



Exploring Community Awareness and Attitudes towards Adult Education: Implications for Sustainable Development Goals

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Abstract: *The mystery of illiteracy and the lack of a long-term solution to it persist despite the enormous amount of study devoted to adult education in the fifty years after independence. In order to gauge the level of understanding and support for adult education programmes in the municipalities of Kigamboni and Temele, this research surveyed local residents. The study used a cross-sectional design and used both quantitative and qualitative techniques of research. It involved 250 participants. To measure community awareness and attitudes, quantitative data was evaluated using descriptive statistics using Likert scales. Although 58.4% of respondents were aware of adult education courses, the community's perspective of "adult education" was unclear, according to the data. Policymakers, according to the report, need to rethink the term "adult education." Community members also had a bad impression of adult education courses, which may have something to do with the fact that they were only open to those aged 19 and above. Improved community awareness and favourable attitudes towards adult education may be achieved by political commitment in decision-making, planning, budget allocation, programme execution, and administration of literacy programmes, according to the research. In addition, the Institute of Adult Education, the Ministry of Vocational Training and Education, and the Local Government should launch long-term initiatives to enrol people over the age of 19 in adult education courses.*

Keywords: *adult education, awareness, attitude, programmes*

Introduction

It would be difficult to achieve the Sustainable Development Goals in the 21st century if we ignore adult education (AE), which stands for the supplementary quality of community knowledge of lifestyle and educational alternatives (Benavot, 2018). Access to better job prospects is one of the many benefits of continuing one's education beyond high school or college. In consequence, having a job that pays well drives economic development, which in turn generates more jobs and provides a way out of poverty and gender disparity (Klees, 2017). According to Boyadjieva and Trichkova (2021), adults who pursue

higher education get respect from their peers, better problem-solving abilities, access to better jobs, and more information. Nearly 770 million people in the world lacked the ability to read and write in 2021, which is a shocking number (UNESCO, 2022; World Bank, 2022d). The data's most noteworthy feature is the community's ongoing uncertainty over its knowledge of the problem and its willingness to support adult education programmes that aim to lower the literacy rate. Thus, self-awareness is crucial for EC, or the process of consistently linking a stimulus with other cues that elicit a positive or negative appraisal (Sweldens et al., 2014). Therefore, it is difficult to show community education successfully without knowing the community's basic views towards adult education.

In a similar vein, the International Conference on Adult Education (CONFINTEA VII) in June 2022 in Marrakech, Morocco, emphasised that a free and democratic educational environment that values individuals is essential for adult education, which is fundamental to progress. Therefore, continuing one's education as an adult is a right, not a privilege. In order to achieve other rights and, more broadly, the SDGs, the Marrakech Framework for Action highlighted that adult education is a human right. If people want to "catch up, stay up, and keep ahead of the rapid technological advancement," it could be vital for them to continue their education. Therefore, it is crucial to research how people feel about adult education (Hanson and Jaffe, 2020; Olufunke, 2023). There are 155 million people in Africa who are considered "illiterate." Among this group, women make up 66% since they face twice the risk of being excluded from school compared to males. References include (Berrozpe et al., 2020; UNESCO, 2022b). In terms of percentages of the population that cannot read or write, Equatorial Guinea(87%), the Congo(83%), South Africa(81%), Sao Tome and Principe(79%), Gabon(71%), and Cameron (68%), according to UNESCO (2022b). The study did not specifically name Tanzania as a country struggling with illiteracy, but it is worth noting that Tanzania does in fact have its fair share of illiteracy problems (Mushi, 2020).

An insufficient money—less than 2% of national budgets—is one of the many obstacles to adult education programme implementation in Africa. For instance, the government of Kenya allocates about 0.3% to 0.4% of its budget to adult education, while the government of Zambia allocates only 0.3%. Spending is 0.3% in Malawi and 1% in South Africa (Mlekwa, 2022). Another obstacle is that adult education is still primarily focused on teaching people how to read and write, and regulations and laws regarding adult education are moving at a snail's pace (UNESCO, 2022b). Among the reasons impeding the growth of adult education, the lack of understanding and attitudes towards the field is regrettably

underreported. Therefore, the purpose of this research was to gauge knowledge and perspective in order to point accountable people in the direction of solutions that would improve the adult education industry.

