Assessing Adults' Willingness to Engage in Adult Education: A Case Study of Kigamboni and Temeke Municipalities. Tanzania

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Abstract

This study explores the prevalence of illiteracy among adults with limited reading and writing skills in Kigamboni and Temeke Municipalities, Dar es Salaam, and assesses factors influencing adults' willingness to participate in education classes. A cross-sectional design was employed to gather data from 250 respondents using qualitative and quantitative methods. The study finds a higher prevalence of illiteracy in Kigamboni compared to Temeke, with no significant statistical difference between the two areas. The research identifies five significant factors affecting adults' willingness to engage in adult education programs: availability of professional teachers, domestic roles, time constraints, conducive learning environments, and programs offering job opportunities. Recommendations include establishing education centres in primary or secondary schools to attract more learners, creating special centres in various, and adopting online and distance learning modalities. Moreover, integrating entrepreneurship and vocational training into adult education is recommended to enhance employability. The study underscores the urgent need for adult education programs in both municipalities and suggests that the Ministry of Education and Vocational Training collaborate with local governments to prioritize infrastructure development and political support. These initiatives aim to reduce adult illiteracy rates effectively, emphasizing the importance of tailored educational approaches to meet diverse adult learner needs.Keywords: Adult, Adult Education, Willingness, Engage, Kigamboni and Temeke Municipalities

Introduction

The significance of adult education in our ever-evolving world cannot be overstated (Košmerl1 *et al.,* 2022). Adult education has gained prominence in discussions surrounding human rights, framing it as essential for acquiring knowledge and skills crucial to promoting adult economic and social rights (Belete *et al.,* 2020). Government investment in adult education is limited globally, with only just 28 of 146 countries allocating 0.4% of their budget to this sector (UNESCO, 2022). It has been argued that adult illiteracy has significant social implications, including limited access to employment opportunities, reduced participation in civic life, and increased dependence on welfare systems (Mlekwa, 2022). On the other hand, adult illiteracy poses economic challenges at individual and societal levels. Similarly, low literacy levels limit individuals' ability to acquire new job skills, advance their careers, and adapt to a rapidly changing job market (Tian, 2020)

Surprisingly, the global number of individuals incapable of reading or writing has been increasing (UNESCO 2022). In 2022, the number of adults aged 15 years and above who were unable to read or write reached over 773 million, with a significant proportion being women. This count surpassed the 745 million recorded in 2015, which in turn exceeded the 700 million recorded in 1950 (UNESCO, 2023; World Bank, 2022d; Fute *et al.*, 2023). Despite the increasing prioritization of adult education on a global scale over the past two decades, evidence indicates that adult participation in such programmes remains low worldwide (Clain, 2016; Belete *et al.,* 2020). Adult learners are hindered by unfriendly learning environments, which essentially contribute to the lack of willingness to continue learning (Xu and Yujuan, 2023). In light of this, this study aimed to assess the factors that influence learners' willingness to engage in adult education learning.

It may be worth noting that the burgeoning populations of developing continents such as Asia and Africa, which collectively comprise approximately 5.3 billion and 153 million illiterate adults residing in Africa, present a significant challenge in terms of literacy and education (World Bank, 2022d). This challenge is particularly pronounced in many countries within these continents, where the numbers of non-literate adults and out-of-school children and youth surpass those of other world regions (Belete *et al.,* 2020). In Africa, the level of illiteracy varies considerably from one nation to another, with stark figures revealing the extent of the issue: South Africa reports an alarming 81% illiteracy rate, while East Africa stands at 68%, Central Africa at 64%, and West Africa at 45% (AU, 2016). The prevalence of illiteracy across African nations underscores the urgent need for comprehensive

adult education programmes tailored to the specific needs of each country. Various initiatives have been launched to reduce illiteracy in Africa; for instance, Kenya has pioneered community learning programs aimed at providing accessible education opportunities to adults who lack formal schooling (UNESCO, 2022). Similarly, Ethiopia has taken innovative steps, such as the construction of outdoor garden reading rooms, to create environments conducive to literacy development (UNFPA, 2022). These initiatives signify a proactive approach to tackling illiteracy, recognizing that traditional classroom settings may not always be accessible or suitable for all learners despite their low willingness to engage in adult education.

