EFFECTIVENESS OF ADULT EDUCATION PROGRAMME IN PROMOTING DEVELOPMENT AMONG THE MAASAI COMMUNITY IN ARUSHA DISTRICT COUNCIL -TANZANIA

Einoth Francis Mollel

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DECLARATION

I, the undersigned, hereby declare that this work is my original study, and the best of my knowledge it has never been previously submitted to any other college or university for academic credit or award. All information from other relevant sources has been acknowledged

Einoth Francis Mollel

Signature.....

Date...30/8/2019.....

Reg. No 1031441

This Thesis has been submitted for examination with our approval as university supervisors.

Sr. Prof. Marcella Momanyi

Associate Professor of Education
Faculty of Education

The Catholic University of Eastern Africa

Signature.....

Date...30/8/2019.....

Mrs. Florence Ateka
Lecturer
Faculty of Education
The Catholic University of Eastern Africa

Signature.....

Date...30/8/2019.....



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DEDICATION

This thesis is dedicated to Mollel family and to Friederike who have been very dear to me during my academic journey.

ABSTRACT

The purpose of this study was to examine the effectiveness of adult education in the promoting development among Maasai community in Rural District of Arusha, Tanzania. Four research questions guided the study: How does adult education programme promote development among Maasai community in Arusha DC? What is the attitude of the people towards the implementation of adult education programme in promoting development among Maasai community in Arusha district council? What are the challenges facing the implementation of adult education programme in Arusha District council? What suggestions can be put forward to ensure effective implementation of adult education programme to promote development among the Maasai community in Arusha District council? The study was anchored in . Andragoyg theory of adult learning. The study was guided by the Convergent Parallel Mixed Method Design. The target population was all educational officers, adult educators and adult learners in the rural district of Arusha. Purposive and snowball sampling techniques were used to select the study participants. Questionnaires and interview guide were used to collect data. Research instruments were subjected to both content and face validity. Cronbach's Alpha Coefficient technique was used to test reliability for quantitative data and credibility dependability for qualitative data. Quantitative data was analyzed using Statistical Package for Social Sciences Version 23 to generate frequencies and percentages that summarized data and presented using tables. Qualitative was analyzed using content analysis based on themes and presented in narratives and direct quotes. Key findings showed that adult literacy has been effective in economic development whereby learners acquired skills that enabled them to start income generating activities. Adult literacy improved learners' social development by enabling learners to communicate and interact well in social activities. Literacy equipped the community with knowledge of the dangers of female genital mutilation and other harmful traditional practices which are being eradicated gradually. The study concluded that adult literacy is very effective in economic, social, cultural and political development. Negative attitude towards adult education, inadequate funding from the government, domestic work load and age disparity hindered effective implementation of adult education programmes. The study recommended that government provides instructional materials (modules), equipment and library services for adult learners. Instil positive attitudes towards education through guidance and counselling for men to accept female teachers.

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LIST OF ABBREVIATIONS AND ACRONYMS

AEDP	Adult Education Development Project
DC	District council
MoEVT	Ministry of Education and Vocational Training
UNESCO	United Nations Educational, Scientific and Cultural Organization

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Adult education plays a key role in creating social capital, fostering social inclusion, and fighting both immediate and less apparent social exclusion expenses. To enhance active citizenship, adult learning is an significant underpinning. Basic skills and key skills are now recognized as essential unmet requirements for many individuals in both advanced and poorer parts of the globe (Mlekwa 2001). The world we live is changing socially, politically and economically on an ongoing basis and fresh difficulties emerge. In order to keep abreast to these changes, one needs continuously learn for new knowledge, abilities and attitudes.

These new modifications include new farming techniques, new trading techniques, new teaching and learning techniques, new techniques of obtaining and disseminating data, and impact teaching techniques and learning strategies. Therefore, education continues as an energetic tool without which it becomes hard to cope with these modifications and it becomes almost equally impossible to satisfy both the national and the Millennium Development Goals. Based on the eight Millennium Development Goals (MDGs), education is a major catalyst for human development (UN, 2010). The MDGs are: eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empowering women, reducing child mortality rates, improving maternal health, combating HIV/AIDS, malaria and other diseases, ensuring environmental sustainability and developing a global partnership for development. Therefore successful adult education programmes are very important if the Sustainable Development Goals (SDG) are to be achieved. A literate community will fully participate on trainings on improved farming methods as well as hygiene to prevent infections.

The United Nations 2025 education goal is to ensure that all learners acquire the knowledge and skills needed to promote sustainable development including sustainable lifestyle, human rights, gender equality, promoting a culture of peace and non- Another goal is to increase the number of adults who have relevant skills including technical and vocational skills for employment and entrepreneurship (UNESCO, 2011). This study focus is on how adult education has helped to achieve the goal of economic, social, cultural and political development towards achievement of Tanzania sustainable development goals of ensuring inclusive and equitable quality education and promote learning opportunities for all. In addition, development play a role in achieving the vision of transforming Tanzania into a middle income and semi-industrialized nation in 25 years (Researcher, 2019).

United Nations Educational, Scientific and Cultural Organization (2006) described literacy as "a collection of concrete skills, especially cognitive reading and writing abilities, independence of the context in which they are obtained and the background of the individual who acquires them." Nyerere (1978), as cited by Thalia (2009) argued that: In many countries, adult education has helped many people to regain some of the opportunities lost by illiteracy through adult training, especially in literacy (learn how to read and write, vocational skills training, citizenship education, community development among others). This has helped marginalized communities to regain some education skills for personal, social, economic and political development (p.58).

More than half of the worldwide illiterate population (53%) live in the area of South and West Asia. Furthermore, 24% of all illiterate adolescents live in sub-Saharan Africa, 12% in East Asia and the Pacific, 6.2% in the Arab States and 4.6% in Latin America and the Caribbean. It has been estimated that less than 2% of the worldwide an alphabet population live together in the rest of the world's areas (UNESCO, 2013).

United Nations Educational, Scientific and Cultural Organization (2011) has reported that literacy rates have risen from 51.2% to 81.4% between 1995 and 2010, leaving approximately 775, 408, 031 illiterate adults remaining global. In England, it was believed that if adults could be taught successfully, they would also teach their children, and in time, there would be no need for adult based education programmes. The aim of educating adults to read and write and do arithmetic was not only to allow them to read the Bible, but also to make society members more productive (Kelly, 2011).

In 1953, 11 % of Cuba metropolitan population, nearly 42% of people living in the rural areas were illiterate. The government employed 35,000 skilled educators in a one-year campaign to eradicate illiteracy. During this campaign, more than 700,000 people were trained to read and write and Cuba announced in December 1961 that it had eradicated its illiteracy (Laubach, 2005). Therefore investment in training adult educators would help a country to reduce/eradicate the population illiteracy levels for improved development.

Jean and Sen (2013) research in India supported investments in education and health because of its valuable connection to freedom. Adult literacy was specifically identified as influential in various instrumental roles towards economic development and social opportunity. Greater literacy levels played instrumental social roles by facilitating public discussion of social needs and encouraging informed collective demands. Greater literacy was also valuable for empowerment and distributive roles because citizens had an increased ability to resist oppression, to organize politically and get a fairer deal.

England has an estimated 9 million working-age adults (more than a quarter of adults aged 16-65 years) with or both low literacy or numeracy abilities. This represents the general achievement of England in the Survey of Adult Skills-about the average for literacy, but well below the average for numeracy compared to other OECD countries in the Survey. These 9 million individuals are struggling with fundamental quantitative reasoning or having trouble

with easy written data. For example, they may struggle to assess how much petrol is left from a gauge view in the petrol tank, or they may not be able to fully comprehend directions on an aspirin bottle. They are called' low-skilled' here. Weak fundamental abilities decrease productivity and employability, harm citizenship, and are thus deeply involved in equity and social exclusion problems (OECD, 2016).

Archer and Cottingham (2014) evaluating females in literacy in Bangladesh noted that females increased their trust and self-sufficiency in family unit activity. Study Stromquist (2012) focusing on adult literacy programs in Brazil demonstrates a positive outcome on the relationship between literacy and self-esteem. This research noted a strong rise in self-esteem among females participating in the program of adult literacy. Robinson-Pant (2011) study on women's literacy and health conducted in Nepal, Asia found out that adult literacy programme participants developed positive attitudes towards family planning and made them more open to speaking up for change in practice. She noted that participants valued learning reading and writing for symbolic as well as functional reasons, in preference to receiving health and other development knowledge.

Factors such as adverse attitude towards women's schooling, poverty, and political circumstances in most sub-Saharan African nations hinder millions of people in their early ages from obtaining their vital human rights and fundamental education. This has led to a elevated unemployment rate among many economically vibrant people in most African countries, including Tanzania (UNESCO, 2013).To curb the challenges, adult education and literacy should be considered as crucial instruments. Many view adult education in general and adult literacy in specific as one of the most powerful tools to reduce poverty and inequality. It sets the basis for human civilization's ongoing economic growth and development.

The UNESCO (2006) has indicated that in Sub – Saharan Africa, numbers of adult illiterates continue to rise. In 2008 more than 167 million adults in Sub – Saharan Africa (38% of the region's adult's population) were illiterate (UNESCO, 2006). During the independence era in 1960s over 70% of adult Tanzanians were illiterate (Mushi, 2009). The government had to put more emphasis on adult education to eradicate illiteracy in the country. Diseases were widespread and witchcrafts were ascribed to individuals. Poverty has been Tanzanians ' greatest companion. However, it was ascribed to the colonial government while less investment was made in adult education.

In Africa, illiteracy is still increasing; the World Bank (2012) reported that 56 percent of women as well as 37 percent of men are still illiterate in the least developed countries. A study by Ayodele and Adedokun (2012) in Nigeria attributes women's exclusion from effective participation in development activities to lack of functional literacy and recommends that improvements in the area may be achieved by including training in life skills under the umbrella of literacy and numeracy, which are generally designated as adult literacy and basic education. They call for the establishment of more centres for adult education in the country so that everybody will have easy access to education and thus become more functional on their job performance and in the community in which they live.

In 1974, through the mixture of educators and functional activities of agricultural and industrial employees, Ethiopia embarked on a five-year program of attacking illiteracy. In fact, it's sometimes said that in the world the map of hunger and the map of illiteracy are the same, it's obvious that the region where people don't have enough to eat is also where they can't read or write and that's no accident. People cannot eat more unless they generate more, and unless they are taught and possess the techniques to produce more, they cannot produce more (Laubach 2005).

When Kenya became independent in 1963, over half of the population was under the age of fifteen and 80% of the population was illiterate. Only half of the number of kids eligible for college between the ages of seven and thirteen actually attended college. Only 10 percent of those attending primary school went to secondary schools. There was no financial resource to expand formal child education quickly. The nation was poor and more than 20% of the domestic budget was spent on formal schooling alone. By global norms, this ratio was high to the point of overtraining and leaves little room for development beyond maintaining pace with the annual rise of 3 percent in population. Kenya's current provision of adult basic education has been sporadic, often disorganized, and usually unrelated to any predetermined priority order or general national growth. The adult basic education was overshadowed by other fundamental and very critical priorities of the young and independent Kenya (Prosser & Clerke, 2010).

Approximately 10% of the total education budget by then was set aside for an adult education (Mushi, 2009). The “choice is yours” was a 1970 national wide campaign launched to impart functional literacy. This was followed by another campaign in 1973 known as “Man is Health” and in 1974 another campaign introduced was known as “Agriculture for Life”. All these campaigns were based on teaching adult life skills, reading, writing and counting (Mushi, 2009). Evening class size at that time (1960s) varied from 10 to 60 students. By 1973 almost 3 million Tanzanians benefited from literacy campaign. It was estimated that these campaigns eradicated adult illiteracy from 70% to 35% (Mushi 2009).

A research carried out by Okpoko (2010) on positioning adult literacy to empower rural women for sustainable live hood concluded that women literacy is crucial to development. Olufunke (2011) conducted a survey on literacy as an significant instrument for women empowerment, which found that literacy is a weapon in the fight against poverty, disease and ignorance, and when all these are fought, an average female becomes empowered

to actively engage in community development problems. A research by Archer and Cottingham (2013) on females in literacy in Bangladesh found that females enhanced their trust and self-confidence in family unit activity.

A research conducted by Burchfield (1997) on the effect of community adult education has shown that adult literacy improves respect for the views of women from family and community members. UNESCO (2011-2012) conducted a survey on the Global Partnership for Girls and Women's Education in Tanzania and found that social and cultural standards in Shinyanga often serve as obstacles to admission and completion of education, since the community and family environment does not always support women ' education. Early pregnancies, poverty and an inadequate learning environment in schools are other factors that affect adolescent girls' education

The integrated community based Adult Education (ICBAE) started as a four year pilot project designed to develop learner-centered and community-based learning approaches in literacy and post literacy classes for adult and out of school youth in Tanzania. The program is implemented across all 25 regions of the Tanzania main land. Learning centres are located in primary schools and the learner cycle lasts 18 months. Content covers knowledge and skills relevant to the acquisitions of the literacy, life and vocation skills necessary for conducting the chosen income-generation activities. The main topics are: agriculture and micro-economic (crop production, livestock keeping, environment conservation, agro-economics, natural resources); health and hygiene (food & nutrition, clean water, infectious diseases, HIV, reproductive health and sex education); Socio-political education (household finance management, law and human rights, Tanzania traditions and customs, social services) (URT, 1995).

Tanzania like most developing countries depends on formal education while apparently neglecting adult education trainings. However, it provides for creation of the true

partnership between the state and other educational providers by encouraging them to establish and manage adult education and training institutions. Adult education during the colonial era was primarily a concern of private agencies. Very little attention was given to it by colonial administrators. For example, like in Tanganyika at that time adult education was given very little attention. Consequently, a need for trained manpower in Tanganyika immediately after independence was even pronounced in the field of adult education (Luchembe, 2009).

In the late 1970s and early 1980s there was an experience of international economic depression. This depression affected Tanzania as well in the sphere of education as a whole. This situation led to the deterioration of social services which included adult education and education in general. Due to the economic depressions, adult learners were forced to drop out of the classes due to government cutting off of the budget (MoEVT 2012). To counteract this Tanzanian government tried to introduce some projects such as Adult Education Development Project (AEDP) to reduce the level of adult illiteracy. In 2008 four pilot regions (Dares Salaam, Dodoma, Mwanza and Ruvuma) were in the project of implementing the Cuban Model on adult literacy development from 2008 to 2013 (URT, 2008). The overall objective of AEDP was and still is to enhance provision of adult literacy in Tanzania through provision of teaching and learning materials that will support the project and develop capacity for the whole.

A major goal of Adult Education in Tanzania is to give adult the opportunity to extend their knowledge and skills and to develop their competence in order to promote personal development, democracy, equality, economic growth and employment and fair distribution of wealth by the year 2025 (URT, 2018). According to National Bureau of statistics within the Ministry of planning, Economy and Empowerment (2016), from 2015 - population and Housing census, shows that illiterate adult people of age of 15 and above were

5,525,565 in Tanzania and in Armeru District illiterates were 79,166. For adult education to be a means for change people's lives, particularly in rural areas, economically, politically, socially and cultural. People need to be empowered economically by giving them the ability to engage in income-generating operations that will help them access independent income. To be economically empowered, individuals need to be supplied with sufficient abilities through education to allow them to participate in income-generating operations that will allow them access to independent income.

According to Tanzania National Demographic and Household Survey (2015), majority of adults in Arusha District live on less than one dollar a day, more than 60% live in poorly constructed houses, 70% practice agriculture although their produce are of poor quality as a result of lack of farm inputs and skills to use modern methods of farming and morbidity and mortality rates are high due to poor hygiene and majority of women of child bearing age in the area do not know the importance of antenatal care and giving birth in a health center. The report from the survey also show that cultural practices like marrying off young contributes to high illiteracy level especially amongst women in the area. Report from Tanzania Election commission shows that during the last election 44.6% of voters in Arusha District had to be assisted to vote due to inability to read or write.

The Maasai tribe is a Nilotic ethnic group inhabiting northern Tanzania. Maasai are pastoralists and have for many years resisted to adopt a more sedentary lifestyle and have reserved their culture and beliefs. Traditionally, nomadic tribes in Northeast Kenya have survived on a pastoral based economy in which the majority of people depend on herds of animals as a main source of livelihood. The ambition for success in this society is complex and often interdependent; on one side, they need herds large enough to feed themselves, and, on the other, they need families large enough to keep large herds and together they create a mutually dependent system. The elevated rate of infant mortality among the Maasai has

resulted in not recognizing children until they reach three months of age. Maasai women's education during pregnancy to attend clinic and hospital has allowed more babies to survive. Around their cattle, traditional Maasai lifestyle centers which constitute their main food source. A man's wealth is measured in terms of cattle and kids. A herd of 50 bovine animals is respectable and the better the more kids. The Maasai think that rustling cattle from other attempts is about getting away what rightly belongs to them.

All the food needs of Maasais are met by their cattle. They eat meat on a weekly basis, drink milk, and drink blood on particular occasions. Literacy, however, has made them dependent on other ingredients such as sorghum, rice, potatoes, and cod. Due to population growth of the Maasai community, loss of cattle population due to disease and absence of accessible range lands due to new park borders and incursion by other tribes of settlement and farming. Therefore, they are compelled to create fresh forms of self-support.

Agriculture in the Maasai community was introduced by Wameru women who were married to Maasai men. The emerging forms of employment among the Maasai people include farming, business, wage employment, business (selling traditional medicine, running of restaurant/shops, buying and selling of minerals, selling milk products, embroidery), or wage employment (security guards,/watchmen, waiters, tourist guides), (Goodman, 2002). However only literate people involve themselves in these activities since basic literacy is required in any kind of employment.

Traditionally, Maasai are polygynous. A woman does not only marry her husband, but the whole age group. This has lead to spread of many diseases especially sexually transmitted infection. The Masaai also removes deciduous canine tooth buds in early childhood a practice that has been documented in Maasai of Tanzania. There is a belief that diarrhoea, vomiting and other febrile illness of early childhood are caused by the gingival swelling over the

canine region (Goodman, 2002). The literate people amongst the community have realized the dangers of some of these practices and have abandoned them.

Despite the government coming up with measures to eradicate illiteracy in the country, illiteracy levels in Armeru district remains low. According to Tanzania National Demographic and Household Survey (2015), majority of adults in Arusha District live on less than one dollar a day, more than 60% live in poorly constructed houses, 70% practice agriculture although their produce are of poor quality as a result of lack of farm inputs and skills to use modern methods of farming and morbidity and mortality rates are high due to poor hygiene and majority of women of child bearing age in the area do not know the importance of antenatal care and giving birth in a health center. It is against this background that the researcher aims at assessing the effectiveness of adult education programme in promoting development in Maasai community in Arusha District council in Tanzania.

1.1.1 Overview of Adult Education

Learning's wider benefits are acknowledged for its excellent social and economic value as well. They should be fully incorporated into policy and resource calculations based on societal and individual requirements. The main objective of adult education is to give adult the opportunity to extend their knowledge and skills and to develop their competence in order to promote personal development, democracy, equality, economic growth and employment and fair distribution of wealth. Not only does adult education improve career possibilities, but it also provides fresh abilities, experiences and socialization so that adults can contribute to their society's well-being. Most surveys around the globe indicate that adult education is essential because human intellectual ability is an significant resource for determining the growth of the country.

To achieve the goals of adult education which is to increase the number of adults who have relevant skills including technical and vocational skills for employment and

entrepreneurship , continuous education has to pay more attention to human resources (Ahmad, Abiddin & Mamat 2009). From the learner's point of view, the topic of bridging education should be viewed and approached with the concept of transcending from one type of learning stage to another, which has distinct types of needs.

Adult education plays an significant role in creating social capital, promoting social inclusion and fighting both immediate and less apparent social exclusion expenses. Active citizenship is increasingly seen as vital for revitalizing democracies at risk of apathy, loss of purpose, widening gaps between haves and have-nots, and a contracting state. Adult learning is an important underpinning for enhancing active citizenship. The world we live is continuously changing socially, politically and economically and hence new challenges arise. These changes require one to learn new knowledge, skills and attitudes every day in order to cope with those changes and challenges. Basic skills and key competencies are now recognised as vital unmet needs for many people in the developed countries as well as in poorer parts of the world (Machumu, Kalimasi, Msabila, Zhu & Almasi ,2015).

England, Cuba, and Bangladesh have tried to create significant changes in their political, social, and economic systems with differing degrees of achievement. Attempts have been made in these countries to radically reorient the structure and objectives of the education system, both formal and non-formal, to support the creation and maintenance of new social structures. None of these nations have any policies for or have discussed adult education as a distinct educational region. The researcher therefore aims at discussing the effectiveness of adult education in promoting development.

However, the adult educator should respect the learner's autonomy in whatever he / she does in the adult education program implementation phase. Billett (2001) looked at the workplace as an significant place to learn and improve the efficiency of the abilities of

employees. Informal teaching environments, he believes, can be component and parcel of adult education, and therefore of education in particular. The concept of Billet to understand workplace as adult learning centers promotes Nyerere's concept of using formal educational institutions for casual and non-formal learning centers. The radical tradition of adult schooling is about social justice and the fight for social change. It is characterized by its emphasis on the relationship between adult education activities and social action, especially through community participation.

The United States in the mid-1950s The organizational chart of the Office of Education included an Adult Education Section. Ambrose Caliver's 1960 writings, Chief of the Adult Education Section, U.S. Department of Education, documented the following: within the broad framework of his mandate to promote the cause of education; over the years, the Office of Education conducted some research and provided some adult education services. There was increasing interest in adult education and the United States in 1955. An Adult Education Section has been created by the Education Office.

With the passage of the Adult Education Act in 1966, two years after the passage of Title II, Part B of the 1964 Economic Opportunity Act, federal responsibility for adult education became much clearer. There are more than 4,000 organizations in the United States receiving public grants to fund programs for adult literacy. Nearly 60% of them are school districts funded by the government; 15% were two-year establishments; for instance , junior colleges or specialized foundations; 14% consisted of group-based organisations ; four% consisted of remedial organisations and the remaining seven% consisted of separate types of offices (US Department of Education, 2013).

Young (2010) study in USA revealed that 85 % of literacy learners changed in their self-esteem. Literate people know how to eloquently communicate with others and are very confident while making speeches as compared to illiterate people who are always afraid of

mockery. He also found that after a three-year follow-up, 65% of proficient students felt better about themselves. In Ireland, Murtagh (2012) found out that individuals who participated in adult education had higher chances of securing well- paying employments as compared to people who were not literate. Therefore adult literacy have an impact on the economy. Employment helps people to improve on the standards of living and they also contribute to the country's revenue through payment of taxes.

Adult literacy training was created in the mid-1990s in South Africa and was about instructing people to read and understand printed material and transmit messages through composition. When apartheid came to an end, NGOs, university adult literacy education units, and the South African Trade Union Congress promoted adult education (Harley, 1996). Through the Adult Basic Education and Training Act (ABET), 2000, the government created the premise for adult education and procurement preparation, which obliges the government to provide the vital framework that will allow adult learners to participate in non-discriminatory long-term learning.

Adult literacy projects in South Africa allow adult education involvement as they boost the amount of individuals with fundamental education in a community for an average amount of years of population education and training. In addition, the skill development portion of adult education and training focuses on more thoughtfulness about entrepreneurial and agricultural initiatives that assist graduates develop their own job rather than waiting for a job (Harley, 1996).

Although Kenya's progress in primary education of its people has been excellent, there remains a large adult population that is illiterate and many more adults who have not had the opportunity to progress to a point in school that they desire. Government programs for adult education begun in the '60s and '70s were popular and fairly successful but support for such organizations has steadily decreased and attendance and dropout rates have increased

(Bunyi, 2006). Kenya Country Team (2008) reports that in 2005 that the Kenya Education Sector Support Programme (KESSP) was formed by the government to act as an institution to channel efforts and investments.

Annually, adult education receives only 1% of the money allocated to education, leaving it inadequately funded. Kenya has been the recipient of an abundance of international intervention for adult literacy. In the '50s UNESCO began what has become a primary role in the education of adults from the most fundamental to complex (Jefferies, 2007). Through their support of ventures like the Literacy Decade, better assessment organizations and contributions to governmental policy making, UNESCO has played a huge role in motivating the government and the people of Kenya (Richmond, Robinson & Sachs-Israel, 2008).

In Tanzania, adult education consists of many operations and programs and hence varied clientele with different goals and goals. This also has the implications for adult education providers in Tanzania. However, the state and its parastatals were the primary providers of adult education programs shortly after independence. The teaching employees engaged in adult education can be split into three primary classifications with respect to the amount and quality of adult teachers. Primary school teachers, extension services officers, educational officials and employers and volunteer educators hired among leavers from primary school, worked in family farming and paid thirty shillings a month (Chau & Caillods 2005).