Policy announcements, effective governance, financial assistance, stakeholder engagement, and educational initiative prioritisation are some of the proactive methods that African nations are pursuing to eradicate illiteracy. As stated by Baatjes in 2022. As a contemporary means of adult education, some writers contend that it is crucial to stress the significance of using technology and digital resources. They emphasise that this method may help underprivileged communities and individuals, such as those who are illiterate, get the recognition and attention that adult education programmes at the state and federal levels deserve. As stated by Baatjet (2022). In order to educate adults, several African countries have proposed repurposing existing food distribution networks and other community-based initiatives (UNESCO, 2022b). To better the community's attitudes and understanding, other governments are using the suggested forums to provide adult education programming tailored to local needs and interests (Baatjes, 2022). Using this practical knowledge, adult education may shift its focus away from the conventional methods of functional adult literacy (Toumi, 2022). Unfortunately, CONFINTEA VII did not do enough to change mindsets in order to improve adult education in Africa. As a result, those with a stake in adult education failed to adequately handle the issues of attitudes and knowledge.

After dropping from 85% in 1961 to 9.6% in 1986 and then climbing to 31% in 2022, Tanzania has made considerable efforts to reduce the illiteracy rate (Mwaikokesya and Mushi, 2017; Mushi, 2022). Improving the competence of Tanzanians who are illiterate is a top priority, and reducing illiteracy is an immediate need for the country's prosperity and security (Michael et al., 2022). Nevertheless, there are still a number of obstacles that the country's adult education programme must overcome. These include insufficient funding, inadequate time, problems within families and workplaces, and an absence of instructional resources (Kway, 2016). As a result, Bhalalusesa (2022) pointed out that, despite the fact that the government was in charge of most adult education programmes back then, there were still a lot of obstacles to putting them into action, such as doubts about the efficacy of teaching adults life skills and transforming them.

Ping et al. (2018) found that societal ideas had a significant impact on attitudes towards adult education. Put another way, it achieves its goals by combining the expertise, principles, and beliefs of its members (Mengistie, 2022). The views and sentiments of individuals on certain matters, whether positively or

adversely perceived, are referred to as attitudes by Myconos et al. (2017). According to Michael et al. (2022), when individuals take part in adult education programmes, it affects the community's capacity to understand adult education viewpoints. The foundation of the community's ideas and feelings is a deep comprehension of the issue.

Therefore, people may express their opinions on whether something is good or bad in their eyes. Thus, adult education programmes impact the community's capacity to understand community viewpoints on AE. Adult education initiatives provide a platform for community members to express their positive or negative feelings about something (Olufunke, 2023). It follows that, in contrast to pessimistic views of adult education, optimistic attitudes promote higher levels of engagement from both participants and observers.

Michael et al. (2022) found that by altering the mindsets of adult education stakeholders and introducing adult education courses, Tanzania may replicate the core problems impacting adult education provision. This is how political will to raise awareness and support for adult education courses may be shown. Some of these goals include meeting community attitudes, improving educational options, engagement, and learning for adults, and revising legislation pertaining to adult education (Mushi, 2009). Participation in AE projects in Tanzania is minimal, according to the research (Belete et al., 2022). Accordingly, there are many factors contributing to the effectiveness of the course when assessing people's perspectives on adult education (Mengistie, 2022). So, the purpose of this research was to assess how well-informed and how people in the municipalities of Kigamboni and Temeke felt about adult education. The following overarching questions were the focus of the research: How well-known are the adult education courses in the municipalities of Kigamboni and Temeke? Concerning the adult education courses offered, how does the community feel about them?

How the community feels about adult education courses has not been explored in many literatures. So, it's important to remember that not much is written about awareness as an attitude component. In addition, Mushi's (2017: Michael et al., 2022) findings suggest that the community's propensity to engage in project implementation interacts with its level of awareness and attitude. As a result, the need of understanding community views towards adult education is sometimes disregarded as a difficulty (Anderson et al., 2022). The goals of the curriculum may be advanced in several ways via gauging public opinion on adult education, including bringing attention to the issue and pinpointing the barriers that prevent adults from taking part in educational programmes (Mengistie, 2022).