In the Tanzanian context, the adult illiteracy rate of 22.1% reflects a troubling pattern of educational stasis and decline, starkly contrasting with figures of 10% in 1970 and 16% in 1997 (URT, 2009; UNESCO, 2015; Mwaikokesya and Mushi, 2017). Despite a notable increase in literacy rates since the 1997s, most illiterate individuals are women (Meena, 2018). Initiatives such as adult literacy classes and the establishment of folk development colleges supported by Sweden since the 1970s demonstrate a diversified approach to combatting illiteracy and enhancing educational accessibility (Mlekwa, 2022). However, the efficacy of these efforts is hindered by a notable lack of willingness to participate in literacy programs, which is indicative of inadequate infrastructure and support for adult education (Mlekwa, 2021).

The decline in adult learner willingness, as evidenced by the dramatic drop in enrolment and attendance rates in literacy classes, presents a pressing concern in Tanzania. Statistics reveal a stark contrast between attendance rates in the late 1980s, which stood at 79%, and the current plummet to a mere 11% across all districts in Tanzania (Mlekwa, 2022). This alarming trend not only signifies a regression in educational attainment but also underscores the exacerbation of illiteracy among the country's adults. Effective adult education initiatives are imperative for addressing this burgeoning issue. However, the success of such programs is contingent on an individual's willingness to participate (Robenson, 2018). Therefore, elucidating the factors that influence adult learners' readiness and willingness to engage in literacy classes assumes paramount importance in designing interventions that are not only effective but also inclusive, catering to the diverse needs and circumstances of adult learners (Xu1 & Yujuan, 2023). By comprehensively examining the determinants that shape adult learner participation

in literacy programs, stakeholders can devise targeted strategies to reverse the declining trend and foster a lifelong learning culture in Tanzania.

It is of great significance to assess the willingness to engage in adult education in Temeke and Kigamboni Municipalities. First, these municipalities represent urban areas within the Dar es Salaam Region, where the need for adult education interventions is pronounced due to high population density and diverse demographics (URT, 2019). Second, understanding the willingness of adults in these municipalities to participate in education provides crucial insights into the underlying factors that influence their engagement. Several researchers have worked on various dimensions of adult education in Tanzania, including Kimaro *et al.* (2022), who argued that the challenges encountered in delivering adult education programs hinder their effectiveness and accessibility in advancing long-term social sustainability objectives. On the other hand, Massawe, (2019) revealed that adult education policies in Tanzania are shaped by their conceptualization, purpose, and influence within the socio-political context of the country, while Mwaikokesya and Mushi, (2016) assert that the educational landscape for older adults in Tanzania, has implications for policy and practice that enhance the way educational needs are met among older adults in Tanzania. Msoroka (2015) insist on the utilisation of secondary schools as adult education centres in Tanzania. Thus, there is an existing research gap, as none of the authors examined looked at the willingness of adults to pursue adult education in Tanzania. This study seeks to bridge this empirical gap by examining the factors that impact their willingness and proposing strategies to enhance their engagement in educational programs. The findings of this study research will add to the existing body of knowledge and provide practical recommendations for policymakers, educators, and practitioners in adult education. Emphasis on the willingness to participate in adult education is crucial for advancing the Sustainable Development Goals (SDGs) for the year 2030, particularly SDGs 1 and 4. This focus contributes significantly to the global agenda of promoting inclusive and equitable education and lifelong learning opportunities by 2030 (Yamamoto, 2015).

Adult Wiliness to Participate in Adult Education

The concept of adult education differs depending on its use (Seyoum & Basha, 2017). Adult learning and education (ALE) serve as a broad framework encapsulating a myriad of settings worldwide in which adults engage in learning activities (Lee & Desjardins, 2019). Adult education pertains to structured educational endeavours designed to enhance adults' skills and capabilities, with the

overarching goal of enriching their societal engagement and quality of life (Mushi, 2022). In essence, this study focuses on adults who face educational deficits, where challenges in speaking, reading, or writing hinder their capacity to effectively engage in their work, family responsibilities, and broader societal interactions. To expand their knowledge, adults require programs designed to provide them with the requisite knowledge, skills, and cultural values essential for self-development and robust involvement in the social, economic, and political spheres of their communities (Mushi, 2022). Despite the implementation of initiatives aimed at broadening participation, these adults remain unwilling or disengaged from the learning process. It has been argued that knowledge and skills sharing are theoretically unnatural because adults are not freely willing to access it without incentives (Emmanuel, 2023). This study is based on the view that willingness to participate in adult education varies and can include personal motivation, perceived relevance of the programs, societal and cultural expectations, accessibility and flexibility supportive learning environment and recognition and validation programmes.