For a number of reasons, the present position of formal education in Tanzania is being criticized. First, education organisation does not properly recognize the fact that we are living in a changing world, and that education is limited to a specific age group. Second, the mere transmission of information and facts that the students will need to know and do in the future has been concerned with schooling (Nyerere, 1968, 1987). This role divorces education from everyday realities and other information sources. Third, the gap between scholarly sampling

criteria and life-imposed quickly evolving requirements has increased (Nyirenda & Ishumi, 2002).

However, the efforts of the government of Tanzania can be seen in the policy statements that insist on the use of all educational institutions as adult education centers and the use of teaching-by-doing methods, there is little evidence of how these methods have been implemented. Regardless of the efforts made to improve adult education, whether at a scarcely literate stage or at a more advanced level, it cannot flourish without a good supply of readable books, and the extension of library services has been an important part of the programme. Success in providing the general public with sufficient reading material is very restricted because supply has never been able to satisfy the demand produced by a quickly growing education scheme (Cameron & Dodd, 2009). There has been a severe lack lack of coordination between the various organizations involved in community development at the national level and an equally severe lack of any closely worked out local systems that link adult education and overall rural improvement (ibid.).This study aimed at finding out how the Armeru community members who participated in adult education have contributed to the development of their community.

1.2 Statement of the Problem

The main problem influencing development globally is lack of education. There are no limitations on education and it exists in every race and ethnicity, age group and economic class. Education for All Global Monitoring report for 2006 on literacy rates in the Southern part of Africa showed that 40 percent of Africans are still unable to read and write and illiteracy is more pronounced in West Africa than in Eastern and Southern African. The illiteracy rates indicate Nigeria (66.8%), Tanzania (69.4%), Botswana (78.9%), Lesotho (81.4%), Zambia (67.9%) and Swaziland (79.2%).

Maasai community in Arusha DC is among other many communities which are undeveloped and as the world is changing, there cannot be development without education. Being a pastoralist community, the Maasai rarely send their children to school and this has made them lag behind in terms of development and their rights are sometimes taken away because many of them do not know them. The Maasai also cannot fully participate for their personal development as well as the economy of the country since they are not economically empowered. The main indicators of under development in the district are low agricultural product, poor living conditions, high morbidity and mortality rate and the high number of young girls who are married off before they become adults. This study therefore aims at examining the effectiveness of adult education in promoting development.

There have been several studies on adult literacy for instance (Okpoko, 2010; Olufunke, 2011; Archer & Cottingham, 2013 and Burchfield, 1997). However, all these studies focused on effectiveness of adult education on women. There is hence a research gap on the effectiveness of adult education on entire community that the current study addressed. Available reviewed literature indicates that limited research has been carried out in Arusha DC the study. Hence, the study therefore aimed at assessing the effectiveness of adult education programme in promoting development in Maasai community in Arusha DC in Tanzania.

1.3 Research Questions

The following questions guided the study:

i. How does adult education programme promote development among Maasai community in Arusha DC?

ii. What is the attitude of the Massai community towards the implementation of adult education programme in promoting development among Maasai community in Arusha DC?

iii. What are the challenges facing the implementation of adult education programme in Arusha DC?

iv. What suggestions can be put forward to ensure effective implementation of adult education programme to promote development among the Maasai community in Arusha DC?

1.4 Significance of the Study

The findings offer important information to the Ministry of Education and Culture in promoting adult education development in the country. It brings awareness on challenges hindering adult education and come up with measures to improve it. The findings of this study can benefit NGOs involved in educating marginalized communities. The study might serve as an invaluable basis by which the NGOs of various adult education programmes can make informed-decisions on whether to put more resources on adult education programmes or not. Furthermore, the findings of the study may alert the Institute of Adult Education to mount interventions to enhance the achievement of the Sustainable Development Goals of eradicating illiteracy in Tanzania.

The study findings may be beneficial to curriculum developers to invest more on adult education since the findings show the effectiveness of adult education in development. The study might also be of importance to parents especially those do not value in educating girls. The benefits derived from literacy could motivate parents to send their children to school and also seek adult education themselves.

The study brings awareness among Maasai community of Arusha DC on the importance of education especially to many school dropout, motivating them to try again adult learning to up keeping. This study might contribute to improve the methods of facilitating adult people in learning process. The results of this research might help adult educators to avoid previous mistakes in combating adult illiteracy since the study suggests

possible measures to eradicate the problem of illiterate adults in Tanzania. The study could also provide an opportunity for the researcher to contribute to the knowledge to the already existing literature. The research could inspire and create interest in other students to do further research after identifying some deficiency in the study.

1.5 Scope and Delimitation of the Study

The focus in this research study was to find out the effectiveness of adult education programme in promoting literacy in Maasai community in Arusha rural district in Tanzania. The reason of selecting this particular District is that it is inhabited by pastoralists where enrolment in formal education is very low. This low rate has been due to the living style of Maasai community which is pastoral and nomadic. The Maasai live in one area for a period of time but they shift to another area when the pasture for their cattle becomes scarce. This limits them from enrolling their children in formal education but adult education can suit then since classes run for a shorter period as compared to formal education.

The district education officers, adult learners and the adult educators participated in the study. The study was delimited to adult educators and people who had passed through adult programme and education officers in the district because the had key information needed in the study. Although adult education promotes various developments, this study was delimited to economic, social, cultural and political aspects of development.

1.6 Theoretical Framework

This research was guided by Malcolm Knowles (1980)'s theory of andragogy. Knowles popularized the notion of andragogy ("helping people learn the art and science"), contrasting it with pedagogy ("teaching children's art and science"). He presumed that: adult learner moves from dependence to increasing self-directness as he / she matures and is able to guide his / her own learning, draws on his / her accumulated reservoir of life experiences to help learning, is willing to learn when he / she assumes new social or life roles, is problem-

centered and wants to apply fresh teaching instantly and is inspired to learn from within rather than from outside. The andragogical theory assumes adult learners feel responsible for their own learning. Knowles (1998) explain further:

> Once they (adults) have arrived at the (independent) self-concept they develop a deep psychological need to be seen by others and treated by others as being capable of self-direction. They resent and resist situations in which they feel others are imposing their wills on themThis creates a severe problem in adult education: the minute adults go into an activity called "education," "training," or anything synonymous, in their prior college experience they relate to their conditioning p 57.

Knowles (1984) recommends that adult educators set up a cooperative learning environment in the classroom, evaluate the specific needs, interests and skill levels of the learner, design sequential activities to achieve the goals, cooperate with the learner to select methods, materials and educational resources, and assess the quality of the learning experience and make adjustments. This study focused on adult learners who underwent the literacy training programmes with aim of establishing the effectiveness of adult education As opposed to children who are enrolled in school by their parents, adults learners enrol themselves in the learning centres with specific needs and learning objectives.

1.6.1 Strengths of the Andragogy Theory

The model is flexible since it can be applied in whole or in part taking into account that some circumstances dictate how material must be taught. The theory also has wide applicability. Since learning touches every field, the andragogical theory touches every field. Another power of the theory of andragogy is its capacity to consider the learner's viewpoint. The fundamental adult teaching principles of Andragogy take the student seriously. The andragogical theory is also cohesive with other learning theories. The model aligns with Bloom’s taxonomy, constructivism, and transformation theory. Bloom’s taxonomy

encourages high levels of thinking which works together with treating learners as if they're capable of self-direction. Similar to the andragogical theory, constructivism and transformation theory recognize the undisputable influence of an individual's experience on his or her learning (Knowles, 1998).

According to Taylor and Hossam (2013), andragogy theory is very self-directed and allows the learner to take control of his or her learning since when the learner is aware that he/she is part of the learning, they are bound to fully participate and make the learning process meaningful. The outcome of adult learning is beneficial to both parties. Andragogy theory is also very broad based and the method can be implemented in a variety of educational situations. The diversity of the approach is crucial because it allows a wider view of issues and prepares the adult learner for the world of work.

1.6.2 Weaknesses of the Andragogy Theory

The noticeable weakness of the andragogical theory is that it is not all-inclusive. Andragogy does not look at programmatic objectives; it only looks at characteristics of adult learners. Hence, instructing a class according to andragogical principles does not warrant an effective class. Nonetheless, it offers a starting point for adult educators. Following the andragogical theory gives educators a good opportunity of productively facilitating learning amongst learners (Greenberg, 2009).

Lee (2003) claims that andragogy is an individualistic notion that focuses solely on the sense that a learner derives from his or her own experiences and that the theory fails to consider that the person does not exist in a vacuum and that people have many identities that can influence their learning opinions and methods of engaging in the learning process.

Sandlin (2005) found that andragogy lacks major and interrelated ways. Andragogy treats education as a neutral, non-political activity ; andragogy appears to value only one manner of understanding and ignores voices that do not fit into theory ; the notion is almost

completely individualistic, ignoring the significance of context and andragogy does not contest the prevailing social structure, even if that social structure encourages inequality. To mitigate the weaknesses of the theory, the researcher considered the adult learners characteristics like the gender, age and marital status. This enabled the researcher to establish whether the adult learners characteristics influenced their decision of enrol in the programme. The researcher did not treat adult education as non- political since adult literacy enable adults to participate in democratic processes like voting and public participation in government development programs. Other theories were incorporated in the study to mitigate the weaknesses

1.6.3 Application of the Andragogy Theory to the Study

The andragogical model assumes that learners become ready to learn when they experience a need to know something that connects to their life situations and how to cope with life situations. Helping students see the connection between the class content and work performance can increase the likelihood of application. When an adult discovers the need to learn, that adult energetically participates in learning. Learners must also be convinced that content is relevant or else they will ignore it. The educators should discuss what content will be learned, how it will be learned, and why it must be learned. Shared objective setting helps learners to understand and commit to the learning objectives. It also motivates learners, makes the learning more self-directed, allows the educator to utilize many methods, and allows learners to assess their progress toward meeting the objectives. Practically, there must be a discussion between the educators and learners where they share their expectations for the class and come to an agreement on how they will meet those expectations held by both the educator and learners. The adult educators in this case explained how they orient adults to visit the learning centres seeking for education.

Experience is a foundational concept for adult learning. Adult experience differs from children experience. Adults have more quantity and quality experience. Ignoring or devaluing the experiences of adults can be seen as personally ignoring or devaluing them. Adult educators should build on learners' experiences. Reflecting on particular experiences allows learners to evaluate how they think about related topics and experiences. Understanding learners' experience with a subject matter allows educators to tailor the class to the learners' needs. This makes the class more responsive by reducing time spent on covering material the learner already knows. The conducive learning environment for adult learners makes them motivated and encourages them to complete the programme successfully.

Adult learning content should focus on the learners and what problems they are facing. Problem-centered instruction is beneficial since adults learn best when new information is presented in real-life context. Likewise, adults apply knowledge immediately. Application itself is problem-centered rather than subject-centered. Andragogical class motivates learners to learn using both internal and external pressures. Like children, adults are motivated by external forces such as higher salaries, promotions and better jobs. Furthermore, adults are motivated by internal forces like quality of life, satisfaction and self-esteem. The researcher therefore established the knowledge acquired in the andragogical class and how it has helped the learners in term of development.

1.7 Conceptual Framework

A conceptual framework is, according to Mugenda and Mugenda (2008), a hypothesized model identifying relationships between dependent variable and independent variables. Conceptual framework in Figure 1 summarizes the effectiveness of adult learning programs in development.

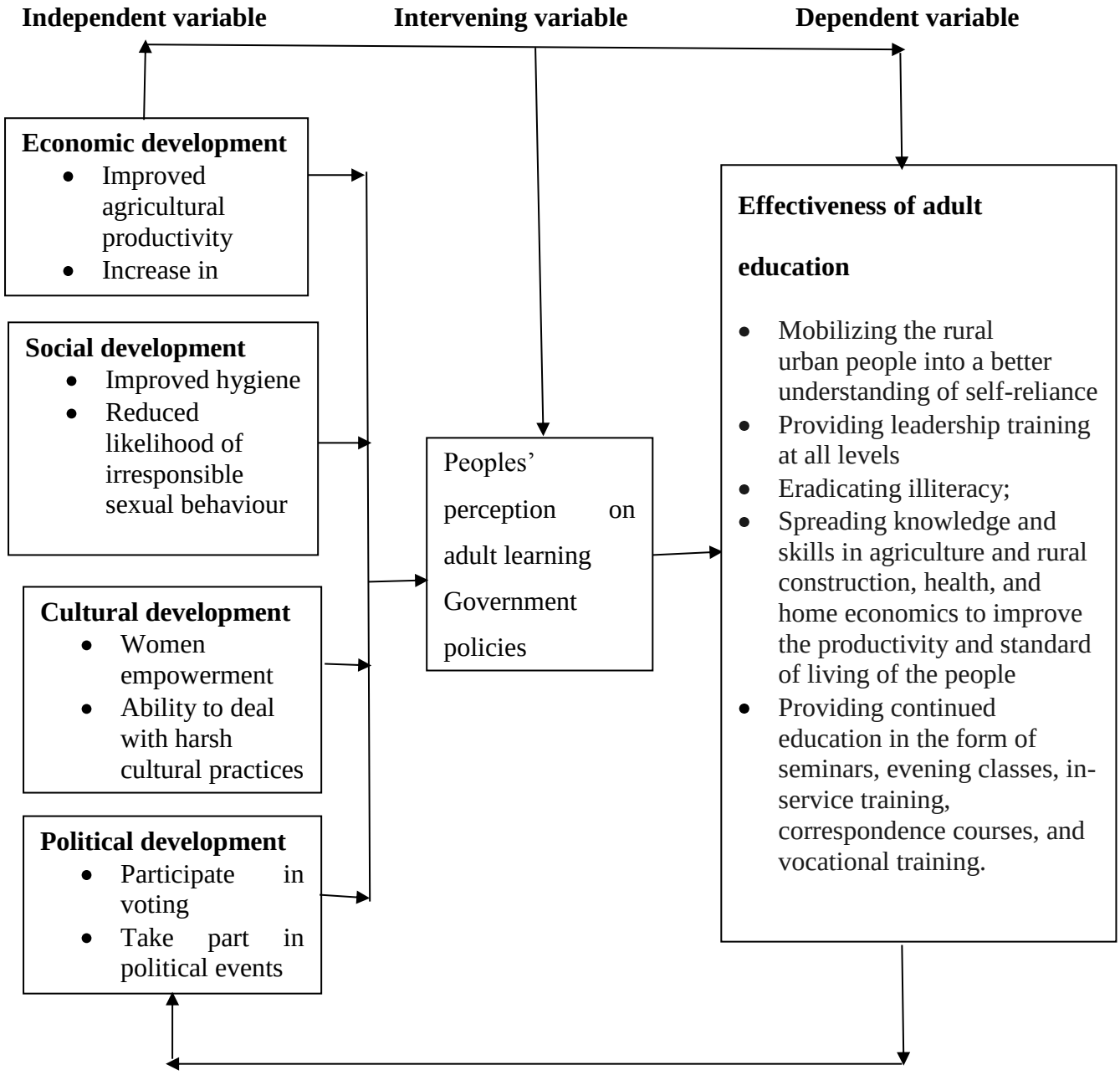


Figure 1 Conceptual framework showing the interaction between variables

The conceptual framework diagram shows the relationship between independent and dependent variables. These variables are assumed to be directly related such that a change in the dependent variables that is adult education causes a change in the independent variables which are economic, social, cultural and political development. The government policies on adult education and Maasai peoples' perception on adult education are the intervening variables.

Tilak (2006) argues that education (including post-basic education) increases productivity and allows people to make informed decisions rather than easily manipulated. Overall, the impact of illiteracy on personal income varies, but clearly there is limited earning potential. Illiterate people earn 30% -42% less than their literate counterparts and lack the literacy skills to undertake further vocational education or training to improve their earning capacity. An individual with poor literacy, his/her income remains about the same throughout his or her working lives. However, people with excellent literacy and numeracy abilities can expect their earnings to boost at least two to three times what they earned at the start of their careers. And youth who do not finish primary school are less likely to get employment that are good enough to prevent poverty (Martinez & Fernandez 2010).

To boost shareholder value, poor literacy and numeracy abilities make it difficult for company owners and entrepreneurs to comprehend and apply business finance ideas such as equity management and distribution. Many computer papers are anticipated to be created, edited and read by employees in today's workers. The more literate an individual, the more likely they are to be in a job role that requires the use of a computer. Yet most adult education curricula do not integrate technology. This is despite the reality that many young individuals today experience non-school literacy. (Ross, Thompson, Christensen, Westerfield &Jordan, 2010).

Spreading knowledge and skills in agriculture and rural construction, health, and home economics to improve the productivity and standard of living of the people: Literacy enable people in the rural areas to improve farm production through employing modern farming techniques hence improving their living standards. The more illiterate women or mothers are, the less healthy, their families are likely to be and the higher the rates of infant and maternal mortality. When mothers and women become literate and knowledgeable, their children, families and their communities become healthier.

Providing continued education in the form of seminars, evening classes, in-service training, correspondence courses, and vocational training: People who participate in adult education, participate more in society, by voting, by volunteering or taking active roles in communities like solving family disputes, leadership elders and chairing meeting discussing development issues. People with more education earn higher incomes and pay more taxes, which helps communities to prosper. They are less likely to be incarcerated and more motivated and confident to vote and make their voices heard on questions of public policy.

Smith (2013) discovered that females who participated in adult literacy programs played a more vibrant role in creating health-related choices than those who did not participate in the project. Furthermore, females who went to adult literacy and basic training showed additional gains in health-related data and behaviour, unlike females who did not participate in such a project. Barton (2007) said that adult literacy is upgrading the state of mind of the individual and advancing social prosperity. Adult literacy has a beneficial impact on progress, especially for females, prompting changes in development indicators in a variety of fields such as health, prosperity rates, education for children, social advancement, independence, and empowerment.

Kelly (2011) observed that there is a relationship between education and development in that development improves peoples' education and the more people are well educated the

more they contribute to their society's development. Adult literacy abilities are very essential for decision-making, individual empowerment and active involvement in community relations at the local and global level. Kelly argues that, the more illiterate women or mothers are, the less healthy, their families are likely to be and the higher the rates of infant and maternal mortality. When mothers and women become literate and knowledgeable, their children, families and their communities become healthier.

Studies around the world indicate that most prisoners have bad literacy abilities. In addition, up to 85 percent of juvenile wrongdoers are functionally illiterate. Estimates in different countries indicate that 60-80% of inmates have less than fundamental reading and writing abilities. Those who are still illiterate after release are highly likely to re-offend. Illiterate individuals are more likely to receive welfare or unemployment benefits after dropping out of college or finding job High school dropouts are more than three times more probable than high school graduates to receive welfare (ProLiteracy America, 2013).

Mobilizing the rural and urban people into a better understanding of self-reliance in this study refer to empowering people by imparting them with the ability to engage in income generation activities that will enable them to have access to independent income. In order to be economically empowered, individuals need to be supplied with sufficient abilities through education to allow them to participate in income-generating operations that will allow them access to independent income. In doing so they will participate in the development of their community. Providing leadership training at all levels: Men are leaders in their home and also elders in the community. Leadership training is therefore essential in promoting cultural development in terms of effective and transparent leadership in the family as well as the community.

Eradicating illiteracy equips people with the ability to read and write changing people from illiterates to literates. Literate individuals have better hygiene operations, better access

to preventive health measures, and better nutritional knowledge can be acquired to feed their families. This has a flow-on impact on their kids when illiterate adults enhance their literacy skills. With these new skills they can help a child with homework, read notes and correspondence sent home from school, understand the school system their children engage in and guide and encourage them.

The impact of adult literacy in changing culture is crucial as it enthusiastically brings fresh thoughts, norms and values in the aftermath of empowering people to explore their present behaviors as educational initiatives can assist challenge attitude and behavioral patterns. As a consequence, involvement in adult literacy programs empowers women to gain access and challenge male-commanded work ranges. For example, adult literacy has enabled females in some Bangladesh households to participate in money-related family leadership at one moment controlled by males (Maddox, 2005).

Community's perception towards women and their education could hinder some women from gaining literacy. How society views the position of women adversely affects their struggle for education, and eventually, fighting poverty. Societies that see a female as a key partner in the process of growth are likely to provide the necessary assistance for education. Hitherto, traditional conventions and tabuses have prevented females from participating fully in development operations. Zuberi (2008), said some of the tradition, culture and standards oppress females, which also improve the growth of females and hinder their growth. A negative attitude towards education discourages people from enrolling in adult learning centres. The Massai do not believe in educating girl child since she is considered as a source of wealth for the family once they marry her off. Many people in the community also do not value education but if they change their attitude then many adults might enrol in adult learning centres. The government policies especially on the issue of funding adult literacy program also affects the effectiveness of adult education.

Community attitude can hamper the role of adult education, particularly among women, by prohibiting women from participating in adult education programmes, with a view to empowering them, and by encouraging adult education programs by enabling, supporting or motivating women to participate effectively and effectively in adult education programmes. Socio-cultural considerations play a role in preventing females from accessing their educational interests and pursuing them. Factors such as early marriage place a higher burden on household labor and act as an obstacle to women's education advancement. It is necessary to challenge traditional structures, institutions and ideologies that have contributed to women's discrimination and subordination.

Some of the traditional structures, including extended family, caste system, ethnicity, religion, media, law, policies and top-down development methods, among others, added that culture and norms allow women to remain in a house stagnantly waiting for their husbands for everything, rather than engaging in other development operations, including marriage(Jones, 2012). Prislim & Wood (2015) asserted that their perception of dominant norms influences individual reactions and attitudes to problems by what they consider the consensus to be on those problems. This means that if there is an adult education program that aims to provide females with abilities, attitudes and understanding, dominant norms within society must be accepted.

Flood & Pease (2016) indicated that community norms have a wider importance in punishing violence against women, because the community is the context in which violence against females happens, and if community norms do not approve it, they provide legitimacy and support for its continuation. According to Indabawa and Mpofu (2006), there are some of the dominant norms in Tanzanian society that prevent women from participating fully in adult education programmes, such as the Maasai program that allows girls to marry, while

another is Muslim, which does not allow women and men to be in the same class in the teaching and learning process.

Adult education have a great impact on negative cultural practices amongst the Maasais living in Armeru district. For instance, the issue of polygamous whereby a woman marries not just her husband but the entire age group. This has lead to spread of many diseases especially sexually transmitted infection. The Masaai women also undergo female genital mutilation which have adverse effects on their health and sometimes lead to death as a result of excessive bleeding. The literate people amongst the community have realized the dangers of some of these negative cultural practices and have abandoned them.

There is a body of literature supporting the concept that more education in a country means more democracy. For example, original empirical studies on 108 nations over the period 1960-2000 showed that a more equitable distribution of education is a strong measure of democratic execution and sustainability (Castello-Climent, 2008). A research of eighteen developing countries also showed a powerful, almost linear correlation between literacy and democracy level (Evans and Rose, 2007).

Levinson (2011) noted that although educational standards, assessments and accountability schemes are of enormous political time around the globe today and have the ability to serve democratic products such as transparency, equality and government discourse, their very ability to promote systemic democratic products indicates a level of reach and authority that threatens the accomplishment of those same values. He offers an instance where the democratically lawful control of adult education in a democracy in the modern United States can also undermine the legitimate claims of children to receive an education that equips them for democracy.

However, surveys have contested the importance of a "superficial link" between literacy and democracy, pointing out that greater rate of literacy in the Middle East between 1917 and 1999 and in the former Soviet regimes have not often led to a development in democracy – because schools have been used to encourage dogmatic and anti-democratic ideologies (Wejnert, 2005). This means that issues influencing education's democratic potential need to be closely addressed if investment in education is to have wide-ranging positive effects on developing nations. Education is unlikely to produce democratic results unless its content and procedures, as well as its internal environment, are also democratic (Davies, 2002).

Adult education has characteristically manifested its political implications in its contributions to citizenship. People, who participate in adult education, participate more in society, by voting, by volunteering or taking active roles in communities. People with more education earn higher incomes and pay more taxes, which helps communities to prosper. They are less likely to be incarcerated and more motivated and confident to vote and make their voices heard on questions of public policy. Voting is strongly correlated to educational attainment. In the U.S., more than in most other countries, 60% of those with lower academic skills feel that they have no influence on public decisions and the political process. The voting rate for adults without a high school diploma was less than half the rate for those with advanced degrees (Organization for Economic Cooperation and Development, 2013).