With the ultimate aim of raising community awareness and protecting adults' basic right to education, this research primarily seeks to investigate educational program-related knowledge, attitudes, beliefs, and behaviours. Improving programme efficacy, increasing participation, informing policy choices, and supporting lifelong learning are all goals of adult education programmes, and this study's results may provide light on the obstacles to their implementation. Therefore, accountable parties may participate in enhancing the adult education sector by learning about community awareness and attitudes. This research is in line with SDGs 4, 8, and 10 of the Sustainable Development Goals for 2030, which aim to provide access to excellent education, improve working conditions, boost economic development, and decrease inequality.

Literature review

The Theory of Attitudes by Fishbein and Ajzen (1975) provides a useful framework for understanding the reasons that communities use to accept or reject the adult education courses in their area, which is the theoretical basis for this research. According to this school of thought, one's attitude might be defined as an enduring disposition, either positively or negatively. Physiological, cognitive, and self-report assessments of the object's emotional impact are the three interrelated aspects that make up an attitude's measurement. Cognitive tests determine how positive an attitude is towards attitude objects and how accurate one's beliefs about that attitude are. Researchers looking into people's views should focus in on what makes them tick, say Fishbein and Ajzen (1975). An individual's response to an item might be good, neutral, or bad depending on the degree to which their attitude changes. An attitude is a person's inclination towards a certain course of action or way of seeing the world around them.

According to the results of this research, one's attitude is self-determined and that altering one's attitude necessitates a shift in one's core beliefs. Each municipality's community views were evaluated and reported based on the existence and knowledge of adult education facilities. In order to determine what adult education service providers may do to make their communities more welcoming of adult education courses, it was important to gauge community sentiment. Hanafiah et al. (2013) said that while assessing the present state of affairs regarding the introduction of adult education courses in the research region, community perception constituted the most reliable component.

Adult and adult education

Many elements, such as the kinds of actions and duties that define an individual as an adult, contribute to the fact that the word "adult" does not have a single, agreed-upon meaning (Soloma, 2018). Learning is important and valuable throughout one's life, and the word "adult" includes not just young people but also adults and the elderly. Anyone may learn anything, regardless of their gender, nationality, or age (Soloma, 2018). According to URT (2020), adults are defined as those who are 19 and older. People in this group are defined by their low levels of literacy and numeracy because they did not complete elementary school, did not have access to basic education, or did not have any formal education at all (Kolawole, 2022). Everyone from people to families to communities to nation states is concerned about the need to invest in education, especially adult education (Kanukisya, 2008).

Lifelong learning opportunities are the goal of adult education programmes (Kolawole, 2022). As per UNESCO (2012), adult education is offered to individuals who are deemed adults by their society. Its purpose is to help them enhance their technical or professional qualifications, progress in their personal development, and gain a broader understanding of various subjects. Alternatively, it can be used to introduce them to a new field or refresh their knowledge in an existing one. Additionally, this encompasses what is frequently referred to as second-chance education, recurrent education, or continuous education. People aged 19 and above are taught reading, writing, arithmetic, life and survival skills, and IT in adult education programmes, according to this research. Udouj (2017) argues that adult education programmes should prioritise expanding students' access to high-quality education and encouraging them to continue studying throughout their lives. Thus, adult education is one of the suggested ways to achieve the SDGs, particularly SDG 4. None of the texts outlining national strategies to alleviate poverty fully recognise the importance of adult education as a means to that end.

Adult education, awareness and attitudes

The interests of oppressed communities are championed by adult education programmes, which are liberating and transformational. The community's knowledge and perspective on education programmes determine the efficacy of adult education initiatives. Mlekwa (2022) notes that the Tanzanian government has taken many steps to enhance adult education, one of which is a more optimistic stance towards the implementation of literacy schemes. A number of Tanzanian scholars have examined adult education and community views,

especially student attitudes, to draw conclusions on the state of adult education in the country.

The perspective of adult education stakeholders is investigated by Michael et al. (2022), while the perspective of adult learners towards women and adult education programmes is explored by Kimaiga et al. (2013). Michael et al. (2022) looked at how people involved in adult education feel about it, and stated (2017) evaluated how people in Zanzibar feel about the importance of community education projects. Because of a dearth of qualified adult education instructors and suitable reading materials, Mlekwa's (2022) study on the Memorable Aspects of Adult Education in Tanzania found that community members developed a negative outlook on working with adults in literacy projects. Education for older people in Tanzania: trends, challenges and concerns was researched by Mwaikokesya and Mushi (2017). They found that political will, finance availability, economics, and politics are the most prevalent elements influencing the provision of education for older persons. Olufunke (2023) notes that there has been less effort to assess community attitudes and understanding on adult education.