Extensive efforts have been made to combat illiteracy in Temeke and Kigamboni. These efforts have included the expansion of primary and secondary education as well as the establishment of specialized centres for adult education. Importantly, these endeavours have resulted in a significant increase in adult enrolment, as evidenced by a 27% rise in 2019 in Temeke (URT, 2019). However, it is crucial to note a discrepancy in this increase, as the data included youth rather than adults. It should be noted that a program aimed at integrating adult education with the community; Integrated Community Basic Adult Education (ICBAE) in Kiswahili known as MUKEJA, which aims to educate adults in reading, writing, and numeracy, is implemented through entrepreneurship groups in the Kigamboni and Temeke municipalities. It has been difficult to measure the effectiveness of its implementation because not all entrepreneurs are illiterate. Consequently, data regarding Complimentary Basic Education in Tanzania (COBET), in Kiswahili known as MEMKWA is combined with MUKEJA information to depict adult education (URT, 2019). Even the primary education catch-up program for out-of-school children; MEMKWA targets youth who have partially attended or dropped out of primary education, side-lining adults based on age. The program is divided into two age groups, with the first group consisting of children aged between 10 and 13 years who study for two to four years before being allowed to take the Grade IV examination. The second group comprises youth aged 14 to 18 years (URT, 2019). It appears that the original concept of adult education, focusing on

individuals aged 19 and above and emphasizing literacy, is at risk of fading. In these municipalities, there is a significant lack of transparency regarding adult education in the community and during implementation, potentially neglecting adults needing basic literacy skills (Kimaro *et al.,* 2022). This demonstrates a focus on youth education while overlooking the willingness and capability of adults with low literacy levels to pursue learning (Olson *et al.*, 2017).

Andragogy theory

Andragogy theory, developed by Knowles in 1970, is deemed appropriate for understanding adult literacy learners and their willingness to participate in literacy classes (Knowles, 1984). Andragogy is premised on five assumptions about the unique characteristics and needs of adult learners that are different from those of child learners, which govern traditional pedagogy (Knowles, 1980). The first rule required adults to be self-directed in learning. Adults are considered self-directed learners who take responsibility for their learning (Knowles, 1913). They are motivated by internal factors such as personal interests, career advancement, or self-improvement goals. Adults are given opportunities to make choices and take ownership of their learning processes (Akintolu, 2019). The second assumption suggests that an adult's experience is based on learning resources: Adults bring a wealth of life experiences and prior knowledge to the learning environment. Holloway and Gouthro (2020) emphasized that adults focus on the learning process of learners' pre-existing knowledge and past life experiences. The third assumption suggests that willingness to learn that adult learners are more likely to engage in learning activities that they perceive as relevant to their immediate needs or goals, including adult education classes that should contain entrepreneurship, computer, and life skills. Andragogy theory emphasizes the importance of assessing learners' learning and tailoring educational experiences to match their levels. This may involve offering flexible learning pathways or opportunities for self-paced learning (Akintolu, 2019). The fourth assumption refers to adult orientation to learning. Adults tend to approach learning with a problem-solving orientation, seeking practical solutions to real-life challenges. Andragogy suggests that adult education should focus on addressing immediate problems or needs, rather than abstract theoretical concepts. Learning activities should be designed to promote critical thinking, problem-solving skills, and application of knowledge in real-world contexts. Motivation and engagement is the fifth assumption. Adults are motivated to learn when they perceive the learning experience as relevant, meaningful, and aligned with their personal or professional goals. Andragogy emphasizes the

importance of creating a supportive learning environment that fosters motivation and engagement. This may involve providing opportunities for active participation, offering constructive feedback, and recognizing learners' achievements. This theory is valuable to the study because it posits that learners are most receptive to learning when they perceive direct relevance to their life situations. According to pedagogical principles, adults become motivated to learn when they recognize the need to acquire knowledge or skills that can help them cope with real-life challenges. This alignment between learning and life experiences enhances engagement and promotes active participation in educational activities.

To provide a comprehensive discussion of their research process, the authors answered the following key questions:

1. What is the perceived literacy level among adults with limited reading and writing skills in the Kigamboni and Temeke Municipalities?

2. What are the willingness factors influencing adult participation in education initiatives in the Kigamboni and Temeke Municipalities?

