills so that they can manage properly their schedule and performing employers' tasks, their learning tasks as well as taking properly their family obligations. Through this, learners-oriented challenges will be minimized and the role of adult education in fostering social sustainability will be achieved. Adult education teachers should utilize mostly the teaching and learning methods for adult learning so the challenge of shortage of time for studies could be addressed. It seems to be difficult to add more time as the learners have three if not two tasks to perform as explained above.

Second, adult education administrators should try to establish different initiatives and programs that will solve the challenge of insufficient funds. Learners could use the skills, knowledge, and competence obtained in different adult education programs in generating income on behalf of the institution. Learners could produce different commodities to maximize profit. This could also reduce the burden to

the government and the money could be directed to other strategic plans of the government.

Third, policymakers should put in hand all incentives postulated in policy documents that relate to the provision of adult education to ensure it meets the individual needs and the society's demands. The current education policy documents postulate that the government will put in place mechanisms and enabling conditions ensuring education and training is well provided in the country including adult education is effectively delivered at all levels in various ways. Based on the findings, adult education provision experiences a lot of challenges, and the major ones were governmental-oriented challenges. Thus, the government has a lot to play to ensure better provision of adult education to enhance social sustainability.

Based on the findings of this study, future investigations are necessary to validate the kinds of conclusions that were obtained from this study. First, it is recommended that the study related to policy and practice in raising the status of adult education provision should be carried out as there is a great relationship between the two and the aspect of social sustainability. This has been recommended because it has been revealed in the study that there was a mismatch between the policy document and the actual implementation. Also, the policy process involves government actors who know appropriate ways of avoiding government-related challenges, institutional framework, policy and practice challenges.

Secondly, as this study sought to identify the current challenges of adult education provision toward social sustainability, a further similar study could be conducted on the practicability of measures to address current challenges of provision of adult education to ensure social sustainability in Tanzania. Also, the current study was conducted at the IAE campus in Morogoro, further similar study could also be conducted in more than one region and campuses using different institution of adult education which may be public or private, and utilizing different research approach than the one used in this study.

Finally, additional research should be conducted to benchmark good practices in adult education provision toward social sustainability. To address this issue, longitudinal studies on the role of adult education provision should be conducted in order to benchmark good practices in adult education toward social sustainability. This allows a number of adult education institutions to adopt instrumental practices and thus avoid challenges.

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