It was also noted in the early 2000s that in many African nations, the values connected with democratic political culture were not promoted by instructional methods. Moreover, although Tanzania has been classified as a nation with powerful favorable democratic development alongside Kenya, Burundi, Mozambique and Uganda among the SIDA partner nations of Sub-Saharan Africa, the connection between education and democracy has not been simple (SIDA, 2005).

Verum (2012) states that education holds the key to the uplifting of the grassroots leading to opportunities for social, political and economic development. In political development, the levels of high illiteracy are a danger to the democratic dispensation. This is so since literacy generally and adult education specifically promotes knowledge and skills that facilitates adults' meaningful participation in the political development aiming at a democratic society that secures people's freedoms and human rights.

1.8 Operational Definitions of Key Terms

Adult: Is a person in the context of Tanzania who is 18 years of age or older or has legal maturity.

Adult Education: For any individual over the age of 18 who is not in complete attendance at a main, secondary, vocational, tertiary or any university college, full-time or part-time education of any kind.

Adult Education Programmes: Programs for adolescents 16 years of age and older who have less than a high school education with possibilities to obtain the needed possibilities to work more efficiently in society and in the workplace. The programs acquired by learners are fundamental reading, writing abilities, arithmetic abilities and vocational training programs as well as agricultural programs.

Adult Literacy Centre: A place where adult education programmes, whether private, in churches, mosques, social halls or formal schools, are conducted.

Development: Positive change in all aspect of life specifically in social behaviours, economical progress and in general leadership.

Effectiveness: the degree to which adult education is successful in promoting economic, social, cultural and political development.

Full-time adult education teachers: These are teachers of adult education who are permanently hired by the Public Service Commission to teach in adult learning centers on a regular basis.

Illiteracy: it is lack of any skills for human progress including the inability to read and write, to enumerate, to express one's own views and skills to participate in development in general.

Literacy: It is the ability to read and write, and the ability to write words or a set of words heard.

Income Generation: The process used to define a money-making investment or business activity.

Promoting: assist, support and encouraging development

Reading: a process rather than a set of skills to be mastered; Readers must interact with text by problem solving – difficult words; complex syntax and organization; and obscure references, settings, or concepts are challenges that proficient readers meet and overcome.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The purpose of this research is to examine the efficiency of adult education in rural Arusha growth .This chapter focuses on past literature form other scholars on significance of adult education. It covers; critical review of theories which are the human capital theory and Maslow hierarchy of needs theory, review of empirical studies on economic, social, cultural and political development, challenges facing adult learning programmes and summary of literature review.

2.2 Critical Review of Theories

The theories reviewed are the Human Capital Theory and Maslow Hierarchy of Needs Theory. The theories below were chosen for this study by the researcher as they relate to the topic under investigation – that is, the effectiveness of adult education programme in promoting literacy.

2.2.1 Human Capital Theory

The Human Capital Theory was developed by Schultz (1971). The theory assumes that education is extremely influential and even vital in order to increase a population's productivity. This means that an educated population is productive. This theory gives emphasis to how education raises the level of cognitive stock of economically productive human beings capacity. Human is a result of intrinsic capacity and human capital investment through education, which is the advocate of this theory perceived education worthwhile than physical capital.

This theory was based on alleged economic returns on educational investments at both the macro and micro-economic levels. Efforts to encourage human capital investment have been seen to lead to fast economic growth for society. Most economists agree that a nation's

human resources eventually determine the personality and pace of economic and social development of a country more than capital and material assets. Human resource is the ultimate foundation of nation's wealth. Capital and natural resources are passive production factors, human humans are active organizations that accumulate capital, utilize natural resources, create social, economic and political organisation, and pursue national growth. The primary restriction of the theory of human capital is that it assumes that education improves workplace productivity, leading in greater employee salaries, but offers little insight into the procedures through which education and training are translated into greater salaries.

For example, in 1923, Turkey's President Kemal volunteered to teach nightly adult-based education courses and even provided employment to literates, numerous nations have invested in human capital and transformed the life of people. Indonesia in 1972 borrowed from World Bank to finance adult based education programme. Cuba, Nicaragua, Southern Vietnam, Senegal (1990s), Ethiopia (1974), Burma and Russia (1920s) all of these nations with the new revolutionary governments invested strongly in human capital through ABE programs and recorded a significant breakthrough in their national growth (Laubach, 2005).

This theory is very important to the research as it justifies substantial financing input into the adult education program by prioritizing it in the domestic education budget in order to reap maximum advantages for national growth from investing in human capital. This initiative can enhance adult education program access and involvement and decrease uneven attendance by reducing drop-out rates, increasing learner completion rates or even reviving closed-down adult education centers. Improving the level of literacy is a basis for acquiring abilities that allow people to generate and obtain wealth. This is an important component in the national strategy for reducing poverty and achieving millennium development goals.

2.2.2 Maslow's Hierarchy of Needs Theory

The proponent of this theory is Abraham Maslow (1908-1970). This theory of hierarchy of needs was developed by Abraham Maslow in 1950's but was first presented in 1943 in his paper "A theory of human motivation" in psychology review. It is called hierarchy because it is categorized in an ascending order from the bottom as lower order of needs and upper with higher order of needs. The needs are physiological needs, safely needs (Basic needs), love needs, and esteem needs and self-actualization needs (secondary or higher needs).

This theory argues that while people aim to meet basic needs, they seek to meet successively higher needs in the form of a pyramid. Maslow's Needs Hierarchy was often depicted in a five-level hierarchical pyramid. The four levels (lower-order needs) are regarded physiological needs, whereas the pyramid's top level is deemed needs for development. Before higher-order needs can affect conduct, the lower-level needs must be met. The Maslow hierarchy of needs is presented in Figure 2.

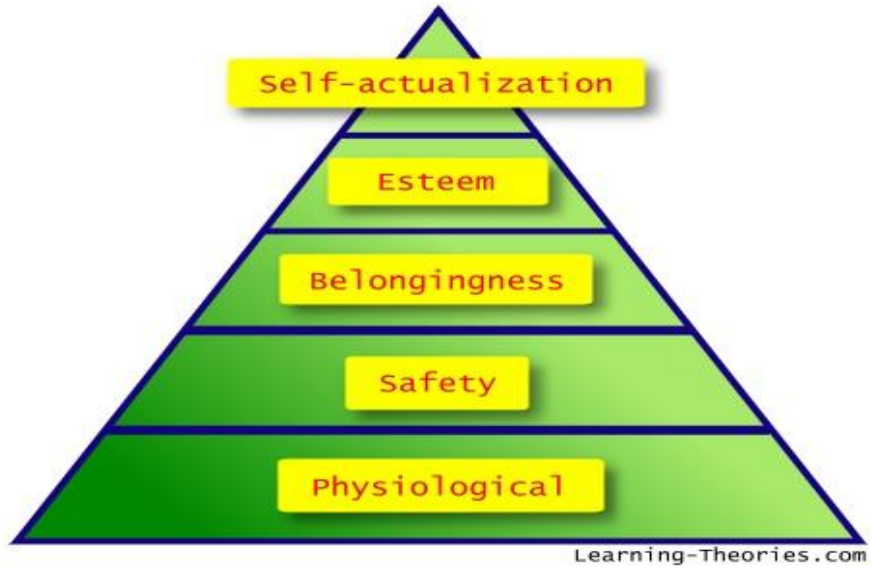


Figure 2. **Maslow's Hierarchy of Needs Pyramid.**

Source: Maslow (1943).

Physiological needs are very essential for human life. They include; water, food, air, shelter, sleep, warmth, medicine. According to Maslow, unless these needs are being satisfied and meet in such a manner that life will be maintained; no other motivating factors can work (Shafritz & Ott, 2001). Security or Safety Needs is the next level of needs in Maslow Hierarchy of needs which ought to be satisfied after the physiological needs are already being satisfied. They include security of body, of employment, of resources of morality, of the family, of health and of property. In order to develop and learn, we need to make sure that we are safe where ever we are be it in lives or in our jobs. We need certain steadiness in our lives. We need to be well organized in every aspect in our daily lives such as feeling secure where ever we are. To Maslow, this is a motivating factor.

Such needs include love, friendship, to sum up it is the socialization/interaction of an individual in the society. When the physiological and security needs are being satisfied, the next level of need to be satisfied is the love and belonging need. To Maslow, we need to give and receive love in order to overwhelm the feelings of isolation and disaffection. When the above mentioned needs are achieved, self-esteem needs can become prevailing. They include; self-esteem, confidence, achievement, respect of others and respect by others. According to Maslow, when esteem needs are being met and satisfied, we feel belong in the world and if they are not met, we feel inferior and valueless in the society (Nyameh, Douglas, Teru &Titu, 2013).

Need for self-actualization is the highest needs amongst the others. To Maslow is of the view that, unless the previous needs are being met and satisfied, then the need for self-actualization is triggered. He sees these needs in regard to human life as that point of life in which an individual has reached where he/she was destined to reach.

Maslow postulates that if the lower needs are not satisfied it is difficult for a person to move to another level in the hierarchy of needs. However, human life is not that hierarchical. There are rich people who are still seeking for more and more physiological needs while there are also poor people with high self-esteem. Maslow only focused on the inner person and neglected the environment. Little wonder Hertzberg focused on the environment. We can deal with this drawback by balancing between the inner person and the environment.

This includes; morality creativity, spontaneity, problem solving, lack of prejudice and acceptance of facts. After achieving the physiological needs, adults might choose to improve their situation by improving their literacy in the adult learning centres. There hope that improving their literacy will help them meet the safety needs described by Maslow, which include financial security. This study supports the idea that increased literacy will lead to improvement in employment. Better employment will lead to enhanced social and economic development. The increased self-confidence of adult learners contributes to even higher levels of functioning in their lives. Therefore, when developing adult education programs, the needs and desires of adult learners need to be considered.

Adults are interested in the programmes that are beneficial and would help them to fulfil and realize their needs in life like simple calculations, easier shopping, personal hygiene, using gadgets like mobile phones, socialization, seeking medical care among others daily activities that human beings are involved in. Failure to achieve their objectives would probably cause their willingness to shut down learning or even drop learning. Consequently, facilitators of adult education need to employ various motivation methods while enabling adult learning to use distinct motivation methods while facilitating adult learning.

2.3 Review of Empirical Studies

Empirical literature review is a directed search of published works, including periodicals and books and presents empirical results that are relevant to the topic at hand

(Zikmund, Babin, Carr & Griffin, 2010). Literature review is a comprehensive survey of previous inquiries related to a research question.

2.3.1 Adult Education Effectiveness in Promoting Development

Young (2010) study in the United States aimed at assessing literacy projects under the adult education Act . The researcher target population was 1000 adult learners. Simple random sampling was used to sample 300 adult learners. For the collection of information, interview guides were used. Using descriptive stats, data were evaluated. The research disclosed that a change in their self-esteem was recorded by 85% of literacy students. He also established that 65% of proficient learners felt better about themselves following a three-year follow-up. This study did not establish how the adult literacy programs affected the social lives of those who underwent through the program. This study therefore sought to find out the effect of adult education on social development.

William (2014) conducted a study on analyzing the educational attainment dataset and the comparative difference in growth in GDP per capita in Turkey. The researcher selected a qualitative method of research titled Grounded Theory. The researcher conducted eight in-depth, open-ended interviews with key informants who were directly engaged in the adult education system and economic development of the country. These informants included leaders in the professions of economic development and education such as public officials, leaders of community development foundations, school system superintendents and curriculum administrators.

The researcher coded data from the interviews according to common themes that emerged from all of the interviews. These data were then sorted theme by theme. The results show that there is a definite connection between education and economic development. The five major themes found in the data were that; there is a connection between education and economic development, education is used as a tool for economic development. The study

recommended that school partnerships with the private business sector can be the key to enhancing the relationship between education and economic development educated workers tend to be more productive and innovative than uneducated workers. This study was conducted using only one data collection tool but the current study was collected using both questionnaires and interview guides.

Mauricio (2012) conducted a study to analyze the education reform policies pursued by Guatemala and Bolivia from the 1980s to the present Latin America. The study was guided by andragogy theory. Qualitative research design was used. Data was collected using focus group discussions. Findings established that female literacy and education are still important factors for creating strong democracies in each country. The literacy state of the women act as important social agents towards progress and political change. More educated women also tend to be healthier, participate more democratic processes like voting and participation in leadership forums, and earn more income. These benefits also transmit across generations as well as to their communities at large. The study focused on general education policies but the current study focus in on the effect of literacy on political development in Tanzania.

In Nepal, Burchfield (2012) conducted a survey on the impact of integrated literacy and fundamental education on women's involvement in social and economic development. The study employed ex-post facto survey design. The target population was 355 women. Stratified sampling design was employed to sample 215 women. Data collection was carried out using questionnaires and interview guides. Findings showed that the effect of adult literacy initiatives on individual empowerment was measurably noteworthy and constructive. Adult literacy improves respect from family and community members for the views of women. It enhances the trust of women in communicating their presumptions. It also raises

their interest in discourses about governmental problems, beating men's drinks and wives, investments, and engaging in discussions about what they've perused.

Adult literacy can also assist empowerment at the individual level (increased self-regard and fearlessness and assertiveness in social interaction) to give people an increased sense of confidence. This study only focused on effect of literacy programs on women's participation in social and economic development hence men were left out in the study. The current researcher looked at the effect of adult literacy on social, economic, cultural and political development of both genders

Murtagh (2012) carried out a study in Ireland on the effectiveness of adult education. The main objective was to investigate if appropriate courses and programmes are available to achieve the most effective outcomes for students within the current environment. The methodology involved qualitative interviews with sixty-five individuals involved in adult education. Semi-structured interviews were organised with adult learners, tutors, middle and senior managers and CEOs from adult learning centres which provided rich data describing the accomplishments and the challenges facing adult education service. Findings established that individuals who participated in adult education had higher chances of securing well-paying employments as compared to people who were not literate. The current researcher aimed at carrying out a similar study with an aim of assessing whether adult education has an effect on economic development.

Martinez & Fernandez (2010) carried out a study in Spain on social economic benefits of adult literacy. The target population was 500 adult learners in 20 adult learning centers. Simple random sampling was used to sample 150 learners and the adult educators were purposively selected Questionnaires were used to gather educators ' information while interview guides were used to gather learners ' information. Both qualitatively and quantitatively, data were evaluated. The results showed that; literate females are three times

more probable to understand that a individual in apparently excellent health may be infected with HIV; lack of awareness of techniques of contraceptive methods increases the probability of unplanned and adolescent pregnancy.

Young fresh mothers, in turn, are less likely to undergo further education or join the workforce; employees with bad literacy are more likely to have work-related accidents as they are unable to read or comprehend written health and safety laws and warnings or guidelines on how to operate equipment safely. This puts both themselves and their colleagues at risk, reduces the need and price of medical services, and results in increased absenteeism and long-term productivity harm. Individuals with excellent literacy and numeracy abilities earned at least two to three times what they earned at the start of their careers ; illiterate parents tend to have reduced expectations and ambitions about their own and their children's education ; Illiterate parents can't read to their children, nor encourage a love of learning, and when illiterate adults improve their literacy skills, it also affects their children as they can help a child with homework, read notes and correspondence sent home from school, understand ,guide and encourage their children's school system.

The researchers recommended establishment of public awareness campaigns on the importance of adult literacy. They also recommended establishment of more adult learning centers as well as employing more adult educators. This study however only focused on effectiveness of adult education on women. The current researcher therefore aims at assessing the social economic benefits of adult literacy on both men and women.

Sandi ford, Cassel and Sanchez (2011) conducted a study in Nicaragua on the impact of adult basic education over ten years. The target population was 185 women who had attended adult literacy program. The data collection tools were questionnaires. Using descriptive statistics, data was analysed. Findings established a significant reduction in child mortality among mothers who had participated in the adult literacy program. Moreover, they

revealed that the reduced death rate of children due to adult basic education was more remarkable for individuals who had been educated in primary school than those individuals who had not been educated in primary school. This study only used a single data collection tool, the questionnaires which have limitations. This current study used two data collection tools in order to collect valid and reliable data since not all adults who have undergone adult literacy programs are capable of correctly answering questionnaires and interview guides works best for them.

Athanasou (2011) carried out a study to examine literacy levels of adults and how reading is part of the foundation of career development in Australia. The Wide Range Achievement Test (WRAT3) which assesses educational achievement in basic reading, spelling and math skills was given to 465 people, aged 14 to 79 years. Every test was conducted personally and the data was used to provide a narrow focus on reading abilities of adults in the working population. The results from data revealed that 50% of the participants had a reading level of 7th grade or below. The reading scores varied across social factors, with high scores reported in all major occupational groups. Laborers, on average, scored lower than adults in professional careers. The results also showed that graduates of the adult literacy school were about twice as powerful as the non-literates to look at schoolwork and inspect homework. Mothers who have participated in the adult literacy program have more prominent achievement than females who have not participated in providing their kids with cognitive and language skills that assist early college success. Children of educated parents remain longer in schools (extended school involvement) than kids of uneducated parents. The current study used a different methodological approach which was mixed research designs.

Coulomb (2014) evaluated human capital and development across 14 OECD countries and recognized the important connection between human capital investments, economic growth and labour productivity. The research was of specific concern as it was the first to identify a important correlation between a country's human capital investment and its economic growth. They concluded that an increase of 1% in the literacy score of a country relative to the international average is associated with a possible relative increase in labour productivity of 2.5% and a 1.5 percent increase in GDP per head and that adult literacy was among the variables with a positive impact on GDP per capita development. The current study aimed at assessing the effect of adult literacy on economic growth where data will be collected from primary sources which were questionnaires and interview guides.

Hartley & Horne (2013) carried out a study in rural South Africa on impact of adult education on rural people financial planning. The target population was 300 adults who had attended adult literacy program. Simple random sampling was employed to sample 90 adults. Data collection was based on interview guides and focus group discussions. Data were analyzed using descriptive statistics. Findings established that illiterate people have the incapability of establishing a personal financial plan or evaluating financial investments to provide themselves with a retirement income (this also increases the welfare burden on the government in the form of age pensions). They do not understand how to use equity or investment loans to acquire and manage income-producing assets.

Findings also showed that poor literacy and numeracy abilities make it more difficult for company owners and entrepreneurs to comprehend and apply ideas of business finance such as equity management and distribution to boost shareholder value. The study recommended training of adult educators so that they can be able to confidently facilitate adult education. This study only focused on effectiveness of adult education on economic

development and did not focus on other forms of development which this current study aimed at addressing.

Castello (2012) carried out a study in Ghana on effect of adult literacy on political development. The study employed mixed methods design which were descriptive and Cross-sectional design. The target population was 50 adult learning centres countries. Secondary data was collected from the bureau of statistics. Data were analyzed using inferential statistics. Findings established that literacy rates are significantly and positively related with democratic political systems. Moreover, the correlation between literacy and the level of democracy was powerful, almost linear. This implies that issues affecting the democratic potential of education need to be addressed carefully, if investments in education are to have wide-ranging beneficial consequences for developing countries. Education is not likely to produce democratic results unless it is also democratic in its content and procedures, as well as the internal setting in which it takes place. The investigator found that understanding that a more equal distribution of education is accelerating transitions to democracy and that a big educated population is boosting the likelihood of a country creating and retaining democracy through bottom-up and top-down procedures. The current researcher aimed at finding out whether adults who had participated in adult education have experienced any political development.

Egbo (2000) carried out a study in Nigeria on the relationship between adult literacy amongst women and family planning. The target population was 300 women while the sample size was 150 women. Stratified sampling design was used for sampling. Questionnaires and focus group discussions were used for data collection. Data was analyzed using descriptive statistics. Findings showed that 67 percent of educated women interviewed used family planning strategies as opposed to just 11 percent of uneducated women who said they used some, but not all, family planning routines. The research also discovered that the

standard amount of kids was 7% for uneducated females and 4% for trained females. The right of women to gain access to perusing and composing in both domestic and foreign languages altered the nature of their leisure moment and established another safety standard.

The study recommended that the ministry of health should organize informal training to train more local women on reproductive health. This study also focused only on women hence the need to establish whether adult literacy have also helped men to develop socially.

Apata and Shitu (2013) conducted a study in Nigeria on the effect of a plan for adult education on agricultural productivity in the southwest. The target population was 50 farmers who were purposively sampled. Questionnaires and interview guides were used to collect data. Reliability testing of the research tools was conducted using cronchba alpha. Data were analyzed using descriptive statistics which included frequency, percentage and meanThe findings showed that farmers participating in the adult education scheme, in contrast to those people who do not participate in adult literacy, obtain more wage / benefit. Adult literacy program can therefore enhance agricultural productivity as it provides participants with all the needed information and abilities on how to efficiently implement agricultural operations and correctly use agricultural inputs.

The study recommended recruitment of more agricultural officers to train farmers on improved farming and animal husbandry. There is gap as to whether adults who participated in adult education in the study area have improved their agrarian productivity which contributes to economic development.

Olufunke (2011) conducted a study on the relationship between a rural women famers ' social economic characteristics and their technological adoption. The target population was 150 rural who were purposively sampled. Using focus group discussions, data was gathered. Through content analysis, data gathered was evaluated. Results showed that educated women farmers adopt agricultural technologies at a greater rate than less educated women who

continue to use more rudimentary technology. Literacy helped rural women to progressively participate in sustainable development. Education has played a major role in influencing women's status in farm decision-making.

Highly educated women had higher chances of contributing to farm decision making than uneducated ones. Findings also showed that literacy is a weapon in the fight against poverty, disease, and ignorance, and when all these are fought, an average female becomes empowered to actively engage in her community's development issues. The study recommended that more adult centres should be established in rural areas and more women should be encouraged to enroll in the program. Only one gender gathered the information for this research and only focus group discussions were used for information collection. The present research gathered information from both men and women to retrieve information using questionnaires and interview guides.

Teshome (2016) conducted a study in Ethiopia on the impact of an adult literacy programme on the socio-economic empowerment of rural women. The main objective was to investigate the effect of this program of adult literacy on the socioeconomic empowerment of rural women. Method of case study was used to determine the effect of adult literacy on rural women's socioeconomic lives. Three adult literacy managers, five adult literacy facilitators and twenty females have been included for sampling purposes. In-depth interviews, focus group conversation and private field notes were instruments for data collection. Data analysis led in two main topics, five categories and twenty-one subcategories.

The outcome showed that the adult literacy program enhanced the following elements of women's lives: it enhanced the capacity to read, write and calculate at the individual level; self-confidence to express one's feeling and concept; a favorable self-concept; and confidence to challenge the already established misinterpretation of women. Literacy at the social stage altered the adverse attitude of women towards education for children; enhanced their capacity

to persuade / communicate their spouses; enhanced the understanding of women about family planning and health issues. Furthermore, It also enhanced the capacity and mobility of women in social networking; and altered the attitude of women towards frequently practiced social evils such as female child genital mutilation; and also enhanced involvement of women in social relations. At an economic level, adult literacy provided females with the expertise and abilities to participate in various income-generating operations such as poultry production, honey manufacturing and growing various kinds of vegetables. Additionally, adult literacy developed women's understanding of saving and resource efficiency.

However, it was discovered, however, that particular program for adult literacy could not properly equip females to exercise their right to make decisions in financial management. The investigator suggested a powerful community awareness campaign and awareness program to alter the community's adverse attitudes towards women's education. This study only focused on socioeconomic life of rural women hence the need to assess the effectiveness of adult education on social, economic, political and cultural development of both gender.

Ngaka (2016) conducted a study to measure the impact of literacy projects on rural poor in Northern Uganda. This qualitative study examined the impact of literacy projects on the rural poor in Northern Uganda with specific reference to the Rural Education Empowerment Project. A case study design and a qualitative comparative analysis approach were uses. The target population for this study was constituted by the different Functional Adult Literacy programmes in Northern Uganda and the target beneficiaries, project staff and leadership of the respective district and sub county levels of local governments who interacted with Rural Education Empowerment Project. This particular study was based on a sample of 46 participants comprising 18 individuals who participated in REEP activities, six sub county officials and four project staff who were purposively selected. Data for this research were obtained from main and secondary sources and gathered through documentary

reviews, main informant interviews, focus group conversations and direct observation of some of the community's activities.

Findings established that Rural Education Empowerment Project activities positively impacted the environment and the local population in Nebbi district. Through functional adult literacy, rural females were empowered, females regarded functional adult literacy courses as playing a significant part in empowering them and decreasing their ignorance and poverty. Women were able to write, read, acquire numeracy abilities and other helpful information and abilities that included how to manage pest plants, how to enhance household level sanitation and hygiene, child care and nutrition, and contemporary techniques of farming. It recommended that future efforts should be directed towards adopting a results-based project monitoring and evaluation mechanism so as to track not just inputs and outputs but also the project outcomes, impact and sustainability. This study used qualitative data but the current study employed mixed research designs and data was analyzed using both qualitatively and quantitatively.