Methods

This study was conducted in Temeke and Kigamboni in Municipalities in the Dar es Salaam region of Tanzania. The two municipalities were selected because of the high rate of school dropout and truancy, which has increased the illiteracy number in the municipalities, and the low enrolment rate for adult education (URT, 2019; URT, 2020). The study used a cross-sectional design, as it was effective in terms of time and resources and was flexible and accurate in data collection and analysis (Kesmodel, 2018). Purposive sampling was used to select two municipalities and eight key informants (adult education officers from two districts, ward education coordinators, facilitators, learners; and Ward Executive Officers).

Random sampling was used to select wards and 250 respondents from eight wards, with a minimum subsample size of 30 cases for data collection. The sampling unit was the head of the household, whether male or female. The sample size was sufficient enough for statistical analysis in each ward, as suggested by Bailey (1998). The sample size selected from Kigamboni Municipal were Mji Mwema (30), Kisarawe II (33), Kigamboni (30), and Vijibweni (30), while from Temeke Municipal were Tandika (33), Keko (30), Chamazi (33), and Kibada (31) wards, making a total of 250. Qualitative and quantitative data were collected. The data collection instruments included questionnaires and semi-structured interviews. The

questionnaire was pilot-tested on 30 randomly selected respondents in the ward to ensure the instrument's validity (Msabila *et al.*, 2013, Bujang *et al.,* 2018). Four (4) Focus Group Discussions (FGDs) were conducted. Two FGDs in each municipality, two FGDs were for women, and the other two FGDs were for men, to explore the living reality of adult education. Secondary data were collected through a desk review of the literature on adult education and its dilemmas in Tanzania by reviewing policies, programs, and peer-reviewed journal articles on adult education.

Qualitative data were analysed using content analysis, in which information was summarized into themes and sub-themes to align with the objectives of the study. Quantitative data, on the other hand, were analysed using the Statistical Package for Social Sciences (SPSS) version 20. The data analysis plan for each objective was structured as follows: descriptive analysis was employed for objectives one and two, while inferential analyses, including mean measurement and t-tests, were conducted. Objective two utilized binary logistic regression to explore the factors influencing willingness to participate in adult education classes as presented in Table1.

Table 1: Variables Influence Willingness to Participate in Adult Education

Variable	Description
Y	Adult willingness to participate in adult education classes (0 = Not motivated, 1 = motivated)
X_1	Sex (0 - Female, 1 - Male)
X_2	Time to participate AE (0 - No, 1 - Yes)
X_3	Teachers for AE (0 - No, 1 - Yes)
X_4	A.E. components that create job opportunities (0 - No, 1 - Yes)
X_5	Financial support (0 - No, 1 - Yes),
X_6	Domestic roles (0 - No, 1 - Yes)
X_7	Shame to join adult education (0 - No, 1 - Yes))
X_8	Gender-based violence (0 - No, 1 - Yes)
X_9	Cultural norms that hinder women's access AE (0 - No, 1 - Yes)
X_{10}	AE preserved as political than practical needs (0 - No, 1 - Yes)
X_{11}	Friendly environment (0 - No, 1 - Yes)

Results and Discussion

Socio-Demographic Characteristics of Respondents

The descriptive analysis in Table 2 indicates that 55.2% of the respondents were female, while 44% were male. The findings also indicated that the majority (58.2%) of participants were married, 29.4% were single, and a small proportion (3.2%) were divorced (Table 3). Regarding age, 20.4% of respondents were aged between 38 and 42 years. On the other hand, 20% were in the age group of 43 years and above, and a small number category (12%) of respondents were 18 to 22 years and 33 to 37 years, respectively. Cross (1981) reported that age was the most powerful predictor of participation in adult education. A large proportion (56%) of the respondents had primary school education. During the interviews, it was observed that despite some respondents claiming to have spent seven years in primary school, they were still unable to read and write. This probably means that more respondents directly declared that they did not have any education than 8.8%, as presented in Table 2. This also implies that in the study area, several respondents did not know about reading and writing; hence, they needed adult education services. One respondent found in Kigamboni Ward said:

> 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 cell 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.

The descriptive analysis showed that in slightly larger categories, 13% of respondents were selected from Chamazi, Tandika, and Kisarawe II, while 12% were selected from Vijibweni. This finding revealed that the minimum number of respondents for any statistical analysis was 30. It was further observed that native tribes in the coastal region valued their traditions compared to education (Table 2).