The lack of research on adults' knowledge of and feelings towards adult education initiatives is a result of this dearth of literature. On the other hand, in order to guarantee that adult education programmes are well-received, researchers should investigate how the general public feels about them (Ericksen, 1990; Salusky, 2021). Because one's attitude towards adult education is the strongest predictor of whether or not that programme is really implemented, this perspective sought to analyse the knowledge and attitudes of the municipalities of Temeke and Kigamboni with respect to adult education (Ericksen, 1990). The illiteracy rate rises when people have negative views about adult education, whereas positive attitudes lead to more community involvement in these activities (Salusky, 2021). This research helps get us closer to SDG 4: achieving adult learning and education (ALE) as a basic human right and an essential part of lifelong learning, which is one of the officially recognised Sustainable Development Goals for 2030. Consequently, with the rise in adult illiteracy in Tanzania, the research is both relevant and important for the advancement of adult education. Many new possibilities for adult education programme administration will arise as a result of this research.

Methodology

The municipalities of Kigamboni and Temeke in the Dar es Salaam area were the sites of the research. E 39°12" and S 6°48" are the coordinates of the two towns. Located in the Pwani Region, Temeke is bordered to the south by the Mkuranga District, the Indian Ocean to the north, and the Ilala District to the northwest. Kigamboni is bordered by Ilala District to the north, the Indian Ocean to the east, Temeke Municipal to the west, and Mkuranga District of Pwani Region to the south. The low enrollment in adult education courses, high rates of school dropouts and truancy, and a lack of suitable learning facilities and facilitators led to their selection as the two municipalities in question (URT, 2019; URT, 2020). According to Babbie (1990) and Bailey (1998), a cross-sectional design was chosen for the evaluation of adult education awareness and attitude because it was efficient in terms of time and resources. Respondents' levels of familiarity with and opinions towards the adult programme were the intended subjects of the in-home interviews. The research study's population was determined using Cochran's (1977) formula.

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

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

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, after reaching saturation and hearing remarks during interviews, group discussions, and key informants, the data gathering process became repetitive, even though 250 respondents were covered. In the survey, similar answers were also found. Saturation point may be more easily achieved via triangulation, according to Fusch et al. (2018). According to Fusch et al. (2018) and Mwita (2022), this indicates that researchers should stop collecting fresh data. Therefore, in order to gather data from each ward, a sub-sample size of 30 cases was

required. Each ward's subsample size was large enough to permit statistical analysis, as previously noted by Bailey (1998).

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

Questionnaires, FGDs, and key informant interviews were utilised to collect qualitative data. A total of 250 people were asked to fill out the surveys, which aimed to gauge community knowledge, sentiments, and the effects on the neighbourhood. All of the municipalities participated in two FGDs. To guarantee a broad representation in terms of gender and age, six to eight participants were purposefully recruited for each focus group discussion (FGD). Our goal in making this decision was to cover all the bases when it came to adult education. We wanted to know things like how many centres are out there, how much people know, what people think, what problems are already there, and how we can fix them (Winter and Woodhead, 2021). To choose the municipalities and key informants, a purposive sampling method was used. Interviews with six (6) important informants were also a part of the research. The unit of analysis used was a household. The statistical analysis of quantitative data was carried out using SPSS version 16. In order to achieve the goal of the research, content analysis was used to break down the data collected from key informants and focus groups into themes and subthemes. The degree of respondents' awareness was measured using an indicator, and their attitudes towards adult education were evaluated using a Likert scale.

To make sure the data collected utilising certain research methods were representative of the study's content, the validity of the instruments was checked (Msabila et al., 2013). To ensure the validity and reliability of the instrument, a

pilot research was carried out once in Kigamboni with the same sample of persons. In order to assess the tool's internal consistency reliability, it was necessary to calculate and report Cronbach's alpha for each scale or subscale (Bujang et al., 2018). In order to gauge how well-known and thought-of adult education courses are in the community, this research used a questionnaire. In social science research, a Cronbach alpha of 0.70 is considered acceptable; in fundamental research, a value of 0.80 is considered acceptable; and in applied contexts, such as the health industry, a value of 0.90 is considered appropriate (Schrep, 2020).