UNESCO (2012) carried out studies in Kenya on economic empowerment and the functional program for adult literacy. The target population was women in rural areas. Interview guides were used for data collection. Data was analyzed qualitatively. The emerging themes were merged and grouped together through content analysis. Results of the study showed that literacy skills are important because they allow women to engage in self-employment, such as running small businesses, as a means of living and maintaining a constant income. Adult literacy also helped women acquire reading, writing, and arithmetic skills that enabled women to acquire entrepreneurial skills and management skills in day-to-day life. Through adult education programs, women were exposed to various skills such as literacy skills, management skills, entrepreneurial skills that helped them generate income,

manage their business, and improve their lives. The study focused on women only but the current study focuses on both genders and various data collection instruments were used.

Oluoch (2012) conducted a study of programmes for adult education in Kisumu Municipality, Kenya. Secondary data was collected from government reports and primary data was collected using observation guides. Data was collected qualitatively and presented in tablesFindings showed that most of the students came from low-income areas that were either farmers or beautiful traders. They recognized the importance of adult education in acquiring business skills and as a factor in improving their lives. The study also noted that the crucial role played by literacy in socio-economic development was recognized by even adults who had not enrolled in the program. Others considered it a step for further studies to compensate for earlier lost educational opportunities and others consider it a gateway to even more professional and highly paid jobs. The study aimed at finding out the effectiveness of adult education in economic development of the Maasai community in Armeru district Tanzania.

Bhalalusesa (2010) conducted a community-level basic education (CLBE) evaluative study in Tanzania. In two poor rural communities in Tanzania, the study applied REFLECT methodology. Data was collected using focus group discussions. Data was analyzed qualitatively. Findings showed that REFLECT circles became focal points to discuss community issues such as water, roads, soil fertility, health and HIV / AIDS, farming, and poverty-causing factors. Small-scale income-generating activities were also initiated, creating an opportunity to explore effective collective action that would not have flourished in the style of migration that characterized the pilot project areas. The researcher recommended establishment of more adult learning centres especially in the rural areas. There is still a gap as to whether adult literacy contribute to development in rural areas of Tanzania which this study aimed at filling.

Kanukisya (2008) investigated Tanzania's policies and practices on contemporary adult education (AE) and how they address national challenges. Four research questions that were guided the study were: Are contemporary AE policies related to AE practices in Tanzania? Do current AE policies in Tanzania address national challenges? Are current AE practices in Tanzania addressing national challenges? And what are the voices of AE stakeholders in Tanzania's current AE policies and practices to address national challenges? The study was conducted in three continental Tanzania regions (Dar es Salaam, Mara, and Ruvuma).

Although qualitative strategy was also used, quantitative strategy was dominant in data collection. The study involved adult learners, adult educators, policy makers and academics accessed through questionnaires and guides for interviews. Documentary review guide for collecting data was also used. The findings indicate that AE in Tanzania is accorded low status. The study also found that most of the investigated AE policy statements were not related to AE practices. The findings also reveal that while AE policies address some of the national challenges such as income poverty, analphabetism, HIV / AIDS, and income inequality, some of them have not been translated into practices. Members of adult literacy projects in Tanzania knew more about family planning and had a more inspiring attitude towards family planning systems; they use them more frequently than their companions who do not participate in adult literacy classes.

The research proposes that first priority in both policies and procedures should be given to challenges facing adolescents (the clienteles of AE programs). In addition, adolescents need to be conscientious in reading and understanding the policy of education. All AE stakeholders in Tanzania are also advised to revive AE status as it was in the 1970s and early 1980s. Finally, it is suggested that further research of the same nature be carried out in a wider geographical region and require more samples from other organizations operating

AE programs in Tanzania, in particular civil societies and NGOs. The study was conducted in three district and Arusha district was not one of them. The current researcher therefore aims at assessing the effectiveness of adult education on development in Arusha district.

Karabona (2015) conducted a survey in Mkinga District, Tanzania to evaluate adult education as a strategy to empower females in income-generating skills utilization. The research described how adult education in revenue generation was important to women's empowerment; examine women's empowerment abilities in revenue generation and how community members viewed women's education. The research used qualitative methods as well as quantitative methods. The researcher used case study research design. The study population included all females, adult education facilitators, district adult education coordinator and district education officer who were actively engaged in this study while randomly chosen sample size of 64 respondents to answer research questions. During information collection, three study instruments were used: questionnaires, focus group discussions and interviews to meet the requirements of the resercher.

The findings showed that women were empowered by adult education through the use of abilities in different economic sectors, in this case adult education is applicable to females in revenue generation, further the research discovered that society viewed women's education favourably. Therefore, the research suggested that action be taken by the government at all levels to finance adult education programs and build dams to guarantee that Maasai is permanently established for adult education programs ; Setting the appropriate timetable for adult education ; providing women with appropriate abilities ; also recommending further research that the factors used in this study will be a guide for further studies to be carried out on a broader scale and covering many districts as a means of finding a sustainable solution. This research concentrated only on the effectiveness of women's empowerment in adult

education, leaving a gap in men's empowerment. The current researcher focused on effectives of adult education on empowerment and development of both men and women.

Machumu, et.al, (2015) carried out a study to addresses the extent to which secondary schools can be utilized as adult learning in Arusha district, Tanzania. The study was using the design of qualitative research. Ten educators (6 from chosen secondary schools and four from teacher resource centers) were the target population. The survey was made up of six female and four male educators. For information collection, interview guides were used where ten students were interviewed. To present the information, the research used interpretative-descriptive assessment. It was discovered that investing in accessible human resources through courses and events based on adult education remains the primary engine for providing a increasing unemployed community in Tanzania with the necessary market-oriented and fundamental life skills. The researchers suggested that treating adult education seriously may resolve the problems of unskilled work force, unemployment rates to achieve rapid economic and social growth. The government can produce a skilled and informed adult population with adult education. The findings of this study cannot be assumed to be similar with the current study which was carried out in Armeru district which used mixed research designs and both questionnaires and interview guides were used for collection.

2.3.2 Maasai Community Attitude Towards Implementation of Adult Education Programme

Ravinder & Narayana (2013) carried out a study in Pakistan on effects of socio-cultural on women empowerment. The researchers employed descriptive research design. The target population was 10 adult learning centres and 330 adults who had undergone adult literacy program. For adult educators, purposeful sampling was used while simple random sampling was used to sample 110 adults. Data were evaluated using descriptive statistics with frequencies and percentages included.

Findings showed that socio-cultural factors play a vital role in preventing women from accessing and promoting their educational interests, also indicated that variables such as early wedding place higher burdens on family labor and act as a obstacle to women's advancement in schooling. In addition, traditional beliefs and cultural fixations have an impact on classroom behaviour where some participants complained of sharing classes with young ones, wives, their in-laws and women being prevented from attending due to jealous to compete with them.

The researcher proposed that it is essential to alter the adverse attitudes of individual and community standards that sanction the provision of information, abilities and attitudes to women in order to attain any adult education program aimed at giving women information, abilities and attitudes. There is however a knowledge gap as to whether peoples' attitude in which is highly related to their culture hinders access to adult education in Arusha

Majali (2012) carried out a study in Ghana on the socio-cultural factors affecting the participation of women in agricultural development. The study was based on descriptive research design. The study target population was 50 farmers and ten agricultural officers. Purposive sampling was used to sample the farmers and agricultural officers. Questionnaires were used to collect data which were analyzed using descriptive statistics. The research disclosed that socio-cultural variables such as restricted land access, access to credit (owing to traditional and cultural conditions), restricted educational and cultural change in particular are the main variables that have substantially affected the village's low agricultural activity.

Adult literacy increases respect for women's opinions from family and community members. It enhances women's confidence in communicating their presumptions. It also arouses their interest in discourses about governmental issues, men's drinking and wife beating, investments and participating in talks about what they have perused. The same research claims that trained women are less likely to proceed with social procedures that are

harsh on women, for instance, as opposed to uneducated women, the lengthy and frightening procedures of grieving spouses passing away. The lack of male participants was a negative impact attributed to the cultural norms, values and practices among the people, in which men tend to think they are superior to women and do not want to equate themselves with women and yet they too, were suffering from lack of literacy. The study only focused on one type of development which is related to economic development. The current study assessed whether people attitude affects the participation of adults in adult education and whether literacy have an impact on economic, social, political and cultural development.

Mwandoto (2011) conducted a study to investigate factors that influence the effectiveness of adult education in Ganze division, Kenya. The study objectives were to assess the effects of availability of funds in financing the adult education in Ganze division, to examine the effects of traditional beliefs and customs ad to establish how they affect the effectiveness of adult education, to establish if the teaching and learning resources influence the effectiveness of adult education and to assess the effects of the target groups and how they affect the effectiveness of adult education. This study was based on the theory of education production function.

The study adopted on ex-post facto research design. The researcher targeted the adult teachers in Ganze division, in the 4 ministries namely: ministry of health, agriculture, trade and internal security together with 25 villages. Purposive sampling was used to sample 100 adult learners to participate in the study. Observation schedule was also a valuable instrument in collecting data on availability and adequacy of facilities and learning resources . Using descriptive statistics, the data was analyzed and presented in frequency tables and graphs. The researcher observed that traditional beliefs and customs affect the effectiveness of adult education. The Traditional beliefs and customs were found to be rigid in that they lacked flexibility to meet the diverse needs and challenges of adult education and that traditional

beliefs and customs were a major hindrance to the effectiveness of adult education in Ganze division. This study only used a single research design but the current study used mixed research designs and questionnaires and interview guides were used to collect data.

Manase (2012) carried out a study to determine the nature and direction of perceptions of adult educators on the relevance of adult education to community development in Morogoro municipality, Tanzania. The study was inspired by the belief that through its findings useful data can be generated for guiding modifications or revisions that may be needed to improve adult education provisions as a strategy to facilitate community development. The study's specific objectives were: determine the perceptions of adult educators on organization and implementation of AE programmes; explore the educators' attitudes on current arrangement of AE towards community development.

The research involved a cross-sectional survey design and data were drawn from 80 adult educators by means of self -developed attitude questionnaire. Descriptive statistics was performed to determine frequencies, percentages and mean and rank of the items studied. Data from focused group discussion were manually analysed. The findings show that majority of adult educators in Morogoro Municipality have a negative attitude on the relevance of adult education to community development. In addition generally few of the educators were found to be not sure of adult education's relevance. Cultural and traditional aspects prevented people of different age groups, sexes and certain relationships from mixing freely. For example, most older people were not willing to learn with young ones because they feel uncomfortable and shy when they fail to answer correctly. This because culturally and traditionally in the African context, elders are perceived to be always right when they are advising young ones and that the young ones have to comply to their advice since they have a vast reseviour of life experiences. The study was carried out in Morogoro municipality which

in an urban centre hence a need to carry out a study in the rural area of Armeru district to compare the findings.

UNESCO (2012) conducted a survey on the Global Partnership for Girls and Women's Education in Tanzania and found that social and cultural norms often serve as obstacles to admission and completion of education, since the community and family environment do not always support adult education. This means that culture and social norms impede women's access to adult education, which restricts women's participation in development-related operations such as tailoring, commerce, entrepreneurship and other associated financial activities. There are limited studies on the attitude of the people towards the implementation of adult education programme in promoting development. This current study aimed at filling this research gap by assessing the attitude of the people towards the implementation of adult education programme in promoting development among Maasai community in Arusha DC.

2.3.3 Challenges Facing the Implementation of Adult Education Programme

Adult education in Africa faces issues with insufficient inadequate assistance from national governments, peripheral treatment of domestic priorities, and insufficient resource allocation. Most governments are not serious about taking adult education. In providing funds, they don't offer it priority. Therefore, due to the low economic assistance, it is hard for the program to do well. Teachers ' remuneration is associated with finance. A meager wage is paid to the students, particularly the part-time teachers. In addition to the low pay, they are delayed in paying. Teachers who are the program's primary implementers need excellent, timely pay and other benefits to motivate them. This low and delayed pay issue may deter many educators and cause them to give up this work in search of better ones. This could result in the program's collapse. It is difficult for field managers to perform their

responsibilities because they have no means of transport. Most educators are untrained and are therefore dubious about their approach towards adult schooling (UNESCO,2011).

Knowles (2013) carried out a study in England on challenges facing the modern practice of adult education. Descriptive research design was used in the study. The researcher target population was 40 adult educators who were sampled purposively. Data was collected using questionnaires. Data were analyzed using descriptive statistics. Findings showed that most teachers are generally inexperienced and untrained. She further stated that the educators of adult education have not learned the psychology of adult learners and thus find it hard to handle and motivate the class favorably.

Financial limitations still allow the program mostly in the afternoons to be held in churches, social hall and primary schools. This is a stumbling block because distinct individuals have distinct views about separate churches or religious institutions. The researcher recommended more funding of adult education as well as adequate training of adult educators. There is no research carried out on challenges facing the implementation of adult education programme in Arusha DC and the current researcher aimed at filling this research gap.

Lakshminarayana, (2012**)** conducted a study to assess the problems of Adult Education Programme in Vishakhapatnam District of India. The study adopted ex-post research design. The target population was sixty five adult educators. Survey monkeys which were sent via email to adult educators were used for data collection. For analysis, descriptive statistics were used. Findings established that most of the adults stated that there was lack of reading and writing material in the centres. The study revealed that a large majority of them had attained good competence in environmental knowledge, speaking, reading and writing skills. This study was conducted in India hence the need to carry out a similar study employing different methodology.

Mwansa (2013) conducted a study in Zambia on adult education problems. A case study was the basis of the study. The target population was 120 adult learners in four adult learning centres. Simple random sampling was used to sample 70 learners and 40 educators. The findings established that culture and traditions are the main challenges that impedes adult literacy widely. The researcher further revealed that these cultural and traditional aspects mostly prevent people of different age groups, sexes and certain relationships from mixing freely. For instance, most older people are not willing to learn with young ones because they feel uncomfortable and shy when they fail to answer correctly. This because culturally and traditionally in the African context, elders are perceived to be always right when they are advising young ones and that the young ones have to comply to their advice since they have a vast reservoir of life experiences.

The researcher recommended that the government sensitive village elders on importance of literacy so that they help to curb some cultural practices that hinder people especially women from accessing education. The current research will carry out a similar study in Arusha district to assess whether adult education challenges in the study area are similar with Zambia.

O'Connor and Geiger (2009) conducted a survey on the difficulties facing adult language students in South Africa in Western Cape Town. The research sample consisted of 100 teachers from 21 colleges using a mixed-method descriptive design. Data was collected using questionnaires and three focus groups which were self-administered. Having large classes, including big proportions of language learners and a shortage of skilled educators, was the most common among the main results on the problems. Other challenges faced by educators in language teaching included academic and socio-emotional difficulties for learners and a lack of community support ; limited time for men to participate in the program of adult literacy because the majority are bread winners ; family

duties as a result of marriage commitments, insufficient finances to pay for tuition ; distance from home and college ; cultural factors in which some men, although illiterate, do not attend adult literacy due to customs and male chauvinism in which some males think they are inferior and do not need to attend classes with female students. This study focused on challenges facing adult learners but the current study focuses on challenges facing implementation of adult learning amongst Maasai community in Armeru District, Tanzania.

A UNESCO (2012) conducted a study in Sub-Saharan Africa on challenges facing adult education programs. The research was carried out in ten countries. The findings established some problems associated with adult education in Sub-Saharan Africa which included: Misconception of the principles and desirability of adult education in the society**:** Adult education has been misconceived to mean a 'night school' meant for old men and women that are about to die. This misconception questions its desirability and effectiveness in driving the socio-economic development activities of the country.

Illiteracy: The rural dwellers who have the highest population of illiterate adults do not know the importance of education and cannot afford to buy some instructional materials. Most adults still believe that, you cannot teach an old dog a new trick. This means that an adult cannot learn a new thing. Political unwillingness: Institutional frameworks for the implementation of adult education programmes have been provided. But the will to match the declarations in the frameworks with actions is lacking. This may be because political leaders lack understanding of the relevance of adult education to national development or they tactically do not want a vast majority of adults to be educated in order not to be empowered to start asking questions about how the nation's affairs are run. Poor budgetary provision: poorly budgeted allocation for adult education always affects adult education as an arm of education.

UNESCO recommends that 26% of every nation's annual budget should be dedicated to education while Global Campaign for Education (GCE) recommends that not less than 3% of every nation's annual budget for education should be dedicated to adult education. Lack of infrastructure: Infrastructure to implement adult education programmes is lacking due to scarcity of fund. This either hinder progress in the achievement of the objectives of adult education programmes or leads to closure of many adult education centres. Lack of materials for instruction (instructional materials): This has led to the use of instructional materials meant for children in the formal school sector and hence, adult learners are discouraged from active participation in their learning programmes. This is because most of them see themselves as been reduced to the status of the children those materials were designed for (UNESCO, 2012).

Lack of trained personnel: There is scarcity of trained personnel for the implementation of adult education programmes in Sub-Saharan Africa. Many people practicing the business of adult education in the region are not trained in the principles, theories and practices of adult education and thereby may not help to realize the objectives of adult education. Socio-cultural factors: traditional social structures that exist in a given society may lead to either acceptance or rejection of any adult education programmes that are planned to be introduced in that society. The fear that the programmes may lead to disruption of social relations, loss of traditional knowledge, norms, values, and customs will result in the rejection of the programmes. Whereas the hope of positive change and development that will accompany the programmes will result in the acceptance of the programmes. Adult learners' self- concept: The feeling that adults can participate and perform better in a programme results in increase in participation and better performance of learners in any given adult education programmes. Whereas the feeling that the programme is not for adults and even

when they participate, would not perform better, results in low turn-out and poor performance of learners in any given adult education programmes (UNESCO, 2012).

Jones (2012) conducted a study on the characteristics of government adult learning centres across Kenya. The survey employed cross section survey research design. The researcher used data covering almost three hundred and fifty learning centres. The study revealed several challenges faced by the government adult learning in Kenya which included learners and educators' absenteeism and very few competent educators. Kenya's arid areas had more difficulties, particularly in retaining teachers as well as learners. In particular, it was difficult for the areas to attract and retain skilled teachers. This current study employed mixed research designs where both questionnaires and interview guides were used for data collection.

Ngau (2012) carried out a study on the situation of adult literacy in Kenya. The target population was eighty adult learning centers which were purposively selected. Questionnaires have been used to gather information. Findings showed that absence of funds was a significant factor in the drop-out in literacy courses. Research stated that 69 percent of the centers engaged in the research study did not have adequate houses that the literacy program assigned for use. Instead, courses in primary school were performed. The adult learners used furniture used by the primary school pupils, which were not suitable then. The current aimed at conducting a similar study in Tanzania to compare and contrast the findings.

Nyamu (2015) performed a survey in Nyeri County, Kenya to assess the factors affecting the accomplishment of the results of fundamental reading literacy. The study was guided by five literature review research questions. These issues were; to what extent is the application of literacy teaching and learning affecting fundamental reading literacy success? What variables influence the accomplishment of fundamental reading literacy in the learner's home setting? To what extent are the qualities of learners affecting fundamental reading

literacy success? What difficulties affect fundamental reading literacy accomplishment? How can the rates of literacy be enhanced? The research adopted a cross-sectional survey design. Learners and tutors comprised the target population. Multi stage probability sampling technique was used to select the participants. The first stage involved random sampling of 9 learning centers and the second stage involved random sampling of participants within the selected learning centers. From a representative sample of 9 learning centers, a sample of 156 learners and 78 tutors were selected. In order to collect information, questionnaires, checklists and a reading test were used.

Based on descriptive and inferential statistics, data collected were analyzed. Among the findings of the study was that the implementation of teaching and literacy learning has a moderate impact on the achievement of basic reading literacy. The findings of the study revealed that adult education is poorly funded, teachers lacked appropriate skills in handling the adult learner, replication of programs is common, and traditional beliefs and customs negatively influence adult education. Challenges affecting basic reading literacy success include insufficient funds for teaching and learning, absence of society and support, and absence of motivation for learners. Ways of improving basic reading literacy levels in included increasing the number and variety of teaching and learning resources, establishment and equipment of workshops and motivating learners to learn. This study was conducted in a county in Kenya whose largest population is literate but the current study was carried out in a rural district in Tanzania where majority of the population is illiterate. Another study gap that the study aimed at filling was the methodology since the study employed cross-sectional survey design but the current study used mixed methodology.

Nzinga (2016) performed a survey on issues faced by adult education center executives and district adult and ongoing education officers in the application of adult basic education and training curriculum in Machakos County, Kenya. Objectives were to: establish

constraints on Adult Education Center Managers ' understanding of their role in adult education; and identify issues facing District Adult and Continuing Education Officers in monitoring and overseeing adult education programmes. The study used descriptive survey research design and was based on the conceptual framework of four main concepts:-Adult Learning Theory, Mezirow's Theory of Perspective Transformation, Systems Theory and Group Theory of Reference.

The analytical units were 424 learning centers for adult education. There were 424 adult education center managers and 8 district adult and continuing education (DACEO's) in the survey population. 128 Managers and 8 Adult Education Officers were the target groups. The researcher selected a matching sample using both stratified and saturated random sampling. The information collection tools were questionnaires, interviews and analyzes of documents. Instrument reliability has been discussed through one adult education center piloting. Both qualitative and quantitative methods were used to analyze data. The results of the research were: adult education learners ' perceptual limitations on implementing adult education in:-unwillingness of the learners to pay for the program, a adverse perception of the program, a marked sense of skepticism about adult education, and absence of faith about the program's advantages. It was concluded that there were in fact perceptual, managerial, methodological and monitoring and supervisory constraints facing adult education curriculum implementation in Machakos County.

It was suggested to make efforts to destigmatize the program and to make use of the resources. Further study on stigma, low male enrolment and policy framework was suggested. The methodology employed in this study was inadequate since it did not involve the adult learners. This current study also involved the adult learners in order to assess the challenges facing the implementation of adult education programme in Arusha DC.

Namkanda (2014) conducted a study in Moshi Municipality in Kilimanjaro region, Tanzania on the challenges in running evening class programme at the institute of adult education. Specifically, the study explored the kinds of evening class programmes, factors that led adults to join evening class programmes and to examine the challenges facing evening class programmes. This study was a case study, the study employed both qualitative and quantitative approaches the study setting was Moshi Municipality in Kilimanjaro region, Tanzania. Through random sampling 9 centres were selected, one regional resident tutor for IAE in Kilimanjaro and 9 center coordinators were purposively selected. Through simple random sampling four teachers and 26 learners picked from 9 centres to make a total of 280 participants.

The questionnaires were self administered to the selected teachers and the learners of evening class. The interview was administered to the resident tutors and the centre coordinators. The documentary review and observation were used as sources of data collection. The study findings revealed that the kind of evening class programme registered in all 9 studied centres were secondary education through Open and Distance Learning. Challenges found in the current study were lack of sufficient time for self-study, inadequate fiscal and physical resources, lack of professional teachers, and lack of study materials. The study recommended in further studies that a similar study along the current baseline may generate data for comparison purposes and enable county policy make to have appropriate decisions on adult education curriculum and implementation strategies. This study was carried out in Moshi Municipality and no study on challenges facing adult education has been carried out in Arusha district. This current study aimed at filling this gap.

2.3.4 Suggestions to Ensure Effective Implementation of Adult Education Programme

UNESCO (2010) recommends several measures in the field of literacy with a view to improving adult literacy programmes. They include: manufacture of learner-generated

materials (LGMs): these are reading materials written by adult literacy students along with other members of their society who have specialist understanding on multiple traditional problems. These materials are written by members of that group in the mother tongue or language best understood and used. This makes the students ' reading materials important and exciting.

Integration of literacy learning with income-generating activities (IGAs): Adult literacy facilitators are encouraged to work with community groups that generate income and instill literacy learning as an integral component of group activities. They also implement IGAs where they do not exist in literacy classes that have already been developed. This makes learning exciting as it provides the gained skills purpose and instant implementation. It also helps to achieve the poverty reduction domestic plan. Establishing community learning resource centers (CLRCs) as a strategy for creating a literate society: community members provide physical facilities, read materials, and manage centers, while governments also assist with reading materials, supervision, and furnishings.

Salazar (2005) proposed that it is essential to alter the adverse attitudes of individual and community standards that sanction the provision of information, abilities and attitudes to females in order to attain any adult education program aimed at giving women information, abilities and attitude. The current study focused on measures that could be established to change the community negative attitude towards adult learning. This would encourage more learners to enrol hence increasing literacy levels in the community.