Table 2: Socio-Demographic Characteristics of Respondents

Categories	Variables	Frequency	Per cent
Sex	Male	138	55.2
	Female	112	44.8
Marital status	Not married	104	41.6
	Married	146	58.4
Age group	18-27	71	28.4
	28-37	76	30.4
	38-42	51	20.4
	43 and Above	50	20.0
Place of living	Mji Mwema	30	12.0
	Kisarawe II	33	13.2
	Kibada	31	12.4
	Kigamboni	30	12.0
	Tandika	33	13.2
	Keko	30	12.0
	Chamazi	33	13.2
	Vijibweni	30	12.0
Education Level	No schooling	22	8.8
	Primary School	140	56.0
	Secondary education	70	28.0
	Higher education	18	7.2

Prevalence of Adult Illiteracy in Temeke and Kigamboni Municipalities

The findings in Table 3 indicate that most (88%) of the respondents from Mji Mwema agreed that some people did not know reading and writing in their area. Similarly, large categories (87%) of respondents from Kisarawe II indicated that a good number of people in the ward were incapable of reading and writing. It was also observed that in Tandika Ward, a slightly large category (57%) of respondents confirmed that some adults could not read. This suggests that adult education programs are needed in Temeke and Kigamboni Municipal. This suggests that the illiteracy level is higher at Kigamboni compared to Temeke Municipal, as respondents at Kigamboni Municipal rated a higher prevalence of the problem. The results of a chi-square test of independence show that since Chi-squire statistics are as extreme as 27.079 with seven degrees of freedom, there is no difference in the prevalence of illiteracy between the Kigamboni and Temeke municipalities. This

further indicates a significant difference (p = 0.000) in the illiteracy level between the Kigamboni and Temeke Municipalities. However, the illiteracy rate difference is very low, as p = is less than .001. This also indicates the need to prioritize adult education efforts in both municipalities.

One key informant said:

> I married an uneducated woman who never disclosed her ability to read and write. She had concealed her status. However, the challenge arose when it came to administering our son's medication, as he often received an overdose. This illustrates that the absence of adult education centres in the municipality does not indicate a lack of need for such education.

He added that:

> This further underscores the importance of adult education centres in our municipality. They are crucial not only for empowering individuals like my wife, who may conceal their literacy but also for ensuring the safety and well-being of community members who depend on accurate information and education.

Table 3. Prevalence of adult illiteracy in Temeke and Kigamboni Municipalities

Municipal	Ward	YES (%)	NO (%)	Chi-square test	Value	Df	Asymp. Sig. (2-sided)
Kigamboni	Mji Mwema	88	12	Pearson Chi-Square	27.079a	7	.000
	Kisarawe II	87	13	Likelihood Ratio	28.239	7	.000
	Kigamboni	80	20				
	Vijibweni	76	26				
	Kibada	57	43				
Temeke	Tandika	57	43				
	Keko	57	43				
	Chamazi	64	36				

Factors Influencing Adults' Willingness to Participate in Education

The results of the binary model analysis are summarized in Table 4, which shows that the model had a predictor percentage accuracy classification (P.A.C.) of 73.6%,

implying that the model was appropriate. Model performance was statistically significant (χ^2 (11 df) = 72.210, p < 0.000).

Table 4. Factors Influencing Adults' Willingness to Participate in Education

Variables in the equation	B	S.E.	Wald	Df	Sig.	Exp(B)	95.0% C.I.for EXP(B) Lower	Upper
Sex	.192	.305	.397	1	.528	.825	.454	1.500
Time to participate in AE	-1.000	.343	8.487	1	.004	.368	.188	.721
Teachers for AE	1.376	.386	12.725	1	.000	3.959	1.859	8.432
Components that create job opportunities	1.068	.442	5.836	1	.016	.344	.144	.817
Financial support	-.352	.437	.649	1	.420	.703	.299	1.655
Domestic roles	-.978	.335	8.499	1	.004	.376	.195	.726
It is a shame to join adult education.	-.407	.330	1.519	1	.218	.666	.348	1.272
Gender-based violence	.552	.429	1.653	1	.199	1.737	.749	4.029
Cultural norms that hinder women's access to AE.	-.039	.393	.010	1	.921	.962	.445	2.079
AE preserved as political than practical needs	.124	.339	.133	1	.715	1.132	.583	2.198
friendly environment	-.782	.316	6.135	1	.013	.458	.247	.849
Constant	1.569	.497	9.982	1	.002	4.801		
Model evaluation								
Test	χ^2	Df	P					
Likelihood ratio test	72.210	.11	.000					
The goodness of fit test								
Hosmer & Lemeshow test	12.952	8	.000					
Nagelkerke's R² and Cox & Snell's R²	265.090	.251	339					
Percentage accuracy classification –PAC			73.6%					

According to the Hosmer–Lemeshow statistic, which indicates an inferential test for goodness-of-fit, the model fitted the data well (R^2 (8 df) = 12.812, p > 0.000).