Results

Socio-demographic characteristics of respondents

Important facts on the participants in this research are included in the demographic characteristics section, which includes things like age, sex, marital status, level of education, and other pertinent statistics. If we want to know what made up the sample and how it may have affected the results, we need to know these details.

In this research, the percentage of men was significantly higher (55.2%) than the proportion of females (44.8%), as shown in Table 2. This research included participants of both sexes, suggesting that there may be a correlation between participants' gender and their level of knowledge of and enthusiasm for adult education. Most were married (58.2%), while 29.4% were unmarried and 3.2% were divorced, according to the results.

Twenty.4% of respondents were between the 38–42 age bracket, according to Table 4. Meanwhile, 20% were classified as being 43 years of age or older, while a tiny subset of respondents (12%) were in the 18–22 age bracket. According to Cross (1981), the strongest indicator of adult education attendance is age. Table 4, which is rather interesting, shows that 56% of the people who filled out the survey had only completed elementary school. Some interviewees claimed to have attended elementary school for seven years, yet they still couldn't read or write when questioned about it. In addition, 8.8% of respondents did not have any formal education, as seen in Table 2. 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
	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 reveals that 16.9% of those who took the survey are aware that there are adult education programmes available on the radio. Friends and family are a source of information for a tiny percentage of responders (16.2%). Similarly, a small percentage of respondents (4.9%) said they learned about adult education programmes at the village meeting, while 6.2% said they heard about them from ten cell leaders. However, those who attended the meeting stressed that local leaders there mandated enrolling only students who had completed standard seven or females who had dropped out of school. This means that there is no programmes in the field of study for adults who are unable to earn a high school diploma for various reasons. There was no statistically significant difference in

awareness between men and women, according to an independent samples t-test ($P > 0.483$).

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)

In general, 58.4 percent of those who took the survey were aware that there were adult education courses (Table 6). This might have been influenced by the country's previous adult education programme, which employed radio programmes and group discussions to encourage people to enrol in literacy classes held in various settings such as primary schools, health centres, religious buildings, private residences, and even under trees (Mlekwa, 2022). Because participants could learn about important crops as well as fishing, cattle keeping, and home economics, the curriculum became well-known and drew a diverse group of students.

On the other hand, a small percentage of respondents (41.6%) were unfamiliar with adult education courses. This suggests that there is a lack of understanding of adult education due to a number of factors, including the absence of adult education classes in the research area, insufficient consultation with the target group regarding the programmes, insufficient funding and administrative support, an absence of policy guidelines, and an absence of a political will. Insufficient funding, a lack of skilled personnel, and poor facilities and equipment all lead to limited understanding about adult education programmes, according to UNESCO (2020), which supports this result.

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

Scores	N	%
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

According to the results, most people think that: (1) women's mobility increases when they participate in adult literacy programmes; (2) there is a strong correlation between women's literacy and their children's education; and (3) adult literacy programmes help participants become self-employed. Table 7 shows that the attitude scale gave these three perspectives scores ranging from 1 to 1.8. Meanwhile, three respondents' attitudes were scored between 1.9 and 2.6, suggesting that they disagreed with the following statements: (1) the community supported adult education; (2) the community had a positive attitude towards adult education; and (3) adult literacy programmes offered learners easy access to social services and loans.

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			Adult Education was not well-regarded insufficient community support affects a
The adult literacy programme has helped participants to be self-employed.	250	4			Adult literacy programmes have not helped confidence and believe in their abilities.
The community had a positive attitude toward adult education.	250	4			Adult literacy programmes engaged older young females.
The success of adult education is influenced by community support	249	4			The absence of an adult literacy program level of mobility.
Adult literacy programmes provided the learners with chances for easy access to loans and Social Services.	249	4			There is a limited relationship between their children's Education
Adult literacy programmes helped women to be confident and believe in their potential.	250	4			
Adult literacy programme enhances women's level of mobility.	250	4			
A solid relationship exists between women's literacy and their children's education.	249	4			

414	1.66	1.031
405	1.62	.967
509	2.04	1.035
502	2.02	1.032
506	2.03	1.150
445	1.78	1.000
448	1.79	.980
465	1.87	1.025
808	3.26	1.243
780	3.13	1.261
857	3.43	1.136
801	3.22	1.182
754	3.04	1.303
803	3.21	1.270

Discussion

The researcher analyse the results in light of the study's overarching goal, which was to gauge residents' familiarity with and sentiments towards adult education activities in the municipalities of Kigamboni and Temeke.