Soundarapadian (2012) carried out a study on effectiveness of literacy campaigns in India. The study employed mixed method research designs. The target population was 500 adult learners. Stratified sampling was used to sample 200 learners. Interview guides and focus group discussions were used to collect data which was analyzed using descriptive statistics. Findings established that some of the important problems in implementation of the

adult literacy programs were non-availability space in homes; learning centers were not suitable during the rainy and cold seasons and the rate of drop-outs in the backward regions was raised due to the migration of labours.

The study suggests the following measures for the successful implementation of adult learning programs. The school building with lighting facilities may be used for the campaign in the evening. Learners may be motivated through employment oriented learning in adult learning centres. This study focused on effectiveness of literacy campaigns but did not look at the effectiveness of adult education. The current researcher aims at finding out suggestions that can be put forward to ensure effective implementation of adult education programme to promote development.

Kageni (2012) conducted a survey to explore factors that affect learners ' involvement in adult learning facilities in the division of Magumoni, Meru South District, Kenya. The study's target population consisted of 50 adult learners, 10 adult educators and two officers of zonal education. Simple random sampling technique was used to pick respondents with a sample size of 50 data from 50 adult students and 10 adult education educators and two adult zonal officers using questionnaire and interview guide. The research disclosed that the majority of adult learners were women who could be ascribed to the reality that most males are the winners of family bread and have restricted time to engage in adult learning centres. The research also disclosed that the majority of adult learners were married to family duties that restricted adult learning center involvement. Research has shown that the main causes of low involvement of adult learners are: limited time for men to engage in adult learning facilities because the majority are bread winners, family responsibilities resulting from marriage obligations, insufficient finances to pay for tuition for adult learning centres, distance from home to adult learning programmes. Cultural factors by which some people, although illiterate, do not attend the adult learning adult learning programme due to customs

and male chauvinism by which some males feel inferior and do not need to attend classes with female learners. The study recommends that the government should conduct a country wide educational campaign on the significance of adult learning centers to enhance the participation of adult learners.

The research recommends that: government and other stakeholders should consider investing in low-economic status people's livelihood to enable them to engage in adult learning centres ; the government should guarantee that the program is supplied with appropriate financing and staff to improve program stability in the study area ; Some of the CDF allocations should be directed towards the purchase of teaching and learning materials and even the establishment of study-related adult learning classes to increase the number of adult learners so that those who are distant from the learning centers can easily access them ; Further training should be provided to teachers to be accompanied by higher salaries in order to motivate them to teach efficiently, since the majority have never progressed in professional training since their first appointment.

The Kenya National Adult Literacy Survey (2007) suggests that: Universities and other academic organizations should create and execute training programs for studies in multiple elements of adult literacy in order to develop disciplinary professionalism; Different suppliers should commit to professional growth and staff development by allocating training time and appropriate resources for practice ; Providers and institutions should conduct regular surveys and studies to inform policy curricula and management programs on all aspects of adult literacy ; International development partners should promote professional development and development of adult literacy, material manufacturing and research through increased financing and technical expertise and Adult Learners Education curricula should be constantly reviewed at least every seven years through global meetings to include emerging

problems of domestic and global concern for importance and to promote lifelong learning while at the same moment attracting financing assistance for its programme. .

Maina (2016) carried out a study in Nakuru-North Sub-County, Nakuru County, Kenya on access and effective participation of adult basic education programmes. The objectives of the research were: to summarize Kenya's public policy on ABE programs since independence; to identify factors that have affected access and involvement in ABE programs since independence in Nakuru North District; To develop trends in involvement in ABE programs in Nakuru North District and propose action to enhance access to and involvement in ABE programs in Nakuru North District . One hundred adult learners, 20 adult teachers and two adult education officers were the target population. The sample size was 60 adult learners, 6 chosen adult learners from each ABE centre, 10 adult students, 1 teacher from each centre, and 1 District Adult and Continuing Officer. Research's descriptive technique was used. Using questionnaires, face-to-face interviews and private observation schedule, data were gathered.

Analyzing the results using descriptive technique. It was presented using tables, charts and percentages of frequencies. The main results were: there is gender disparity in the teacher ratio and the student ratio in favor of the female sex; all professors are professionally skilled; more than 80% of the students were almost illiterate when they registered; 60% of teachers are on permanent employment and teachers are overworked and underpaid ; most of the lessons are in churches ; students with special needs are not at all facilitated in the field of study among others. Findings also showed that the learners required learning equipment such as primers, charts, posters, writing materials are not affordable, which discouraged them from attending courses. He also found that adult learner teachers generally purchase all the learning materials they need to use their own cash as family duties leaves adult learners with little or no funds to purchase their learning materials.

The research advises more teachers to be employed by the government ; promotes post-literacy learners once the fundamental levels are completed ; start more ABE centres to make programme visible and accessible to many learners; revive dead centers by sending teachers ; allocate more funding to the program ; involve other stakeholders in financing the program among others. There is no research carried out on suggestions to ensure effective implementation of adult education programme in Arusha District and the current researcher aimed at filling this research gap.

2.4 Summary of Reviewed Literature and Identification Knowledge Gap

The literature review in this section looked at the effectiveness of adult education programme in promoting development. Various literary works were reviewed. Studies have found that; women participating in adult literacy programs played a more vibrant role in making health-related choices than people not participating in the project. Furthermore, females who went to adult literacy and basic training project showed additional gains in data and behaviour related to health, unlike females who had not participated in such initiatives; Farmers participating in the adult education scheme earn more wages / benefits than those not participating in adult literacy; Employees with poor literacy are more probable to have work-related accidents because they are unable to read or comprehend written health and safety laws and warnings or guidelines on how to work safely equipment that puts both themselves and their staff at danger, increases the need and price of medical facilities and leads to increased absenteeism and long-term productivity harm.

In addition, there is a high degree of self-esteem among females participating in the adult literacy program ; trained females are less likely to continue with cultural practices that are harsh on women; Literacy rates are closely and positively linked to democratic political systems, and a more equitable distribution of education speeds up transitions to democracy, and a wide educated population boosts the country's chances of creating and retaining

democracy through bottom-up and top-down procedures. However, these studies were carried out in other parts of the world but no similar study has been done in Arusha District Council, Tanzania. Majority of the studies have also focused on women empowerment. Furthermore, the studies have methodological gaps since some data in some studies were collected using either single researcher design or only one instrument while some researchers did neither validated nor tested the reliability of the research tools. This creates a gap in which this current study aimed at filling by assessing the effectiveness of adult education programme in promoting development in Maasai community in Arusha DC in Tanzania.

CHAPTER THREE

RESEARCH, DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focuses on the methodology used in the study. This chapter captures the research design, target population location, sample and sampling and sampling. It also examines validity, pilot testing and reliability of research instruments. Data collection and data analysis procedures are explained as well as ethical considerations observed during the study.

3.2 Locale of the Study

The study was carried out in Arusha DC, which is the Arusha rural district of Tanzania. Arusha DC is located in in the northern part of Tanzania. Recently the district was divided into two constituencies including Arumeru East and Arumeru West. The district is located between latitudes 36° $38'$ East and 3° $15'$ South. The district is bordering Meru district in the Eastern part, Longido district in the north Monduli district in West, Kilimanjaro region in the South and surrounds Arusha city council. The district population is 323 189 in 2011 with a population growth of 2.7 (Arusha region in 2011). The district is divided into 21 administrative units called Wards (United Republic of Tanzania 2013). Arusha district was selected because majority of the residents are Maasai do not emphasis on educating their children. Rather, the boys are expecting to carryout pastoralism activities while the girls carry out households' chores and are married off at an early age. Majority of the adults are illiterate too hence suitable for the study.

3.3 Research Design

According to Kothari (2008) a research design refers to the plan of research so as to get answers to research questions. In a mixed method, the research used the convergent

parallel mixed method in which a survey design and phenomenology design was used to generate both qualitative and quantitative data at the same time.

The study employed a mixed methods design and specifically convergent parallel mixed methods design. This method involves the collection of both quantitative and qualitative data, analysis and integration of both forms of data.

Convergent parallel mixed methods design was preferred to the other mixed methods designs for its suitability and strengths in collecting, analysing and integrating quantitative and qualitative research simultaneously in a single study as advanced by Creswell, (2014). In addition, convergent parallel mixed methods design enabled the combination of both quantitative and qualitative research in order to provide a better understanding of a research problem than either research approach alone. Figure 3 presents the way the design was used.

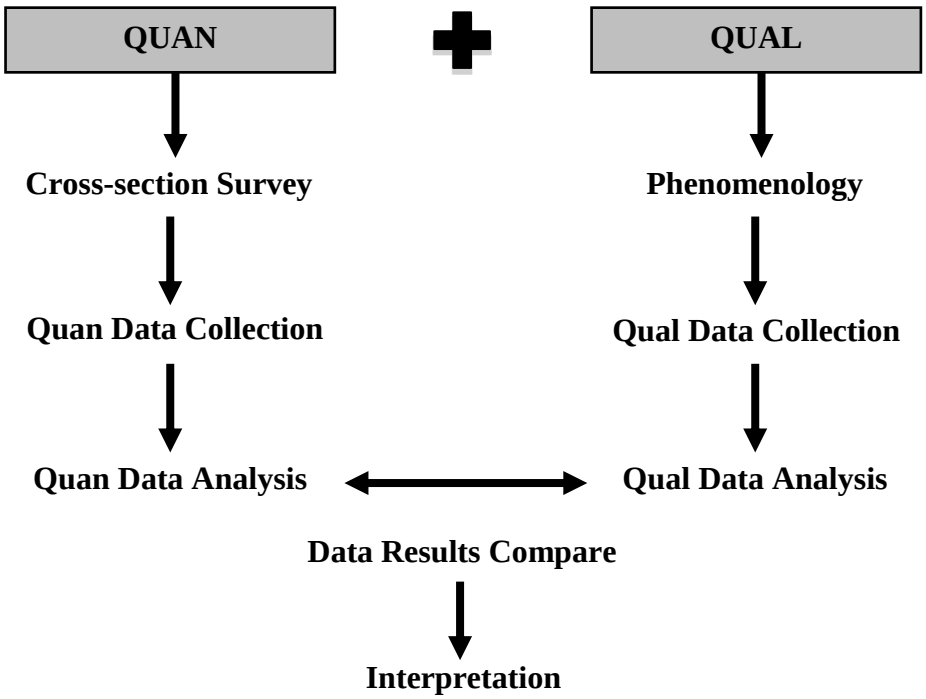


Figure 3.Convergent Parallel Mixed Method Design

Source: Adapted from Creswell (2014, p. 220)

Under this Convergent Parallel Strategy (QUANT+QUAL), quantitative approach, a cross-sectional survey strategy was used to collect data that described, explored and helped the researcher to understand the issue at hand (Mugenda, 2011). Cross-sectional survey was preferred to collect data from participants at once in a short time. A cross-sectional survey design for the quantitative approach was suitable for this study because it is an efficient strategy of accessing data from many informants, such as adult learners, adult educators, District Education Officers and head teachers of adult centres. Data generated through survey design are easily adaptable to statistical data analysis methods, and summarised in frequencies, percentages among others.

Qualitative approach used a phenomenological strategy to explore the meaning of individual perspectives and lived experiences (Creswell, 2014) of effectiveness adult education in promoting development among Maasai of Arusha region. In-depth interviews were conducted to establish adult learner's perspectives on the value of adult education. Phenomenology design was preferred because of its appropriateness in generating in-depth description of the perspectives of individual adult learners on benefits of adult education.

Given the complex nature of the social and human problems today, using either quantitative or qualitative approach alone would be inadequate. Using both approaches allowed for the interests of majority of the scholars and readers who are either well versed in quantitative or qualitative research to be met (Creswell, 2009). The combined approaches, offered an expanded understanding about on adult learning in rural Maasai village of Arusha. In addition, the research approach used the strengths of an additional method to overcome the weaknesses in another method by utilizing both in a single research study. The approach provided evidence for a conclusion through convergence and corroboration of the findings, and it is familiar to most modern researchers, and can result in well-validated and substantiated findings (Creswell,2014).

3.4 Target Population

Target population defines the complete collection of populace, proceedings, or matters that are of interest which the researcher desires to probe; the populace shapes a foundation in which the sample of the study will be selected from (Mugenda and Mugenda (2008). The study's target population included all education officers, all adult educators in six learning centres, adult learners who passed through adult education in the 21 wards that compose Arusha DC. The wards include Oldonyosambu, Olkokola, Ilkiding'a, Bangata, Sokon, Oltoroto, Moivo, Kiranyi, Kimnyaki, Oltrumet, Mwandeti, Mussa, Kisongo, Mateves, Oljoro, Bwawani, Nduruma, Mlangarini, Sambasha, Olorieni and Olmotonyi.

3.5 Sample and Sampling Procedures

A sample is a miniature proportion of target population selected for analysis. Any declaration made regarding the sample ought to be factual about the populace (Orodho, 2012). Sampling is the process of sampling entities from a population of interest for a study and the findings from the sample can be generalised to the population from which the sample was selected (Kang'ethe, Wakahiu & Karanja, 2016). Sampling is done in order to lower costs, increase the speed of data collection, greater accuracy of results and availability of elements (Cooper & Schindler, 2012). In this study non-probability sampling techniques particularly snow ball and purposive sampling were used to select study participants.

3.5.1 Sampling of Adult Learners

Snow ball sampling technique was used to sample the adult learners. Snow ball is used when characteristics are rare to find. It enables the researcher to collect data in a cost-effective manner and very little planning is needed, Kothari (2010). Snowball is based on referrals from initial subjects to generate additional subjects. Every adult educator was requested to refer a former learner or the village where majority of the learners came from for easy tracking of the adult learning program participants. Some former learners had already

changed their address due to pastoral nature of the community but those available referred the researcher to where their colleagues had relocated to. Hence, through snowball technique, 30 among those who finished adult education were identified to contribute to the understanding of this study. The adult learners were spread out in different locations but the researcher then tracked them in their work place and others at home.

3.5.2 Sampling of Adult Educators

Purposive sampling, which is a non-probability sampling technique was used to select the adult educators. Purposive sampling was preferred because it enabled the researcher to capture the views of all the participants who had key information concerning adult education. Since adult educators handle adult students, they know the successes and challenges encountered hence deemed to give invaluable information. It is also the most preferred sampling technique for a small population. Therefore, the researcher sampled all the 30 adult educators.

3.5.3 Sampling of Education officers

The education officers were sampled through census sampling technique. Census enables higher degree of accuracy in data and gives the researcher an opportunity to have an intensive study about a problem (Orodho, 2014). Since the entire population of the officers was very small hence it was reasonable to include all the 10 officers in the study. This enabled the researcher to collect data on effectiveness of adult education in development, challenges as well as measures to measures that can be used to address the problems and challenges facing adult education programme in Arusha DC from all the education officers.

Table 1

Sampling Matrix

Category	Target population	Sampling procedure	Actual Sample	Percentage (%)
Educational officer	10	Purposive	10	100
Adult educators	30	Census	30	100
Adult learners	30	Snow ball	30	100
Total	**220**		**70**	**-**

3.6 Description of Research Instruments

The study used questionnaires and interview guides as the tools for data collection. Adult educators responded to the questionnaire, the educational officers, adult learners and former adult learners responded to different structured interviews focusing on the main research questions of the study and adapted to each group.

3.6.1 Questionnaire for Adult Educators

A questionnaire consists of a series of probative items where the participants themselves fill in the answers. The items are generally grouped into close-ended that gives the participants the option to choose among predetermined answers or open-ended question which allows the participants to give their own opinions (Kang'ethe, Wakahiu &Karanja, 2016). The questionnaire had both open-ended and close-ended questions to yield both qualitative and quantitative data. It enables the researcher to obtain a large quantity of data inexpensively from a wide range of participants sometimes spread extensively in a geographic space.

The questionnaire was divided into five parts A, B, C, D and E. Section A covered demographic information regarding gender, age group and years of work in the centre. Section B covered adult education effectiveness in promoting development in terms of provision of knowledge on savings, income generation and ease access to loans. Section C covered

peoples' attitude towards implementation of adult education programme. Section D solicited information concerning challenges facing adult education while section E examined suggestions to ensure effective implementation of adult education programme.

3.6.2 Interview Guide for Learners and Education Officers

According to Mugenda (2003), an interview is an oral administration of a questionnaire or an interview schedule. Before conducting the interview, the researcher created a friendly relationship with the respondent to achieve maximum cooperation from him or her. The researcher used interview guide to collect data from the district education officers and formers learners who have achieved some development through adult education. The interview guide collected information on background information, effectiveness of adult education programs in promoting development, people attitude towards implementation of adult education, challenges facing implementation of adult education programs as well as suggestions to ensure effective implementation of adult education.

3.7 Validity, Pilot Testing and Reliability of Research Instruments

This section outlines how the researcher validated the research instruments as well as conducting pilot study. Piloting helps to test the tools for reliability to ensure that data collected would be valid and enable the researcher to answer the research questions.

3.7.1 Validity

Kothari (2010) argues that validity suggests the degree to which an instrument measures what it is meant to measure and can also be considered useful. This is the extent to which the variance discovered in the measuring instrument replicates the true variance between those that have been tested. The validity of the content was used to validate the tools. He further describes content validity as the extent to which a measuring instrument provides adequate coverage of the topic under study. In this study to validate the research instruments the researcher distributed questionnaires and interview guides to experts of

Administration at the Faculty of Education at the Catholic University of Eastern Africa to go through them, give comments, make corrections, remove or add some content and clear ambiguity in them. Their suggestions were included in the final questionnaires thus validating them.

3.7.2 Pilot Testing of Research Instruments

A pilot study is a primary test carried out before the final study to make sure that questionnaires are working properly (Polit, Beck & Hunger, 2001). The pilot study responds to various matters; (i) offers the researcher the chance to measure importance of the data by testing the reliability and validity of the questionnaires; (ii) making sure that enumerators are adequately trained in the process; (iii) checking the presentation of questionnaire, precision and significance;(iv) checking that guidelines are understandable and; (v) making sure that statistics and analysis process is correct (Simon, 2011).

According to Orodho (2010) a pre-test comprises of between one to ten 10 % of the target population. Therefore, a pilot study was carried out on ten adult learners and three adult educators. The adult learners in the pilot test did not take part in the final data collection but since the educators were small in number, they took part in the in the final data collection. Pilot test was done to check whether the data collected could be processed and analyzed with ease. After the pilot test, changes were made in the questionnaire to minimize the chances of vagueness of some of the questions before giving them to the participants. At piloting, the items in the questionnaires were considered to be acceptable in terms of both wording and format. The amended questionnaire was then used for data collection for the final study.

3.7.3 Reliability of Quantitative Data Collection Instruments

Reliability is the stability or consistency of scores over time and is therefore, the degree to which measures are free from error and in effect yield consistent results (Mugenda, 2008). The researcher employed the Cronbach's Alpha Coefficient method. This method was

preferred because it saves time since the tools are administered only once. Cronbach's Alpha Coefficient is preferred since it assesses the consistence of the variables of research instruments. The alpha coefficient is measured from the value of zero to one. The nearer the Cronbach's alpha coefficient is to 1 is relatively greater to the internal consistency of the variables in the scale ((Zikmund, Babin, Carr & Griffin, 2013). Cronbach's Alpha Coefficient value of 0.7 was the cut off and all items whose value was less than 0.7 were considered weak, therefore adjusted or left out of the final questionnaire. The Cronbach's Alpha scale for educators questionnaire was 0.786. This means the research instrument could be relied upon for this study.

3.7.4 Credibility and Dependability of Qualitative Instruments

This section develops some of the important elements that ensure good research procedure including the credibility and dependability of the qualitative instruments. Accuracy and credibility of the findings should be ensured in any research work. For this study, clarity of the questionnaires and the use of peer and external auditors was used to review the entire proposal to ensure the credibility of the findings as proposed by Creswell (2009). In this study the researcher read the interview guides to her class mates, supervisor and other educationists to proof that the tool was credible.

In this study, the researcher tested whether the same interview guide yielded same information when administered by a different researcher and repeated over a period of time. The researcher therefore interviewed two learners and one education officer and after one week asked an adult educator to interview the same learners and education officer using the same interview guide. The researcher then with the help of peers examined whether the proposed interview guide produced the same information. After reading the interview reports and recording similar results, the interview guides were considered dependable.

3.8 Data Collection Procedures

The researcher obtained a clearance letter from the Catholic University of Eastern Africa, from the Faculty of Education, which was used in obtaining national approval from the Ministry of Education Headquarters in Tanzania. The researcher also visited the district education officers to alert them on the collection of data. The questionnaires were dropped at the learning centres, the researcher explained the purpose and nature of the study. Questionnaires were collected immediately they were filled. The researcher administered the interview guide in person and recorded the interview in tapes and transcribed them later for analysis.

3.9 Data Analysis Procedures

Data analysis entails categorizing, ordering, manipulating and analyzing raw data to get answers to the research questions (Kothari, 2004). Quantitative data was coded, entered in Statistical Package for Social Sciences (SPSS) version 23 to generate frequencies, percentages that summarized quantitative data and presented in tables and graphs. On the other hand, qualitative data derived from open ended questions and interview guides were analyzed using content analysis technique. Content analysis involves grouping topics into meaningful segments, coding and analyzing them into categories. Qualitative data was summarized by editing, paraphrasing and summarizing so as to get meaning from it. It was then presented in narrative form and direct quotes.

3.10 Ethical Considerations

As any academic research looks for the understanding of the research issues and contribute to the academia, some basic ethical considerations are very crucial. For this reason, this research assured that the development of this study is free of plagiarism by correctly citing all the sources from which academic information were taken (Kimalu & Marimba, 2014). The researcher acquired all the necessary permits for the study in Tanzania as well as

adhered to the laws, customs and traditions of the participants. The researcher ensured that the interests of the hosts were preserved. The researcher visited the former learners to establish rapport and gain consent from the participants before the appointed day of the interview. The researcher ensured that confidentiality and privacy of the respondent were protected by keeping the information given confidential and their identity anonymous unless they wished so.

To ensure anonymity, the researcher did not ask the adult educators to write their names on the questionnaire and during interviews the researcher did not ask the interviewee name. The researcher also avoided biasness by treating all participants equally. The researcher did also not cause any physical or psychological harm to the participants by avoiding asking sensitive questions. The researcher also reported the findings exactly the same as indicated in the questionnaire and quoted the adult learners views directly without adding her own words. The data which was collected was treated with ultimate privacy. Respect to the participants especially the vulnerable (those who don't know how to read) was also ensured as proposed by Creswell (2009). To achieve this, the researcher did not ask the former learners to write anything but rather asked them the questions and recorded their responses.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents data analysis, interpretation, presentation and discussion of findings of the study. The purpose of this study was to assess the effectiveness of adult education programme in promoting development in Maasai community in Arusha district in Tanzania. The study is organized based on the study research questions: how adult education programme promote development among Maasai community in Arusha district; the attitude of the people towards the implementation of adult education programme; challenges facing the implementation of adult education programme in Arusha district. Finally, suggestions on ways of ensuring effective implementation of adult education programme to promote development among the Maasai community in Arusha district. The analyzed information is presented in graphs and table.

4.2 Questionnaire Response Rate

The participants involved were the adult educators, learners and district education officers Questionnaires were distributed to the participants who duly filled them with the required information and their response rate is presented in Table 2.

Table 2

Instrument Return Rate

Participants	**Sampled size**	**No. collected**	**Return rate (%)**
Educators	30	30	100
Learners	30	30	100
District education officers	10	6	60
Total	**70**	**66**	**-**

Table 2 indicates that the average questionnaire return rate of both the learners and educators was 100% while that of District Education Officers was 60%. These percentages return rates according to Mugenda and Mugenda (2008) is adequate for analysis. So the researcher proceeded to analyze data.

4.3 Background Information of Participants

The background information of adult educators concentrated on gender, age, period of working and education level. This was to ensure that adult learners would give relevant and concrete information to answer the research questions and also establish whether demographic factors influence the willingness to teach adults. Table 3 presents the adult educators information.

Table 3

Background Information of Adult Educators

n=30

Variable	Frequency (F)	Percentage (%)
Gender of Educators		
Male	12	40.0
Female	18	60.0
Total	**30**	**100.0**
Age		
25-30 years	3	10.0
31-35 years	4	13.3
36-40 years	18	60.0
41-46 years	5	16.7
Total	**30**	**100.0**
Educators period of working		
6-10 years	19	63.3
11-15 years	8	26.7
16-20 years	3	10.0
Total	**30**	**100.0**
Training in education level		
Yes	30	100.0
No	0	0
Total	**30**	**100.0**
Education level		
Diploma	19	63.3
Bachelors	6	20.0
Certificate	5	16.7
Total	**30**	**100.0**

Table 3 shows that majority of the adult educators 60% were female and 40% were male. This implies that there was no gender balance in the adult teaching fraternity in the

study area and males were not willing to educate adults as compared to women. Learners of a certain gender may feel that their rights are well understood by teachers drawn from a certain gender especially women since as mothers they are perceived to have a positive attitude towards older people children with special learning needs. Some learners prefer a female tutor because women are patient, understanding, kind, good counsellors, gentle, sympathetic and loving while others especially male learners would prefer male tutors because men would understand and encourage them better than a woman.