The descriptive measures of goodness-of-fit also supported that the model fit the data well (Cox and Snell $R^2 = 0.251$; Nagelkerke $R^2 = 0.399$).

Table 4 presents five out of eleven independent variables that were statistically significant on factors that Influence the Willingness of adults to participate in adult education programs, including teachers, domestic roles, time to participate, friendly environment, and availability of components that create job opportunities. This indicates that the five components mentioned above should be considered when conducting adult education classes. This finding departs from Tian (2022) and puts forward five factors that influence willingness to participate in Adult Education in China: learners' motivation, age, learning time, learning willingness, and physical environment obstacles. It also departs from Smyth (2023), who found that employment opportunities, literacy skills, social inclusion, well-being, and the local nature of classes are significant motivators for learners to attend community adult education classes.

It was also revealed that the availability of appropriate teachers was significant at $p < 0.000$. Put another way, a p-value of $p <.000$ suggests that the availability of professional teachers is likely to be an important factor, not just picking any person by chance to teach an adult. This further implies that high-quality teaching is crucial for an effective adult education. These findings align with Maclachln's (2014) finding that professional and appropriately trained teachers can improve learners' outcomes, increase student engagement and motivation, and promote lifelong learning. This finding was also supported by Mlekwa (2022), who found that unprofessional literacy teachers have limitations in handling adult learners, including their level of education and age is too low to manage effective teaching, and they did not have adequate training in adult psychology or adult education methods.

Accordingly, domestic use has a negative effect ($p < 0.04$). This suggests that respondents with a high level of commitment to household duties had fewer opportunities to attend adult programs than those with a lower level of domestic responsibility. This finding is supported by Bittman and Wajcman (2004) and Smith (2020), who found that excessive domestic roles can negatively impact adult education. They argued that when adults are overburdened with domestic responsibilities, they have less time and energy to devote to learning and educational activities. They also suggest that the unequal distribution of domestic labour can lead to gender disparities in educational attainment, as women are more likely to take on most domestic responsibilities.

Table 5 shows that time to participate in adult classes has a negative effect ($p < 0.04$). This implies that time to participate in adult classes can have positive and negative impacts. On the positive side, appropriate class time can help adults stay engaged in learning and develop new skills. It can also provide a sense of accomplishment and a feeling of being productive. One respondent said:

> I am ready to attend adult education classes when it is scheduled between 3.00 to 4.00 hours that will not interrupt other activities.

> On the negative side, taking classes can be time-consuming and can take away from other activities such as spending time with family or pursuing hobbies.

Similarly, a friendly learning environment indicates a negative effect with a value of less than 0.013. This means that a statistically significant relationship exists between the quality of the learning environment and the negative and positive outcomes of participation in adult education programs. This further suggests that the learning environment affects students' performance in various ways, both positively good and negatively bad. This suggests even more strongly that unpleasant learning environments may make students feel unsafe, undesired, and unsupported, which lowers their motivation, engagement, and academic achievement. They might also develop severe anxiety, depression, and other mental health conditions. In addition, unfavourable learning environments may result in more bullying, harassment, and other types of discrimination, which may worsen their detrimental impacts on adult education.

The study also shows that availability components (modules) that create job opportunities have a positive effect ($p < 0.016$) on the willingness to participate in adult education lases. This connotes that adults believe education should not only just focus on traditional academic subjects but also teach practical skills, such as entrepreneurship skills, to help them start and run their businesses. This finding is in line with Doyle *et al.,* (2022) that the Further Education and Training Strategy views community adult education "through an employability lens that aligns with local and regional skills demand and labour market intelligence.

One key informant also argued that:

> ...the adult education programs should be designed to meet the needs of the adults, especially with an emphasis on basic skills of reading, writing and arithmetic and vocational skills which are relevant and up-to-date.