Some respondents claimed to have completed elementary school, yet the results reveal that they were still illiterate. According to one responder, cultural factors and familial separation were among the many reasons why some people of the community did not complete high school. The majority of the people clearly lacked or had very little formal education, as this proves. This suggests that adult education courses may be necessary to help those who either did not have the opportunity to attend school or who only managed to finish elementary school acquire the knowledge and abilities they need to succeed in the workforce.

Adult education courses in the towns of Temeke and Kigamboni were well-known in the community, according to the survey. Radio shows, acquaintances, and the local government offices were the community's sources of knowledge on adult life. This is how the focus on adult education has evolved over the years, with some initiatives aimed at older adults (such as those from the 1970s) and others at younger generations (such as SEQUIP and IPOSA). In support of these results, Mushi (2022) argues that the community had a better understanding of the 1970s adult education programme and how it had accelerated the establishment of local income-generating businesses in pursuit of socialist development as part of the country's overall plan for national development. The idea that the whole country rallied behind adult education in the 1970s to combat widespread ignorance and illiteracy was also supported by Mlekwa (2022). The present trend of younger students enrolling in adult courses has thrown the definition of adult education into disarray because of the age restriction and the services it provides. Like Kimaro et al. (2022), I've seen that people in Tanzania tend to misunderstand what "adult education" means when taken out of context. According to Msoroka (2016), who found that many Tanzanians still don't understand what adult education is and how it works, there is a similar viewpoint. Mushi (2022) echoed this conclusion, arguing that a more comprehensive description of adult education is essential. A lack of community understanding around "adult education" is hence the conclusion of this research. The term "adult education" has to be redefined by the government.

Because eight out of fourteen attitude statements in the research region had a negative connotation towards adult education, the findings suggested that the community had a negative attitude towards this kind of education. The lack of available learning centres and a shift in the adult education program's focus from older adults to younger ones are to blame. The community's unfavourable attitude

towards adult education courses is supported by this result as well as by those of Friebe and Schmidt-Hertha (2013) and Ndijuye and Ephraim (2022). Funding for adult education programmes, accessibility of course materials, insufficient incentives, limited student engagement, and community backing all reflect this mindset. There was no statistically significant difference in how men and women felt about adult education initiatives. Many people in the community see adult education negatively, according to Olufunke (2023), perhaps due to a lack of understanding of what it comprises.

But as Mwaikokesya and Mushi (2017) noted, the public's view of education and adult education has taken a turn for the worst, and many tend to see education for the elderly as a kind of leisure. With less resources available, adult education programmes must take a back seat now that the Department of Adult Education is a unit inside the Chief Education Officer's office (Mushi, 2022). Some respondents, however, were illiterate and keen in enrolling in adult education courses; this was evident from their regular encounters with residents of the study region. Regrettably, they were unable to access any of the programming.

In a similar vein, the following statements showed that the respondents were unsure or had no view based on their scores on six attitude statements: In the community, adult education was not highly valued. The correlation between women's literacy and their children's schooling is weak. Women's mobility was hindered since there was no adult literacy programme. Moreover, adult literacy courses tended to involve older people rather than adolescent females. Adult education programmes fail because they don't have enough community backing. The results showed that people in the community felt both positively and negatively about adult education courses. The belief that the existence of an education facility in the community provides an opportunity to provide evaluative-relevant information to the programme is one of the fascinating outcomes of this perspective. It suggests that an individual may have more than one attitude towards adult education. Due to the nonexistence of the course, eight out of fourteen Attitudinal Statements were found to have unfavourable perceptions towards adult education. To improve communities' understanding and attitudes towards adult education, which will influence people's participation in illiteracy programmes, political will is needed at all decision-making levels in planning, budgeting, implementation, and management of the programmes. Additionally, it is recommended that the Adult Education Institute, which provides adult education, the Ministry of Education and Vocational Training, and the Local Government all work together to establish long-term adult education (AE) programmes that attract participants aged 19 and above.

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