Majority of the adult educators 60% were aged between 36-40 years which implies that the educators were young and energetic hence capable of teaching and understanding the literacy needs of adults. Findings also show that majority of the adult educators, 63.3% had a teaching experience of between 6-10 years hence suitable for the study since they understand the effectiveness and challenges of adult education.

The study further established that all the adult educators sampled were trained teachers whereby 16.7% had attained certificate, 63.3% had attained diploma and 20% of the adult educators had attained bachelors in education. Adult learning educators must be well trained because a lot of people coming back into adult education have difficulties for one reason or another and it is very important for tutors to be trained to be aware of that. Incompetent adult educators might find it hard to manage and positively motivate the class. This suggests that the teacher must be trained so that he can learn adult psychology. This is vital, as most adults are older and have more experience than their teachers.. This shows that the educators have met the required qualifications of an adult educator in Tanzania.

Academic/qualifications required for functional adult literacy include possession of Secondary Education Certificate and some training in adult learning. The Facilitators of adult learning are either primary school teachers, retired primary school teachers or para-professional facilitators. All these categories of educators must hold certificates of secondary

education as well as undergo initial training of up to two weeks to be able to handle adult learning classes. According to Kinyua (2011), a well prepared staff can help make the intended change in education a reality when given adequate professional training through pre-service and in service programmer. This implies that the educators were well trained to understand the concept of the study.

The background information of adult learners concentrated on age, marital status and period of living in the area. This was in order to establish whether demographic characteristics influence participation in adult education and also to get relevant and diverse information on adult education in Arusha district. Table 4 presents the adult learners background information.

Table 4

Background Information of Adult Learners

n=30

Variable	Frequency (F)	Percentage (%)
Gender		
Male	12	40.0
Female	18	60.0
Total	**30**	**100.0**
Age		
25-30 years	5	16.7
31-35 years	15	50.0
36-40 years	6	20.0
41-46 years	4	13.3
Total	**30**	**100.0**
Marital status		
Single	7	23.3
Married	15	50.0
Widowed	8	26.7
Total	**30**	**100.0**
Period of living in the area		
5-10 years	19	63.3
10-15 years	8	26.7
More than 15 years	3	10.0
Total	**30**	**100.0**

Table 4 shows that 60% of the adult learners were female while 40% were male. This shows that there is more female participant than male in adult learning. This can be ascribed to the reality that most males are the winners of family bread and have restricted time to engage in the adult programMoreover, the majority of men were favored by the culture that was inclined to promote child education so that more men are educated than women since the

adult learning program is intended to give both women and men who missed the opportunity to receive formal education..

Findings also show that all the adult learners were aged between 25- 46 years which shows that people who sought adult literacy were in the age group of majority of adults which is a good representation of adult learners. This also shows that the adult learners are people who either did not have a chance to attend formal classes at an early age or had to drop out of school either to be married for girls or carry out pastoralism activities like herding for boys. Adult learning program has attracted young, middle aged and elderly learners in the District. The young learners are those who, owing to various factors, either fell out in lower primary classes or failed to attend formal college at their early age.

The middle-aged (25-35 years) are those learners who feel incompetent in literacy abilities and sometimes the circumstances of jobs dictate that they obtain fundamental abilities in literacy. Learners aged (35-40 years) were those who yearn for self-actualization and others are motivated to gain literacy abilities through self-esteem. Elderly people tend to be uncomfortable learning with the youth in the same setting. This data demonstrates that adult learners were sufficiently old and knowledgeable and could provide valid and accurate data on the efficacy of adult literacy involvement. It is therefore important for educators to attain counselling skills so as to accommodate all ages of the learners and retain their adult learners in class.

Half of the learners 50% were married, 40% were single and 23.3% were widowed. This shows that the majority of the adult learners had to balance learning and family responsibilities. In addition women who were married at an early age are putting efforts to gain literacy since they missed formal education. This means that most adult learners were parents and had other family obligations that restricted them from the many advantages of

adult literacy programs due to bad involvement in the learning process. The Masaai community does not advocate for girls education and girls are married off at an early age.

Findings further show that 63.3% of the learners had lived in the area for 5-10 years, 26.7% for 10-15 years and 10% had lived in the area for more than 15 years and this could be attributed to the fact that majority of people in area are nomadic and they do not live in one area for long because they keep searching for greener pastures for their livestock.

The background information of District Education Officers concentrated on the period of working in the area of education. Working in an area for many years means that the officer is conversant with adult learning practices in the area and would give important information to answer the research questions. Figure 2 presents the District Education Officers period of working in the area of education.

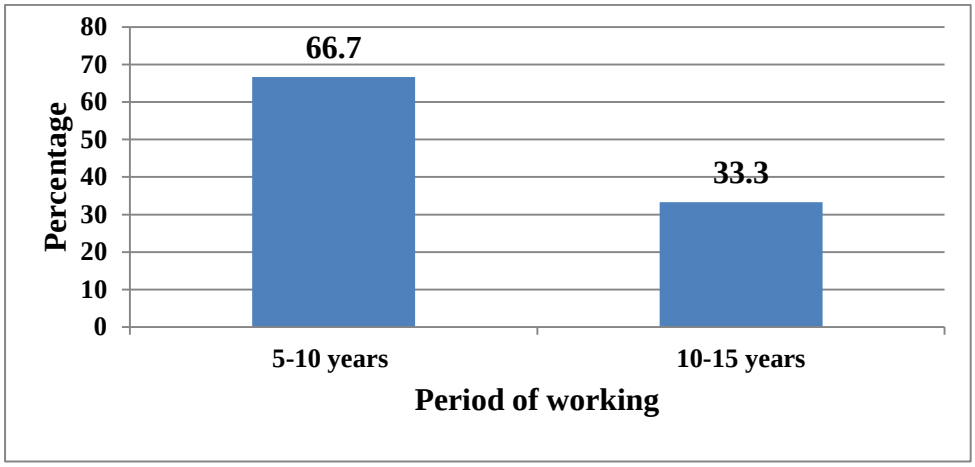


Figure 4: District Education Officer period of working in the area

Figure 4 .shows that 66.7% of the district education officers had served in Arusha district for 5-10 years and 33.3% had served for 10-15 years. This shows that the district education officers had been in the district for a considerable number of years and could therefore understand the effectiveness and challenges of adult education.

In response to what influenced the former learners to join adult literacy programs, the learners pointed out several reasons including the following: to increase their participation in income earning activities to gain money for their family. In particular, the participants

wanted to know how to conduct trade since it involves simple calculations, savings knowledge, resource utilization as well as familiarizing themselves to the use of modern technologies like the mobile phones, emails in business transactions. Other benefits of adult education put forward included improved knowledge on personal hygiene, family health mostly about communicable diseases and its curative measures. Adult education also improved participants' knowledge of family planning, children's education, human right and legal issues that helped the community change the negative attitude of women towards children's education and schooling. Adult Education has enabled the Maasai community minimize and eradicate harmful practices like female genital mutilation and forced early marriages and ability to vote and confidently participate in politician and democracy issues.

4.4 Effectiveness of Adult education in Promoting Development

The first research question was to assess how adult education programme promote development among Maasai community in Arusha DC. The adult educators were asked to tick on the degree to which they agree/disagree with the listed statements on effectiveness of adult education on development using the following Likert scale items.

Key: SA=strongly agree, A=agree, UN=Undecided, D=Disagree, SD=Strongly Disagree.

Table 5 presents their responses

Table 5

Adult Educators' Effectiveness of Adult Education on Economic Development

n=30

STATEMENTS	**SA**	**A**	**UD**	**D**	**SD**
	F (%)	**F (%)**	**F (%)**	**F (%)**	**F (%)**
Adults use adult literacy skills to manage their income	20 (66.7%)	5 (16.7%)	3(10.0%)	2 (6.7%)	0
Adult literacy program equipped students with the ability to participate in income-earning operations	16(53.3%)	7 (23.3%)	4(13.3%)	3(10.0%)	0
Adult literacy program has helped participants to be self- employed and employed	5 (16.7%)	13 (43.3%)	8(26.7%)	4(13.3%)	0
Adult literacy expands the profit and earning capability of a population	3(10.0%)	17 (56.7%)	4(13.3%)	3(10.0%)	3 10.0%)
Adult literacy program offered learners the expertise to save and use resources effectively	6(20.0%)	21 (70.0%)	3(10.0%)	0	0
Adult literacy program enables the learners to improve their standards of living	4 (13.3%)	16 (53.3%)	2 (6.7%)	5(16.7%)	3(10.0%)

Findings in Table 5 show that; 66.7% of the educators strongly agreed that adults use adult literacy skills to manage their income. The finding was supported by one of the learners who said that, "Since I learnt how to read I write, I can now budget for my income and manage it wisely. I have the capability of accounting for all my income and expense. In the past, I didn't know my total income and I didn't know my cost too. For instance, in my case,

due to absence of adequate management, I had a severe food shortage. Now, I've attempted to handle both my agricultural output and my cash." (Interview, 21st March, 2019). Another added, "Household and home financial abilities such as tailoring and cooking have helped me to open my workshop on tailoring issues and restaurants where I produce revenue; entrepreneurship skills which enable me to conduct petty trade, how to manage my income generated and how to add value to my agricultural products." (Interview, 22nd March, 2019).

Slightly over half 53.3 % of adult learners also highly agreed that the adult literacy programme provides learners with the ability to participate in income earning operations as stated earlier. The finding concurs with the former adult learners who said that:

> The adult education helped me to get and use improved agricultural skills like honey production, cultivating different types of vegetables in their garden and poultry production to generate more income. I have been able to build a modern house roofed with iron sheets and not thatches. My domestic and home economic skills have enabled me to open a workshop on tailoring and restaurant where I generate income. Entrepreneurship skills helps to conduct petty trade and how to manage income generated. (Interview, 6th April, 2019).

Findings indicate that 43.3 percent of teachers agreed that the program for adult literacy helped respondents become self-employed and other employees. Adult learners expressed that they learned through adult education programmes that allowed them to make stuff like cups, plates, bowls, weaving baskets, mats and other decorations using materials discovered throughout their settings. One woman former adult learner had this to say: "After making these ornaments we sell them and we get money to sustain our livelihoods. We no longer have to depend on our husbands. We are also able to buy good clothing and for ourselves and our children so our life is no longer hard". (Interview, 8th April, 2019).

This was also supported by another Learner who said that:

> I had essential understanding and abilities that were very crucial to my life because of the literacy classes I attended. I can read, write and do some calculations as well. That's why one of my parents who resided in a neighbouring town made it easier for me to work in a tiny kindergarten. Now, I'm working. So attending literacy classes assisted me a lot as it gives me the chance to come from a rural region and live in the city where everything is better (Interview, 10th April, 2019).

The district education officers concurred with the educators. One officer said that:

> Majority of the women who participated in adult learning have are involved in activities like sewing, weaving of baskets, mat making, poultry, agricultural products which enable them to get a stable income to support their families. Most of them were impoverished when they began the program. However, they took some significant steps as a consequence of their exposure to the company skills training parts of the adult literacy program. They now produce chickens, fatten sheep, and participate in the processing of dairy products. They are earning money (Interview, 10th April, 2019).

This shows that knowledge acquired from adult education has enabled women to begin income generating activities for self-sustenance. The educators concurred whereby 56.7% agreed that adult literacy increases the population's profit and earning potentiality. The finding was supported by a former learner who said that:

> Adult literacy program provided me the chance to take part in income earning activities like rearing chicken, goats, donkeys and vegetable farming. I am taking part in income generating activities. I have chicken, a variety of vegetables in my garden and livestock. Therefore, I will not rely on anyone for money in the future as my income will continue increasing (Interview, 4th April, 2019).

Another beneficiary of the adult literacy program said that:

> My husband and I produce wheat and barley (cereal crops). The manufacturing, however, was not a surplus. We haven't been able to use what we created. We enhanced a lot, though, after literacy. I was taught a lot about saving by literacy. And saving in the first location has produced a beneficial impact on my lives. It enables me at home to diminish extravagance. Moreover, by growing vegetables in my tiny property, I discovered methods to get additional cash (Interview, 4th April, 2019).

The study also established that adult literacy program provided learners the knowledge of saving and effective utilization of resources as indicated by 70% of the educators. The finding was supported by a former learner who said that, "Being a literate person has enabled me to open a bank account with my name. I can deposit and I withdraw money when I need it. It taught me about the value of cash, how to save and how to eradicate poverty. (Interview, 4th April, 2019).

In addition, 53.3% of the educators agreed that adult literacy program enables the learners to improve their standards of living. This was supported by one District educational officer who admitted that:

> Adult education programme helps women and community at large to identify available resources found within their entire environment and use them to upgrade their standards of living. Educators teach livestock keeping abilities such as poultry, where females have abilities in how to feed them, how to heal them, and how to maintain the shelter clean ; all these make poultry healthy and productive and they consequently have high market value increasing the income of farmers (Interview, 2nd April, 2019).

Another DEO added that:

> Women are generating income of their own instead of totally depending on their husbands. Financial freedom is something they previously lack. Now, thanks to the adult literacy program's company training parts, they have the opportunity to earn money. Women are do not make decisions regarding their money, women are not free to use in the way they like. The biggest thing they do is just spend it on the requirements of their family. I don't believe for their own enjoyment they're using it. Women in the society are not as fortunate as males to appreciate. The problem is they can't freely decide on their revenue. Especially their husband's pressure is so powerful. (Interview, 2nd April, 2019).

However one DEO indicated that adult literacy alone cannot contribute to economic development. He said that:

> Education and training do not generate employment, but offer more potential, equal opportunities and possibilities for job to the person. Besides private fulfillment, they enable working people and females to participate in the choices that affect their job, their life and their livelihoods. They make the working people job-qualified and industrial democracy qualified. In moments of insecurity, education will demonstrate itself when discrimination and animosity readily spread and hit females and migrant workers most hard. Integrating reading, writing, and numeracy abilities with skills training such as sewing, beadwork, knitting, growing vegetables, and others can empower and transform rural females (Interview, 3rd April, 2019).

This implies that adult education is very effective in economic development an individual person and community at large. When a person becomes economically stable economic status of the entire community is also improved. More businesses will be established and more people employed hence raising the living standards of people by eradicating poverty. The

finding concurs with Hartley & Horne (2013) who found out that illiterate people have the incapability of establishing a personal financial plan or evaluating financial investments to provide themselves with a retirement incomeIt is also comparable to that of Apata & Shitu (2013), which found that farmers who participate in the adult education scheme earn more wages / benefits than those who do not participate in adult literacy. The findings concurs with Murtagh (2012) study on the effectiveness of adult education that individuals who participated in adult education had higher chances of securing well- paying employments as compared to people who were not literate. The finding also support Hartley & Horne (2013) study on impact of adult education on rural people financial planning that poor literacy and numeracy skills make it harder for business owners and entrepreneurs to understand and apply business finance concepts such as management and allocation of capital to increase shareholder value.

The researcher sought to find out the effectiveness of adult education in social development. Table 6 presents the adult educators level of agreement on effectiveness of adult education in social development.

Key: SA=strongly agree, A=agree, UN=Undecided, D=Disagree, SD=Strongly Disagree

Table 6

Adult educators' responses on effectiveness of Adult Education in Social Development

n=30

STATEMENTS	**SA**	**A**	**UD**	**D**	**SD**
	F (%)	**F (%)**	**F (%)**	**F (%)**	**F (%)**
Involvement in adult literacy change people's feelings about themselves	18 60.0%)	7(23.3%)	3(10.0%)	2 (6.7%)	0
Adult literacy improve knowledge of basic social issues	20(66.7%)	10 (33.3%)	0	0	0
Adult literacy program helped women to be confident and believe in their potential	17 (56.7%)	8 (26.7%)	5(16.7%)	0	0
Adult literacy program enhances women's level of mobility	13(43.3%)	6 (20.0%)	4(13.3%)	5(16.7%)	2 16.7%)
There is a strong relationship between women's literacy and the education of their children	19(63.3%)	7 (23.3%)	4(13.3%)	0	0
Adult literacy program improved learners knowledge about health and health related issues	16 (53.3%)	5 (16.7%)	3(10.0%)	4(13.3%)	2 (6.7%)
The adult literacy program also expand women's interest in social occasions	15 (50.0%)	9 (30.0%)	3(10.0%)	2 (6.7%)	1 (3.3%)

Findings in Table 6 show that; 60% of the educators strongly agreed that involvement in adult literacy change people's feelings about themselves and the finding is in agreement with the formers whereby one of the learners said that, "I learnt how to communicate fluently in English and I have more confidence in myself. Before enrolling in adult education, I could

not speak in public but now I address public gatherings and also confidently lead prayers in Church. Literacy gave me a feeling of value and confidence in myself. I am conscious of what I can do after literacy. Literacy provides me with hope and light. I don't ask others to assist me in writing my name, signing my name, or doing some calculation. Literacy makes me independent and honestly believe in myself." (Interview, 21 March, 2019). Furthermore, 66.7% of the educators strongly agreed that adult literacy improve knowledge of basic social issues and the finding was supported by one former learner who said that:

> This program for adult literacy helps to reinforce my capacity to count and calculate. In the past, at marketplaces and even at home, individuals sometimes attempt to deceive me. I acknowledge my cash at the moment and count it very well. My husband and others can't deceive me at the time thanks to adult literacy. After all, shopkeepers can't deceive me. In the past, I didn't know their exact size when I went to market / shop / to buy shoes because I couldn't read the figures. However, I managed to purchase the size I like by reading the figures after the literacy education. I can also write my name correctly and add my signature when I visit financial institutions to deposit or withdraw like a bank. I can also guarantee my friends and family needs if they need a guarantor for a loan or project financing without the support of others" (Interview, 8th April, 2019).

Similarly, 56.7% of the educators strongly agreed that adult literacy program helped women to be confident and believe in their potential a finding that was supported by one DEO who said that, "Women confidence have highly increased. In the past only men attended social meetings but the trend has changed whereby everyone in the community participate in the barazas. There is a practical value in the knowledge and skills they acquired from adult literacy. They could write their names and put their signatures on the document.

They could be capable of keeping their personal hygiene, improve their ways of eating and family hygiene, (Interview, 10th April, 2019).

The research further found that 43.3% of the educators strongly agreed that adult literacy program enhances women's level of mobility and this finding was supported by one DEO who said that, "Adult literacy increases the mobility of women and they are no longer limited to their homes like detainees." (Interview, 12th April, 2019). With regard to the connection between the literacy of women and the education of their children, 63.3 percent of teachers highly agreed that there is a strong connection between the literacy of women and the education of their children. The finding concurs with the former learners whereby one learner said that:

> I was against education and schooling for children, but I understood that education was very crucial from my literacy courses. I guarantee you all my kids are going to go to college. Because of absence of education, my kids will never suffer the way I did. All of them are going to go to college. I will continue to advocate that all children and even adults have the right to education. I will never let my family and community be affected by ignorance. There is lightness in education. I'm not letting everyone be in the dark, but to come to light and shine like a moon in the dark. I wanted to use my kids as workers in the past, and I did not think in education for kids. I've got two kids in the college. But my support for them wasn't enough as I believed I was wasting time going to college. Nevertheless, the attitude I have towards schooling is completely altered after literacy education. I have sent my kids to work in the past and I have not believed in the education of kids. I have children at school but my support for them was not enough as I thought that going to school was wastage of time but literacy changed my opinion. I used to send my son to herd while the girls helped with

house chores like looking after the younger children, cooking, washing and cooking (Interview, 9th April, 2019).

Furthermore, 53.3% of the educators strongly agreed that adult literacy program improved learners knowledge about health and health related issues and the finding was supported by one DEO who said that:

> The knowledge and skills gained from adult literacy have enabled people to keep their personal hygiene and improve how they eat and family hygiene. Some time ago, women were scared to discuss family planning issues. They believed that family planning was the agenda of a government to sterilize females. Since health problems were one of the adult literacy program's classes, however, they had the opportunity to discuss it very well. Many have chosen to use one of the techniques of family planning and give birth to their own plan. More women are now giving birth at the health centers and also attending both the ante natal and post-natal clinics (Interview, 10th April, 2019).

This finding was supported by an adult learner who said that:

> I am very afraid of the technique of family planning. I believed it would lead to sterilization using family planning techniques. Things are not the way I thought, though, thanks to the literacy class. My fear has disappeared as I was subjected to reality. Now, I'm using pills without our timetable to not have a child. I had enough data about family planning issues because of the adult literacy program. I've feared family planning methods in the past. I believed family planning was going to lead to sterilization and end the hope of having kids in the future. In addition, even my colleagues who believed in family planning techniques were unable to go to health facilities because they were scared to speak to the nurses. However, since one of the topics discussed at the literacy centers was family planning and health, we all had the

> chance to discuss it. Finally, our fears disappeared. Even health wise, my understanding about the causes of disease and curative measures was little. Nevertheless, our adult literacy teachers taught us a lot. They instructed us how to use the toilet, wash hands before and after meals, and how to safeguard our personal hygiene. So now we're secure. This program for adult literacy is incredible! For instance, without treating it, I and my family were drinking water on the river. We had no issue purchasing a tablet / chemical / which can readily purify water as it is two or three Birr from Ethiopia. We didn't understand about such a thing's presence in this globe, though ignorance alone is a disease. They taught us all these stuff thanks to our adult literacy educators. As a consequence, I and all family members drink pure water by using this chemical to prevent illnesses such as HIV / AIDS, malaria and waterborne diseases. (Interview, 9th April, 2019).

Further findings also show that 50% of the educators strongly agreed that adult literacy program expand women's interest in social occasions and the finding concurs with one DEO who said that, " adult literacy improves women social network like attending funerals, marriage ceremony and community gatherings." (Interview, 8th April, 2019).

The finding was supported by another DEO who said that:

> Educated mother may be more informed about appropriate personal hygiene and a healthy diet, may have a greater notice for health care and may be more willing to make the investment of her time and resources. Educated women with high social status in the family and the society usually have more autonomy in declining in the number of children to have and in seeking medical treatment for themselves and their children. Mother's education is one of the most important predictors to infant mortality. Women who have completed basic education are able to make use of health facilities and service for their children and have a higher interest in sending their

children to school. In fact increasing the level of education improve women's productivity in the home which in turn can rise family health, child survival and the investment in the children's human capital. Among better educated women the use of contraceptive methods is higher and fertility rates are lower. Education allows them to have access to information about modern contraception and its adequate use and to understand their position in the regulation of fertility and even the use of efficient contraceptives allows them to prevent unplanned pregnancy, which may force them to marry sooner than desired. (Interview, 9th April, 2019).

Another adult learner added that the literacy learning have enabled her to adopt to new technology. She said that:

> The program of adult literacy has made me come to light from darkness. My husband's got a handset. I wanted my own mobile phone like him. I didn't understand how to operate, though. I felt timid to ask him about it, too. However, one day I slowly took the mobile phone out of his pocket after literacy courses I discovered letters and numbers on it when I began looking at it that I was taught in literacy courses. Afterwards, the next day I had the trust to see it further. I decided to use it afterwards. I use my simple mobile phone now. I'm using that. Could be able to use a mobile phone and interact very far from me with my parents. Thanks to the program of literacy. It paved the way for me to use this technology (Interview, 9th April, 2019).

The finding on effectiveness of adult education on health development was supported by one former learner who said that:

> The program helped me better comprehend the causes and methods to prevent illnesses such as HIV / AIDS, malaria, and waterborne diseases. I was educated before and after a meal on how to wash my hands ; how to create and use their own washrooms ;and on how to maintain my personal hygiene and visiting health centers

urgently when I identify any health related problem in my family . (Interview, 10th April, 2019).

This implies that people who participate in adult literacy programs in Arusha district have realized various social developments which could not have been achieved if they were still illiterate. Literacy lead to improved health, mobility and maternal health and death related to unhygienic environment are reduced. Literacy also changes the community attitude towards education and parents are more likely to enrol their children in school as opposed to marrying their girls off or sending boys to herd cattle.