During the discussion, one discussant seconded that:

> Adult education programs that involved components like how to develop new business, management of a business, utilization of technology will attract more learners and have more impact to learners as most of them are unemployed.

However, Bailey (2023) underscores the significance of adults' eagerness to participate in learning endeavours, especially in acquiring entrepreneurial skills, training, and mentorship. In this way, this finding, tall with Nkundabanyanga and Wilson (2017) that incorporating entrepreneurship training into adult education programs will enable adults to gain the skills and knowledge they need to become successful entrepreneurs, thus creating jobs, driving economic growth, and reducing poverty. At the same time, a small proportion (2.2%) of the respondents suggested that adult education should include vocational training. Mvungi and Kisanga (2014). This suggests that vocational education and training (VET) can significantly promote economic growth in Tanzania by providing individuals with the skills and knowledge needed to enter the workforce and contribute to the economy. They further suggested that VET can help reduce unemployment, improve productivity, and increase income. They also emphasize the importance of providing vocational training relevant to the labour market's needs, which can lead to employment opportunities. This urgency is underscored by the prevalent issue of unemployment that adults currently encounter Contrary to Mlekwa's (2021) findings, which focused on adult education programs centred around learning about major crops like cotton, banana, tobacco, cashew nuts, coconuts, wheat, cattle farming, fishing, and civic education, this study reveals different outcomes.

One discussant added that;

> In today's digital age, proficiency in computer skills is not isn't just advantageous, it is becoming a necessity in almost every industry. By investing in such training, individuals can equip themselves with the technical know-how needed to thrive in the modern workforce.

This implies that computer skill training can be a valuable way to improve the work prospects and economic opportunities available in the country. This finding aligns with the Tanzania Communication Regulatory Authority TCRA (2019), that only 11% of Tanzanians had access to a computer, and only 15% had access to the Internet. This further implies that basic computer and Internet knowledge facilitates learning and promotes economic growth and social inclusion. This finding is in line with that of Msoka and Mtebe (2016) that improving computer skills among adults significantly benefits employability and economic opportunity.

Modality to Peruse Adult Education

The respondents were asked to propose the best modality for adult education. Many respondents (43.7%) proposed that establishing adult education programs in primary or secondary schools would attract more learners. This will allow learners to interact face-to-face with their instructors or peers (Table 5). The findings in Table 6 also indicate that 31.7% of the respondents proposed that municipalities should open special centres to run adult education programs in different areas. About 14% of respondents pointed out that online and distance learning modalities are suitable for running adult education programs in the two municipalities. This implies that online learning provides the advantage of flexibility. Allowing learners to access materials and participate in learning activities at their own pace and convenience. This also implies that online learning is cost-effective, as it eliminates the need for physical classrooms and associated expenses, such as transportation.

Table 5. Proposed Modality to Provide Adult Education

Variables	Frequency	Per cent
Establish adult education programs in schools	99	43.7%
Education Centre	293	31.7%
Ward office	95	10.3%
Private Premises	3	.3%
Online and distance learning	129	14.0%
	924	100.00

Conclusion and Recommendation

Based on the findings, it is concluded that there was a higher prevalence of illiteracy observed in Kigamboni than in Temeke, and that statistical analysis indicates no significant difference in illiteracy rates between the two areas. It was also concluded that five out of eleven independent variables were statistically significant for factors influencing adults' willingness to participate in adult education programs, including the availability of professional teachers, domestic roles, time to participate, friendly environments, and programs that should include components that create job opportunities. It is further concluded that effective modalities to run adult education programs include classes in primary or secondary schools, which will attract more learners. Municipalities should open special centres to run adult education programs in different areas, and online and distance learning modalities

can be suitable for running adult education programs in the two municipalities. It is further concluded that adult education training should incorporate entrepreneurship skills and vocational training, which can lead to employment opportunities.

Recommendations

These findings suggest a significant need for adult education programs in the Temeke and Kigamboni Municipalities. It is also recommended that factors such as the availability of professional teachers, domestic roles, time to participate, friendly environments, and learning programs that create job opportunities should be considered in the re-establishment of adult education classes. It further recommended that the Ministry of Education and Vocational Training, in collaboration with the local government, should enhance political will in both municipalities and adult education departments to ensure the provision of the necessary infrastructure for the effective implementation of initiatives, ultimately aiming to reduce the prevalence of illiteracy among adults.

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