The finding is in agreement with Young (2010) findings that people who enrolled in literacy projects changed their self-esteem. Findings are also similar to those Martinez & Fernandez (2010) who found out that illiterate parents tend to have lower expectations and aspirations regarding education for themselves and their children, they lack knowledge on hygiene measures and dangers of giving birth to too many children. The finding also favours the research by Burchfield (2012) on the impact of integrated literacy and fundamental education programs on women's involvement in social and economic growth, which established that adult literacy increases women's confidence in communicating their assumptions, as well as their interest in discourses on governmental problems, men's drinking and wife beating, investments, And participating in conversations about what they've perused.

In order to assess the effectiveness of adult education on cultural development, the adult educators were asked to indicate their level of agreement on listed statement on effectiveness of adult education on cultural development. Findings are shown in Table 7.

Key: SA=strongly agree, A=agree, UN=Undecided, D=Disagree, SD=Strongly Disagree

Table 7

Adult educators' responses on effectiveness of adult education in cultural development

n=30

STATEMENTS	**SA**	**A**	**UD**	**D**	**SD**
	F (%)	**F (%)**	**F (%)**	**F (%)**	**F (%)**
Adult literacy program provides the way and energy to struggle against some social evils like female genital mutilation and polygamy	14 46.7%)	5(16.7%)	4(13.3%)	5(16.7%)	2(6.7%)
Participation in adult literacy programs empowers females to access and challenge male-commanded workplaces	21(70.0%)	6(20.0%)	3(10.0%)	0	0
Adult literacy increases respect for the opinions of women in the family and in the community.	8(26.7%)	13(43.3%)	0	5(16.7%)	4(13.3%)
Adult literacy can assist to understand the shift in the worth, belief and exercise of people	6(20.0%)	15(50.0%)	4(13.3%)	5(16.7%)	0
Educated adults are less likely to continue with social practices that are harsh on women	18(60.0%)	7 (23.3%)	0	2(6.7%)	3(10.0%)

Table 7 demonstrates that 46.7% of educators highly agree that the adult literacy program offers the means and power to fight against certain social evils such as female genital mutilation and polygamy. This was supported by one former learner who said that, "literacy have improved my knowledge of female genital mutilation and other harmful traditional practice. The practices of all these social evils have reduced in our community because many people are interested in being literate." (Interview, 2nd April, 2019).

The finding was supported by a DEO who said that:

> Literate members of the community have changed their attitude towards the commonly practiced social evils like female children genital mutilation and polygamy, were also changed. In the past, in the Maasai society, female genital mutilation has been strongly endorsed by both women and men. The Maasai saw this practice as benefiting females. They used to think that in the village a lady who was never circumcised would never find a husband. Used as a shameful illness not to be circumcised. They also think that females circumcised become very submissive to their potential husbands. This thinking has also greatly changed due to this program of adult literacy. Polygamy is another social evil. A guy can marry as his wives five females. In this regard, adult literacy also empowers females to withstand the practice, although it seems that winning the fight takes some time. (Interview, 10th April, 2019).

The study also established that 70% of the educators strongly agreed that participation in adult literacy programs empower women to gain access to and challenge male commanded ranges of working and this was supported by a former learner who said that, "I was fully under my husband's control but literacy showed us the ways in which I can free myself from controlling husband. I can make my own decisions about my life-related problems. Adult literacy has enabled females at one moment controlled by males to participate in the money-related leadership of the family. Our husband and male in general governed us completely. Literacy, however, showed us how to get rid of those who control us. I have confidence, at least, in confronting my issue, negotiating and talking. I can make my own choices on issues related to my life." (Interview, 5th April, 2019).

Similarly, 43.3% of the educators agreed that adult literacy increases respect for women's opinions from family and community members and the one former learner concurred with the findings. He said that:

> In the past, my husband did not consider me as if I was important but after learning how to read and write his attitude towards me changed. At first he did not believe I was literate but he believed after seeing me writing my family's name and doing simple calculations I genuinely began to believe in myself after literacy and began to question the adverse attitude that my spouse and members of the society had towards females. Men never think that females are as essential as men. They doubt our thoughts, our speeches, our works, and all of us. I was trained by the adult literacy program how to persuade and interact with my spouse without fear. I have trust in myself thanks to the adult literacy program. I don't complain about mistreatment by my husband and society because of ignorance and absence of exposure outside my home. I even think that males ' superiority over women is normal. Later, though, when we debated gender issues and gender equality in adult literacy courses, everything is incorrect. (Interview, 11th April, 2019).

Half of the educators, 50% agreed that adult literacy can help realize the change in individuals' worth, belief, and practice and 60% strongly agreed that educated adults are less likely to continue with social practices that are harsh on women. The findings were supported by one DEO was in agreement with this finding. He said that, "Educated women are more respected in the community as compared to illiterate ones. The community sees them as role models and they are recognized in various functions. They are also elected/appointed in various positions that needs community representation." (Interview, 10th April, 2019). The finding was supported by one learner who said that:

> As a women, I always consider myself as a person whose place is in the kitchen. I don't believe about going out to visit families or gathering like my spouse does. Literacy paved a way for me to get out to the public from the kitchen and made me feel powerful to voice my opinion about the problems I'm living in . Literacy has increased respect for women's opinions from family and community members, enhanced trust in communicating one's presumptions and reduced wife-beating practices in our community (Interview, 11th April, 2019).

The findings have revealed that adult literacy have contributed to cultural development in Arusha district whereby the literate have become ambassadors to educate other community members of social evils like early marriages and FGM as well as not recognizing women as important members of the community. Consequently women have gained courage to take up male dominated duties that were initially regarded as a taboo for women.

Men have also become enlightened on the dangers of making their wives bear so many children in the name of leaving a legacy since it poses various health risks to women The finding is in line with Maddox (2005) who discovered that involvement in adult literacy programs empowers females to gain access and challenge male controlled ranges of work and Teshome (2016) who discovered that literacy enhanced women's social networking skills and mobility and altered the attitude of women towards frequently practiced social evils such as female infant genital mutilation.

The study aimed at finding out the effectiveness of adult education in political development. Adult educators were given several statements which they were required to indicate their level of agreement using the following Likert scale.

Key: SA=strongly agree, A=agree, UN=Undecided, D=Disagree, SD=Strongly Disagree

Table 8 presents the adult educators level of agreement.

Table 8

Adult educators' responses on effectiveness of adult education in political development

n=30

STATEMENTS	**SA**	**A**	**UD**	**D**	**SD**
	F (%)	**F (%)**	**F (%)**	**F (%)**	**F (%)**
People who participate in adult education have more trust in the political system	5 (16.7%)	16(53.3%)	4(13.3%)	3(10.0%)	2 (6.7%)
People who participate in adult education participate more in society by voting	6(20.0%)	18(60.0%)	3(10.0%)	2(16.7%)	1 (3.3%)
People with more education are more motivated and confident to vote	5 (16.7%)	18(60.0%)	4(13.3%)	3(10.0%)	0
Higher levels of literacy produce a growth in democracy	17(56.7%)	4 (13.3%)	5(16.7%)	2 (6.7%)	2 (6.7%)
Educated population increases the opportunities of a country to establish and maintain democracy	18(60.0%)	7 (23.3%)	2 (6.7%)	3(10.0%)	0
High illiteracy poses a danger to the democratic dispensation	19(63.3%)	5 (16.7%)	0	3(10.0%)	3(10%)

Table 8 shows that 53.3% of the educators agreed that people who participate in adult education have more trust in the political system and the finding was supported by a former learner who said that, " I have more trust in the government because I read newspapers and watch on the activities of the government but illiterate people depend on their semi-literate peers for translation who sometimes give bias information especially those in opposition. (Interview, 2nd April, 2019).

The study also established that 60% of the educators agreed people who participate in adult education participate more in society by voting. A former learner concurred with the findings. He said that, "since I became an adult, I have only voted once and this was after I learnt how to read and write. I was ashamed of asking for help from my literate age mates. The desire to participate in voting prompted me to enrol in adult learning programs." (Interview, 2nd April, 2019). Adult education is therefore very important in governance in a country because high rate of voter apathy is likely to be recorded in areas where many people do not know how to read or write for fear of mockery for their inability to write on the election papers but literacy gives people the confidence to participate in elections which determines how a country is to be governed.

Similarly, 60% of the educators agreed that people with more education are more motivated and confident to vote and the finding was supported by a former learner who said that, "literate people have the capability of reading and understanding the manifestos of politicians therefore they are in a position of making solid decisions while electing leaders but illiterate people are easily cheated by politicians." (Interview, 5th April, 2019). 56.7% highly agreed that greater rates of literacy are leading to increased democracy; 50% highly agreed that educated populations are boosting the country's chances of creating and retaining democracy; and 63.3% of adult educators highly agreed that elevated rates of illiteracy pose a threat to democratic dispensation.

The finding was supported by one DEO who said that, "it is very difficult to conduct civic education in a community where many people are illiterate but it becomes easier as people became more educated since the information can transmitted through the media, bill boarder or posters." (Interview, 10th April, 2019). This shows that literacy plays a great role in political development and governance because educated people can follow up on the activities of government through the media and also participate in development public

participation forums for example in approving the desired development projects proposed by leaders. The finding is in agreement with Verum (2012) who stated that knowledge and skills facilitates adults' meaningful participation in the political development aiming at a democratic society that secures people's freedoms and human rights. They are also similar to those of Castello (2012) who established that literacy rates are significantly and positively related with democratic political systems.

4.5 Attitude of the People towards Implementation of Adult Education Programme

The second research question was to assess the attitude of the people towards the implementation of adult education programme in Maasai community in Arusha DC. The adult educators were asked whether the community support them when facilitating adult learners. Responses are presented in Table 9.

Table 9

Educators response on Community Support

Responses	**Frequency**	**Percentage**
Community is supportive	11	36.7
Community is not supportive	19	63.3
Total	**30**	**100.0**

Findings in Table 9 show that 63.3% of the educators indicated that community was not supportive and 36.7% indicated that the community was supportive. The educators further explained the community does not value education especially for women since they only see them as people who will eventually become housewives. However some have become enlightened and allow women to participate in adult education. The finding was supported by a former learner who said that, "We lack aid from community members. When they saw me attending literacy courses, they always discouraged me. Some said that I was old and could not understand anything in class." (Interview, 5th April, 2019).

The educators further opined that the community attitude towards adult education was negative because parents preferred to send children to field to look after cattle and marry off young girls. The finding was supported by a former learner who said that, "Education has little significance in my community. Consequently, individuals, particularly those who are old like me, are not encouraged to go to college. They laughed at me when I began my literacy, but slowly they became persuaded as they saw my progress.." (Interview, 3rd April, 2019). Another former learner said that:

> I had insufficient assistance from my spouse, family and society, particularly at the early point of my education. My husband was trying to conceal my book and pen for the practice. After being persuaded by the literacy educators about the significance of the program, he gradually altered his mind. There is a myth within the society about females using much of their resources for traditional celebrations such as initiation rites and wedding ceremonies where females use most of the time and economic resources for these operations and very few of them are ready to enrol in adult learning. Programme (Interview, 8th April, 2019).

However, some community members had a positive attitude towards education because some married women were allowed by their husbands to attend adult classes. This shows that attitude of people living in Arusha district whether positive or negative affects implementation of adult literacy People with positive attitude towards adult education support the learners both financially and emotionally while those that portray a negative attitude do not support adult learners and mocks then in many cases. Finding concurs with UNESCO (2012) findings which established that social and cultural norms often serve as barriers to entry and completion of education, as the community and family environment are not always supportive of adult' education.

One DEO however differed with the adult educators and former learners. He said that, "Married women were permitted to join the program of adult education by their husband. Women in their families are permitted to carry out their financial operations without any of their husbands or family members being interfered with." (Interview, 11th April, 2019). This shows that the community members' had varying attitude towards adult education thus affecting implementation of adult literacy program. The finding agrees with Ravinder & Narayana (2013) that socio-cultural variables such as early marriage and female genital mutilation play a vital role in preventing females from gaining access to and advancing their educational interests. The finding agrees with Indabawa and Mpofu (2006) that there are some of the dominant norms in Tanzanian culture that prevent females from participating completely in adult education programs such as the Maasai program that allows girls to get married, while another is Muslim that does not allow women and men to be in the same class in the teaching and learning process.

4.6 Challenges Facing Implementation of Adult Education Programme

The third research question was to assess the challenges facing the implementation of adult education programme in Arusha DC. Adult educators were asked whether they face challenges in implementation of adult education. All educators, 100% indicated that there were challenges in implementation of adult education programme in Arusha district. The main challenges facing implementation of adult education programme are presented in Table 10.

Table 10

Adult educators responses on challenges facing adult education

n=30

Challenges	**Frequency**	**Percentage**
Lack of community cooperation	23	76.7
Nomadism	22	73.3
Primitive culture	20	66.7
Workload in the village	18	60.0
Shortage of funds to facilitate adult education	16	53.3

Findings in Table 10 show that 76.7% of the educators indicated that lack of community cooperation hindered implementation of adult education programme in Arusha district, 73.3% indicated nomadism nature of the community, 66.7% indicated primitive culture that does not value education especially for women, 60% indicated workload in the village and 53.3% indicated shortage of funds to facilitate adult education as a challenge facing implementation of adult education programme.

Other challenges listed by the educators included: The program is facing a severe participant age-related program. Some were young and some were too old. Compared to traditional reading and writing, the learning techniques chosen in the adult literacy program are comparatively hard. Some slow learners who couldn't catch up with the remainder of the students leading to unmanageable accumulated job. Trainees, particularly mothers and casual labourers, are sometimes so tired in their daily commitments that they cannot focus on studying literacy and eventually drop out. Inadequate physical facilities like classrooms, furniture, chalkboard, limited contact hours for learners with the educators, parental roles, daily personal commitment in order to meet family needs, long distance to the learning centre , inadequate staffing, poor remuneration of educators and heterogeneity of the learners

whereby some learners were young and some of them were too old. Their learning ability was so distinct. To educate the elderly, it takes a long time and patience.

Teaching facilities are very poor. Some learners have to learn under the tree, but gradually small houses were built from locally available materials but there were no quality tables, chairs, and boards. Learners used to sit on stones, there were no desks to write on. Lack of strong support from adult literacy administrators, lack of strong coordination among stakeholders, women's high workload in the village, negative attitude of the community toward women's education, strong resistance and discrimination from the side of husbands, shortage funds to scale up the economic components of the adult literacy project, lack of opportunity for further training, absenteeism and the programme not addressing the learners' problems and the absence of an assessment and examination regime able to reinforce the new approaches and reward students for their ability to demonstrate what they know, understand and can do.

The finding was supported by a former learner who said that, "I believe in the importance of literacy, but I am overwhelmed by my work. I work from early morning to late evening. Consequently, I am unable to actively participate in a literacy class. I missed class so many times." Another one said that:

> I confronted a severe issue as a student because of my age. I'm old and like young women I couldn't read and catch up. I'm old and poor in my vision. As I learned how to read, the young females laughed at me. I am a farmer and after their hard working days I find it physically difficult to join the adult literacy program. This has made me miss classes and disrupted my learning progress. (Interview, 9th April, 2019).

This finding was supported by another learner who said that:

> Learning materials like primers, charts, posters, writing materials are needed to enrol in adult learning programme. The materials are however unaffordable and this

> discourages some learners from attending classes. Personally I usually buy all the learning materials needed for learning using my own money as family obligations leaves me with little or no resources to buy all required learning materials. Family obligations such as nursing young children, weddings, pregnancies, births of children and sometimes husbands who refuse to join the programs lead many learners to drop out of the programs. The lengthy distance that some learners have to walk to get to a literacy center is also a task that made some of the students drop out. The society stigmatizes learners, particularly males who aspired to keep their community status quo and are afraid to laugh stock. (Interview, 10th April, 2019).

The DEO also concurred with the educators and former learners. One DEO said that:

> There are some of factors which hinder people in participating in adult education programmes. The Masai Traditional and custom forces young men to spent most of the time grazing cattle; Family responsibilities impede women's participation in adult education programs such as childcare and other domestic activities (cooking) ;there is also strong Islamic believe which hinders women participation in adult education programme, due to frequent praying and laziness since majority of women in Arusha district do not work hard. Women face prevalent restrictions on their involvement in literacy classes, such as absence of time, overwork, household responsibilities, childcare and agriculture. Another challenge is frequent migration among Maasai tribe, as they look for greener pasture and water for their cattle. This affects consistency in attending programs for adult education.(Interview, 9th April, 2019).

This implies that there are various challenges which hinder successful implementation on adult education in Arusha district. The finding are in agreement with Mwansa (2013) that culture and traditions are the main challenges that impedes adult literacy widely cultural and

traditional aspects mostly prevent people of different age groups, sexes and certain relationships from mixing freely and Namkanda (2014) study which established that the main challenges of adult education are lack of sufficient time for self-study, inadequate fiscal and physical resources, lack of professional teachers and lack of study materials. Finding also concur with O'Connor and Geiger (2009) study on the challenges facing educators of adult language learners that educators are challenged by lack community support; limited time by men to participate in the adult literacy program ; Family responsibilities as a result of marital obligations, inadequate finances to pay for the tuition; distance from home and class and male chauvinism in which some males believe they are inferior and do not need to attend courses with female students.

4.7 Measures to Ensure Effective Implementation of Adult Education

The fourth research question was to assess suggestions that can be put forward to ensure effective implementation of adult education programme to promote development among the Maasai community in Arusha DC. The adult educators responses were summarized and organized into themes then presented in table as shown in Table 11.

Table 11

Measures to Ensure Effective Implementation of Adult Education

n=30

Measures	**Frequency**	**Percentage**
Allocate more funds to the programme	30	100.0
Provision of learning materials	27	90.0
Increase the adult educators	24	80.0
Introduce guiding and counselling sessions	20	66.7
Sensitize the community	18	60.0
Revive redundant centers	16	53.3

Findings in Table 11 show that all educators suggested allocating more funds to the programme,. The finding was supported a DEO who said that:

> Government, local banks and other micro-finance organizations rotational funds to provide loans with lower interest rates to finance and sustain projects producing revenue. These initiatives could attract and maintain more learners in adult learning centers, producing some revenue and reducing the amount of poverty in the study region; many income-generating projects should be launched in other centers to attract adult learners with entrepreneurial motivation. ." (Interview, 9th April, 2019).

Majority of the educators, 90% suggested provision of learning materials. The finding was supposed by a DEO who said that:

> The teachers should always be at their disposal and willing to adapt to their learning programme ; the program provided should provide learners with the abilities they can apply in their daily life and the program should be intended to satisfy instant requirements of the learner in order to attract and maintain them in the class. (Interview, 9th April, 2019).

Furthermore, 80% suggested increasing the adult educators . The findings were supported by one DEO who said that:

> "the community should be sensitized on the importance of literacy so that they have a positive attitude towards adult education. More adult trainers should be trained and more learning centres opened to reach out to more adults interested in literacy. Therefore, the government should train educators to teach various study fields and this requires extra financing from the National Treasury. The state should encourage involvement in the eradication of illiteracy by self-help educators in particular form four and university graduates. Employers in the private industry should also be recommended to hire staff who have volunteered as adult educators. This can improve

> the learning power needed for adult education programs, thereby decreasing teacher shortages in the program. Universities should begin training teachers in adult education at different levels, including graduate and postgraduate levels, to enhance the quality of programs for adult education. the government should send part-time teachers to the dead centres as a short-term measure to revive dead adult learning centers and motivate those educators who were contemplating to leave the service in the near future due to poor pay and job insecurity. (Interview, 9th April, 2019).

Slightly more than half of the adult educators, 66.7% suggested introduction of guiding and counselling sessions in the adult learning centers. The finding was supported by the DEO who said that:

> The learners should be regularly involved in instruction and counseling and informed on the advantage of literacy in their daily undertakings at the private and community level to boost enrolment and participation, particularly among male learners. This is because male trends in society pose a significant barrier to efficient program involvement, as males fear laughing stock and government and other stakeholders should undertake huge campaigns to make the program visible through mass media, chief barazas. (Interview, 10th April, 2019).

Table 11 also shows that 60% of the educators suggested that measurers should be established to sensitize the community on importance of adult literacy. This finding was supported by a DEO who said that:

> He also proposed that when conducting their campaign in preparing for periodic general elections, domestic political parties should include approaches to eradicate adult illiteracy in their party manifesto. This concept can popularize constituency-level adult education and enhance participation rates. Educators, politicians, provincial administration, non-governmental organizations, Educators, politicians,

> provincial government, non-governmental organisations, faith-based organisations and civil society organisations should organize road shows in main urban centers as they do in other forums such as drug threats, HIV / AIDS campaigns, female genital mutilation, tree planting and community police to show the significance of increasing a literate community as a countermeasure.to all socio-economic issues as suggested by one teacher in the area of study. The highlight of these road shows should be the awarding of prizes such as trophies and monetary awards to students with the best grades, as well as to educators with the highest enrolment and participation rates that year. (Interview, 12th April, 2019).

Additionally, 53.3% of the educators suggested reviving redundant centres. The former learners concurred with the findings. One learner said that:

> They are few resources for learning and the government should provide more resources to facilitate adult learning. The learning centres should be established close to our village for easier access and the educators should integrate literacy learning with income generating activities to motivate more adults to join the literacy classesThe community can also help build community learning resource centers and libraries by offering building equipment, work while the government helps by offering reading materials, oversight, curriculum execution and extra furnishings as community participation will make them own the program and become active partners. (Interview, 5th April, 2019).

Another learner who supported the finding said that:

> Adult literacy programmes, rather than depending on government and other donors who may have other urgent problems, should be a community project. Therefore, it should be regarded as a critical project such as the building of health centres, livestock dip, bridge, primary school, nursery school, village polytechnics, church

> building and secondary school facilities constructed through self-help projects Alternatively, every primary school should have a reserved premises reserve for adult learners where they are not going to interfere with the school program or suffer from the young students ' stigma. Some males in the village feel humiliated when they attend the same class with their wives, sisters, and other females. These projects can attract more males in the field of research as occurred in other fields of the region where males are given separately from females their own classroom. Different courses should be set up for different learners to suit separate learning levels (Interview, 5th April, 2019).

The DEOS further added that:

> Furthermore, the quality and assurance standards should be enhanced by having a Quality and Assurance Standard section for adult learning programs in the mainstream Ministry of Education as in the case of primary, secondary and special education in order to improve the quality and standards of adult education. Besides educators who teach throughout the day from 8 a.m. to 5 p.m., like other state public servants, multi-shift learning programs should be performed, i.e. morning, midday and evening shifts.. For students who are completely involved in their private and salary work during the day, evening classes should be introduced. This can boost enrolment rates and enhance attendance rates. Educators should be awarded scholarships to study at universities, which can increase their morale and motivate them to continue to provide services as adult educators and even attract more students to the service, thereby enhancing the involvement of adult teaching programs in the study region.. (Interview, 9th April, 2019).

This shows that there are practical measures that can be employed to effectively implement adult education in order to achieve, economic, social, cultural and political

development. The finding concurs with Soundarapadian (2012) who suggested that learners may be motivated through employment oriented learning in adult learning centres. Similarly Maina (2016) suggested that in order to improve adult learning, the government should employ more teachers; promote learners to post-literacy level once they complete the basic levels; begin more adult learning centers to make the program visible and available to many learners ; revive dead centers ; allocate more funding to the program and involve other stakeholders in financing the programme.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusion and recommendation for potential actions all in line with findings of research questions. It also provides suggestions for further research in future.

5.2 Summary of the Study

The purpose was to assess the effectiveness of adult education programme in promoting development in Maasai community in Arusha district in Tanzania. The study was guided by the following research questions; how does adult education programme promote development among Maasai community in Arusha DC?, what is the attitude of the people towards the implementation of adult education programme in promoting development among Maasai community in Arusha DC?, what are the challenges facing the implementation of adult education programme in Arusha DC?, and what suggestions can be put forward to ensure effective implementation of adult education programme to promote development among the Maasai community in Arusha DC?.

The study was guided by Andragogy theory supported by both the Human Capital Theory and the Maslow's Hierarchy of Needs theory. The study adopted a descriptive and phenomenology research designs. Target population comprised of ten district education officers, 30 adult educators in six learning centres, adult learners who passed through adult education in Arusha district. Snow ball sampling technique was used to sample 30 former adult learners, purposive sampling to sample 30 adult educators and census sampling technique was used to sample 10 district education officers. Using questionnaires and interview guide, data was gathered. Questionnaire and interview guide data were used. Quantitative data was analyzed using descriptive statistics, specifically frequency and

percentage, using the Statistical Package for Social Sciences (SPSS) version 23 and data was presented using tables, and graphs. Qualitative data that was generated in the study was organized in themes and patterns, grouped through content analysis and whenever possible tabulated.

The demographic data of educators showed that: majority of the adult educators were female which shows that there was no gender balance in the adult teaching fraternity in the study area and males were not willing to educate adults as compared to women; majority of the educators were aged between 36-40 years hence they were young and energetic thus capable of teaching and understanding the literacy needs of adults; adult educators had a teaching experience of between 6-10 years hence suitable for the study since they understand the effectiveness and challenges of adult education and all the adult educators sampled were trained teachers which enabled them to learn the psychology of adults.

The demographic data of former adult learners showed that: Most former adult students were female, which could be attributed to the reality that most males are family bread winners and have restricted time for adult participation. Moreover, most males were favoured by the society that was inclined to promote boy child schooling, thus educating more males than females. Women are also married off at a tender age hence they miss the opportunity to access formal education.

All the adult learners were aged between 25- 46 years which shows that adult learners are people who either did not have a chance to attend formal classes at an early age or had to drop out of school either to be married for girls or carry out pastoralism activities like herding for boys. Adult learning program has attracted young, middle aged and elderly learners in the District. The adult learners were had other family responsibilities since majority of them were either married or divorced. The family responsibilities limited them from accruing the many

benefits from adult literacy programs owing to the poor participation in the learning process learning process.

Majority of people in area are nomadic and they do not live in one area for long because they keep searching for greener pastures for their livestock. This explains why a large number of the population in Armeru district are illiterate hence the need provide adult learning centers. Demographic information of the district education officers showed that they had served in Arusha district for between five-fifteen years and could therefore understand the effectiveness and challenges of adult education.

In line with research question one: findings established that adult literacy has been effective in economic development whereby the learners acquired skills that enabled them to start income generating activities. They were also able to open up bank account and save some money for future use. Some former adult learners were also able to employ themselves through involving themselves in activities like sewing, weaving of baskets, mat making, poultry, agricultural products which enable them to get a stable income to support their families. Adult education provides females with the expertise and abilities of trading, poultry production, increasing vegetables, dairy processing and honey manufacturing, increases women's business experience and abilities, advances women's saving understanding, advances women's understanding of wise use of resources, and improves women's access to loans.

In this research, the adult learners verified that their capacity to participate in income-earning operations to achieve financial / economic liberty was greatly enhanced by the adult literacy program. They obtained significant abilities such as poultry production, sheep rearing, honey manufacturing, and growing in gardens of various kinds of vegetables. They might get cash for their families in that manner. Informant data indicate that the abilities they obtained from the program of adult literacy helped them participate in various economic

operations. This gives women a chance to get free from poverty and reliance on males to get cash. They were able to do all these tasks without moving away from home and sacrificing their family life. Other significant abilities created by the respondents as a consequence of their participation in the adult literacy program were saving cash abilities and resource efficiency abilities. Saving assisted them reduce their extravagance at home...

Their exposure through adult literacy program to the notion of numbers and calculations assisted them to take care of their finances without anyone being deceived. Not only could they count figures from one to a thousand, but they could also make some calculations. The informants could also share the expertise they have in their daily routines with the researcher. For instance, they count their cash in marketplaces without any mistake; read their ticket numbers to get the service in turn when they come to a grinding mill to process their wheat; discover public offices by reading office numbers without the assistance of others; purchase shoes and clothes that suit them by referring to the figures written on the shoes and their size number. Also, when they visit financial organizations like a bank to either deposit or withdraw their funds without the assistance of others, they could correctly write their names and add their signature. They also created the ability to sell at lucrative rates and purchase products for their households at affordable rates. The literacy program's entrepreneurship element enhanced the motivation of women to make cash and gain understanding about ways to make it big.

There was also another very significant outcome in regards to women's financial management capacity. The informants stated that, by participating in all these financial operations, they had no complete control over the revenue they produced. Their husbands had to tell them how to save and spend their revenue. They had learned a lot about getting their revenue under control. Nevertheless, in terms of management of income, the culture still favors men.

. Literate women practiced family planning and were more concerned about their children education. In the past, they feared the concept of methods for family planning. They thought that family planning would lead to sterilization and end the hope of getting children in the future. Moreover, even those who believed in methods of family planning were unable to go to health facilities because they were scared to speak to nurses. However, as one of the literacy center debate problems was family planning and health, they had the chance to discuss it. Their fears have finally vanished. The knowledge and skills gained from adult literacy have enabled people to keep their personal hygiene and improve how they eat and family hygiene. This consequently reduces infections and possible death from diseases associated with unhygienic like cholera.

Literacy makes individuals more productive and enables them to create informed decisions instead of being manipulated readily. In addition, education enhances self-esteem among educated individuals and improves consumer choices. Adult literacy was also familiar with the ability to use technology such as mobile phones, particularly young females. They created confidence in touching and using the mobile phone device as they acknowledge letters and numbers taught in literacy centers. After participating in literacy courses, most of them purchased this technology. They used to think that mobile phones were such an incredible technology that worked with some evil spirit. Later, however, they saw that the mobile phone had letters and numbers. They read it; they touched it and chose to use it at last.

The researcher claims that adult literacy enhances children's education, women's mobility in the public and offers them with possibilities for communication, feeling of self-esteem and self-confidence and assertiveness in social interaction; women's spending on recreation and rest; and decreasing the painful mourning procedures of women in the death of their husband and the like. As a consequence of the advantages of adult literacy programs, other main fields of enhancement were women's self-confidence and self-worth. The

information acquired from the informants obviously shows that their capacity to read, write and calculate contributed significantly to enhancing the self-confidence of women. Their eyes were opened, their educators valued the thoughts they acquired during class debates in the literacy courses, and their heart wishes were fulfilled. Following the literacy program, most females saw themselves as all-rounded individuals who are very essential in the society both at home and outside. All of these contribute to their self-confidence and self-growth growth. This research demonstrates that there has been a considerable increase in the amount of females who understand the causes and methods to prevent illnesses such as HIV / AIDS, malaria and waterborne diseases. They were taught before and after a meal on how to wash their hands; how to build and use their own bathrooms; and how to keep their personal hygiene. They have shown a notable shift as a consequence. Another very significant health issue was the practice of visiting health facilities when health-related issues were recognized as a matter of urgency.

The study also established that literate people have shunned away from primitive cultures like female genital mutilation, polygamy and marrying off young girls. Literacy has improved the community knowledge of the dangers of female genital mutilation and other harmful traditional practice and they are gradually stopping the vices. The attitude of women towards the commonly practiced social evils such as female child genital mutilation and polygamy has also changed. In the past, both women and men in the village strongly backed female genital mutilation. They saw this practice as something that would benefit females. They used to think that there will never be a lady in that village who has never been circumcised. Not to be circumcised used to be a shameful condition. They also believe that women who have been circumcised become very submissive to their future husbands. This thinking also changed greatly because of this adult literacy program.

Another social evil is polygamy. A man can marry five women as his wives. In relation to this, adult literacy also empowers women to resist the practice, even though it appears to take some times to win the battle. Literacy has not only paved the way for them to come out to the public from the kitchen, but has also made them powerful enough to express their views on problems relating to the society they live in. Adult literacy can also contribute to empowerment at the individual level (increased self-esteem and fearlessness, assertiveness in social interaction, etc.) and give a higher feeling of capacity to an person on a wider scale Literacy increased regard for women's views on the part of family and community members, increased confidence in communicating one's assumptions, increased interest in discourse on government problems, men's drinking and wife-beating, and investment in talking about what they perceived.

Respect for the opinions of women from family and community members has increased and learners are increasingly recognized as important individuals in the community. This has encouraged the parent to send their children to school instead of sending them to graze or carry out other homestead activities. The community is embracing the benefits of literacy. In addition, most informants ' stories have shown that literacy has altered shy females into confident females who can interact and convince others. The male-dominated society form does not think in the potential, capacity and dreams of women. While what they do is right, they don't think in what they do. They have always been used to talking in murmurings and have not been fortunate enough to share their feelings, thoughts and emotions with others. Thus, it was something they had previously lacked to express themselves. However, they were converted by the adult literacy program and encouraged to communicate their emotions and thoughts freely.

The negative attitude so far created by the females themselves about their potential, their place in society and their rights has been comparatively deconstructed. Because of the

knowledge of women about silent cultural variables that add to the oppression of women and associated problems in adult literacy courses, they recognized that most of the fictions written or spoken about by their husbands and community members were incorrect. And it's been performed in order to subdue them. Women respondents therefore created a favourable attitude towards themselves as human beings (give self-respect).

As a result of their participation in the adult literacy program, women also get the energy to voice their concern at any time. They create the view that females should not be discriminated against in the town for no reason. They developed the capacity to say no for the violation of their basic rights and report to concerned bodies when the worst happens

Findings established that literacy is crucial for development of democracy in a county. This is proved by the finding that literate people have more trust in the political system, the literate are more confident to vote since they do not require any help while voting as compared to people who do neither know how to read nor write and the fact that it is very difficult to conduct civic education in a community where many people are illiterate but it becomes easier as people became more educated since the information can transmitted through the media, bill boarder or posters. This finding shows that women's empowerment abilities in adult education programs include how to manage pest plants, how to enhance household level sanitation and hygiene, child care and nutrition, and modern farming system. In a true sense, these abilities assist females enhance their living situation; how to enhance farming in a modern way to increase their revenue and how to enhance their children's health.

In line with research question two: findings established that the community had both positive and negative attitudes toward adult education. Some married women were allowed by their husband to attend adult education programme while others were not allowed and they were mocked by people for enrolling in adult classes. Women were loaded with work at home while men were in the field herding their livestock and therefore have limited time to

take part in adult learning. This observation suggested that there are cultural traditions and standards within society that restrict women's participation in development-related operations such as tailoring, trade, entrepreneurship and other home-economic activities, in addition to that there is another culture in which women build themselves, such as staying in a house, waiting for their husbands for each and every one. This is not good, as females participate in development operations and contribute significantly to family growth..

In line with research questions three: results showed that there are numerous difficulties hampering the application of adult education in the district of Arusha. Women have a heavy workload; as a consequence of their involvement in the adult literacy program, they have also experienced discrimination from their spouse and community. In addition, funding was available for females to begin their own company instantly after the literacy program was completed. Funding, however, was not sufficient and satisfactory. The program also confronted a severe participant age-related program. Some were young and some were too old. In addition, the learning techniques that we chose in the adult learning program were comparatively hard compared to traditional reading and writing..

This could be challenging to educators. Some slow learners have been unable to catch up with the remainder of the students, resulting in unmanageable accumulated job. This frustrated some finally dropping-out students. In their daily commitments, learners, particularly mothers and casual workers, are so tired that they are unable to focus on studying and by and by dropping out of literacy. Male dropout rates are generally greater than female dropout rates, and this trend may adversely impact their socio-economic contribution to society in the future.

One of the village's serious women-related issues was their heavy workload. From dawn to dusk, women worked. They're not men-like. Men are expected to work on the farm in most cases and then they are free to go anywhere they like. However, by cooking the

dinner, cleaning the house as well as helping their husbands on a farm, females are anticipated to operate both at home. Most females supported big sizes of families in this regard. Therefore, learning in a relaxed setting and memorizing what they learn is not convenient for them.

Furthermore, the attitude of the community towards overall education and, in specific, women's education is not good. Although females were keen to learn, they were discouraged by community members as the community does not take into consideration education. Both community rulers and women's husbands were unhappy to promote the education of women. In particular, they heavily resisted the program during the original era of this project. They became positive to it because of the attempts of various officials (government, project owners and educators of adult literacy). The community generally considers education to be of very little importance.

The class's heterogeneity was also one of the severe issues. Compared to a big amount of junior females, some of the women respondents were very old. The old women, like the young women, couldn't read and write; the old women's visions were also very poor; so they made errors regularly. As a consequence, young women laughed at them continuously Another issue that challenges the involvement of women in an adult literacy program is a health issue. Some females have suffered from illnesses such as malaria and other waterborne diseases most of the time. In addition, some females were frequently absent from courses due to pregnancy and related issues.

Another serious issue was the issue of coordination and strict stakeholder follow-up. A committee to coordinate the program was structured. The committee members were from the Ministry of Education, Agriculture Ministry and Ministry of Children and Women's Affairs. As adult literacy managers have verified, there has been no efficient communication between them. The follow-up of all bodies involved was unsatisfactory, particularly in

addressing problems linked to teaching materials, wages and advantages for adult literacy employees, and equipment and infrastructures for adult literacy. This, in turn, had an impact on the education of women. Poor teaching infrastructure has been identified as one of the severe issues affecting the involvement of women in the program of adult literacy. Some of the informants stated that the educational facilities at the adult literacy centers were not appealing.

Regarding question four, findings established that there measures that can be put in place to ensure effective implementation of adult education programme to promote development among the Maasai community in Arusha DC. They included making more funding available for the programme. Government funds, local banks and other micro-finance organizations to provide loans with lower interest rates to finance and sustain projects generating revenue. These projects could attract and maintain more learners in adult learning centres, generating some income and reducing poverty in the study region. The funds will also which will ensure more teaching and learning materials will be provided to the learners as well as teaching aids for the educators.

Production of learner-generated materials that will help the learners to better understand what is taught through demonstrations and pratical. Integration of literacy learning with income generating activities to encourage more adults to enrol in the programs as well as enable them to money to but materials required for learning. The program delivered should provide learners with the abilities they can apply in their daily life and the program should be intended to satisfy instant requirements of learners in order to attract and maintain them in the class ;conducting regular surveys and studies on all aspects of adult literacy to assess the impact of adult learning on learners and the entire community as well establish the learners and educators needs; In order to raise awareness among the society of the advantages of literacy in changing their perceptions of adult education, domestic political

parties should include approaches to eradicate adult literacy in their party manifesto in the run-up to periodic general election campaigns..

This idea can popularize adult education in the constituency level and improve participation rates. Educators, politicians, provincial government, non-governmental organisations, faith-based organisations and civil society organisations should organize street displays in main metropolitan centers as they do in other forums such as drug threats, HIV / AIDS campaigns, female genital mutilation, tree planting and community police to show the significance of increasing a literate community as a countermeasure.to all socio-economic issues as suggested by one teacher in the area of study.

The highlight of these road displays should be the awarding of prizes such as trophies and monetary awards to students with the best grades, as well as to educators with the highest enrolment and participation rates that year ; revive dormant centres to accommodate more learners in the program since only a few are operational and many people willing to enrol are not able to access them and post more educators in the centres to facilitate the teaching process since adult learners require more attention as compared to young learners. Some men feel humiliated when attending the same class with their wives, daughters and other women in the village. These projects can attract more men in the field of research, like in other fields of the region, where men are given separate classes from women. Different classes for different learners should be set up to cater for different level of learning.

5.3 Conclusion

In economic terms, adult literacy develops a community's profit-making and earning capacity. Adult literacy does not only improve the community farm production but it also has a constructive impact on the economic development of a nation and a positive impact on gross domestic profit per capita development. Adult literacy has a great effect on community

benefit and daily life. Adults who participate in an adult education program earn more as compared to illiterate individuals.

It is asserted from the studies that farmers participating in an adult education scheme are gaining more wages / benefits as opposed to people not participating in the literacy program. Adult literacy empowers females at the individual level by enhancing the impression of self-respect and fearlessness, assertiveness in social interaction, and offering a higher sense of strength for individual females. In addition, literacy helps to improve the self-esteem and self-confidence of women in their daily practical tasks. The idea of saving money and efficient use of resources was another significant quality that respondents developed as a consequence of their involvement in an adult literacy program. The entrepreneurship element of the literacy program also enhanced the motivation of women to make cash and learn how to create it and how to access loans. Socially, the practice of adult literacy can be instrumental in achieving women's skills, such as maintaining a high level of well-being and living longer, acquiring life-long learning, controlling reproductive behaviour, raising and educating children, reducing child mortality and expanding the future. It also extends their understanding in fighting against sexually transmitted illnesses and promoting techniques of family planning. Participation in an adult literacy program is similarly crucial in improving women's public mobility and providing interaction possibilities. It also encourages respect for the views of women in the family and in the society

Adult literacy has resulted in social development; The practice of adult literacy has enabled Maasai people lead better healthy lives by controlling reproduction, raising and teaching kids and reduced child mortality. It has also enhanced the understanding and confidence in fighting against sexually transmitted illnesses and promoting techniques of family planning. Participation in an adult literacy program is also essential for improving women's government mobility and providing possibilities for interaction. Adult education

raises women's understanding about selling and buying products on the market without being disappointed by others, increases women's cognitive development reading, writing and calculating, familiarizes women with techniques such as mobile phones, improves women's abilities in protecting their private and family hygiene, and improves women's communication and persuasion abilities.

Helps them to express themselves in public, enhances women's understanding of personal hygiene, family health and education for children, enhances women's self-confidence (belief in their potential and capacity to handle problems). Findings showed that in the past, females were scared to talk about family planning problems and they misunderstood the idea.. They believed the government's concealed agenda for sterilizing females was family planning. Since health problems were one of the classes of the adult literacy program, however, they had the opportunity to discuss it very well. Many of them have chosen to use one of the techniques of family planning and have their own plan born.

Additionally, adult literacy among themselves increases their social network. In the town, they ask each other. Apart from the ordinary literacy timetable, they have official meeting times. They also enhanced their personal hygiene. They also enhanced their attitude towards the education of their child. Adult literacy has also altered the attitude of women towards education and schooling for their children. Most of the respondents opposed education and schooling for children. Although some of them send their kids to college due to public pressure, their support for the education of their kids was negligible. As they want to use them as workers, they did not think in education as such. However, their attitude altered entirely after attending literacy courses. They obviously stated that the way they have endured their kids will never suffer. With their word, they endorsed that education is light and hope.. They confirmed that they will never ever leave their children in the dark, but will send them to school and pay whatever price for their children to shine like a moon in the dark

Culturally, the exposure to literacy has enlightened women in feeling free to question about their status in the community. Women are usually regarded as voiceless in the Maasai community and only do what their husband orders. However, literate women have become more courageous and discuss openly with their husbands and other members of the community when they realize that they were abused or their rights are infringed. Literacy also encourages respect for the opinions of women in the family and in the society.

Adult education has enabled people to grow politically. For instance, literate people are more confident to vote because they do not need any help while voting as with the illiterate who requires helps in reading even the names of the contestants. Sharing and sensitizing illiterate people on government policies is also difficult since everything must be translated in the local dialect.

The community attitude towards education especially for women is negative and people who enrol in adult literacy are often mocked. Some of the adults enrolled in the centres a t a very old age and they were laughed at by the younger classmates. The old age also made them to miss classes. The nomad's nature of the Maasai community also pose a challenge to implementation of adult literacy program because the community does not live in one area for long and they keep relocation as they search for greener pastures for their cattle. Some learners, particularly women, did not have sufficient assistance from their husband, family and society, particularly at the early point of their education. . Their husbands tried to hide their writing materials like exercise book and pen.

In Maasai community, education has little value. Going to college is not important and as a consequence, the community is not encouraging individuals to go to school, particularly those who are elderly. Usually the elderly are mocked and laughed at .Women are denied time to attend adult literacy programs because of household tasks attached to the

society's feminine status. Usually, women are harassed by their husbands when they arrive late at home or fail to milk their cows on time or prepare a family supper late..

Adult Basic Literacy programmes are faced with numerous challenges that cut across social, economic and personal factors. Because of male chauvinism in culture, men are more vulnerable to illiteracy than their female counterparts,being mostly breadwinners of their families and the male ego,these makes them feel that adult literacy should not be linked to them. It is apparent from the results that heavy workload prevents adults from enrolling in adult literacy courses, particularly those working from early morning to late evening. Other difficulties consisted of: lack of community cooperation, nomadism nature of the community, primitive culture, workload in the village and shortage of funds to facilitate adult education..

There also various measures that could help principals to curb drop out. These measures include allocating more funds to adult literacy programme, production of learner-generated materials, integration of literacy learning with income generating activities, conducting regular surveys and studies on all aspects of adult literacy, sensitizing the community on benefits of literacy and revive dormant centres and post more educators in the centres: Sourcing funds from the government, local banks and other micro-finance institutions to provide loans with reduced interest rates in order to finance and sustain income generating projects. These initiatives may attract and retain more learners in the adult learning centres and it would generate some income and reduce the level of poverty in the area of study. The programme offered should equip learners with skills that they can apply in their daily lives and the programme be designed to meet learners immediate needs so as to attract and retain them in class.

Adult literacy programs should be a community project rather than relying on the government and other donors who may have other pressing issues. Alternatively, every primary school should have a reserve facility for adult learners in private premises where

they will not interfere with the school programme or suffer stigma from the young learners. The learners should be engaged in guidance and counseling on regular basis and enlighten them on the benefit of literacy in their day-to-day undertakings at personal level and community at large to increase enrolment and attendance especially the male learners. Some men feel humiliated when attending the same class with their wives, daughters and other women in the village. These initiatives can attract more men in the area of study as it has happened in other areas in the region where men are offered their own classroom separate from women. Different classes for different learners should be set up to cater for different level of learning.

When conducting their campaign in preparing for periodic general elections, national political parties should include approaches to eradicate adult illiteracy in their party manifesto. Organizations and civil society organizations should organize street displays in main metropolitan centers as they do in other forums such as drug threats, HIV / AIDS campaigns, female genital mutilation, tree planting and community policing to show the significance of increasing a literate society as a counter-measure to all socio-economic problems according to one teacher in the area of study. The community can also help assisting in construction of Community Learning Resource Centres and libraries by providing building materials, labour while the government assist through provision of reading materials, supervision, curriculum implementation and additional furniture since community involvement will make them own up the programme and become active partners.

5.4 Recommendations

Based on the findings of the study , the researcher recommended the following to various stakeholders including the government, education officers, adult educators as well as adult learners.

5.4.1 The Government

The government should provide an enabling environment for the production and distribution of instructional and learning materials (modules), equipment and library services for adult learners.

5.4.2 Adult Educators

The adult education facilitators should provide relevant skills based on the environment people live like agricultural skills, embroidery, fish and livestock products processing. This could help them be active in various economic activities and generate more income.

i. The government should develop inclusive policies that address the learning needs of all adults by providing equitable access to learning opportunities and differentiated strategies without discrimination on any grounds. Suitable structures and mechanisms for the development of adult learning and education policies should also be established to ensure that the policies developed are flexible enough to adapt to future needs, issues and challenges.

ii. Gender parity should be established in the employment of teachers, showing equal gender representation and encouraging more male teachers to apply for teaching jobs in the program in the future in the field of research.

iii. Ministry of Education and Vocational Training should train more adult educators and allocate them in adult learning centres in the rural areas like Arusha district.

iv. It is money-consuming to provide quality adult literacy consisting of a skill training program. It is therefore suggested that all stakeholders, including the state, participate in financing rather than rely solely on very little financing from unsustainable overseas sources.

v. The government to should construct dams in the area to ensure availability of water and prevent Maasai community from migrating as they look for pasture and water.

This will make it easy to provide adult education programme for them and those who will enroll in the program will have a chance of completing it.

vi. Adult literacy facilitators should work with income-generating community organizations and infuse literacy learning as an integral element of group operations. They should also implement IGAs in those literacy classes where they do not already exist. This makes learning interesting as it gives it purpose and immediate application of skills acquired. It also contributes to the achievement of national poverty reduction strategy.

vii. Findings have established that age variation among learners affects the teaching-learning process; Therefore, it is suggested that there be three kinds of courses in an adult literacy centre — one for the very elderly, one for the average elderly and the third for the very young people. This will encourage more people to join classes that suits their age since it is hard to be mocked by age mates.

viii. The government should be effective in providing the teaching materials to the adult learning centers so that adult learners can extend their learning to their homes. This would improve the effectiveness of adult literacy programs as the learners ' accessibility of teaching materials is essential to understanding the ideas taught in class.

ix. The government in conjunction with nongovernmental organizations should provide careers information, advice and guidance in local communities and building capacity in the adult education workforce to make greater use of labour market intelligence and mid-life reviews, broaden and strengthen the capacity of the adult education workforce, hence raising the profile of this important work.

One of the severe issues affecting women's active involvement in an adult literacy program was the health issue; therefore, it is suggested that adult literacy centers

coordinate and work with health centers to address pressing health issues. In addition, attention should be provided to increasing awareness of the health abilities of respondents by concentrating on preventive rather than curative interventions to enhance the health of respondents in literacy (personal hygiene, hand washing and proper use of the washrooms).

x. Adult Education Facilitators should set a timetable for teaching adult education programs that will not contradict family duties or activities.

5.5. Suggestions for Further Study

The researcher suggests listed areas for further study.

i. A related study focusing on a larger area could be carried out to determine if the circumstances in Arusha district apply to other districts.

ii. The study also suggest that a research on the role of government in ensuring effective implementation of adult literacy program with a view of assessing how the government ensures that the program is implement in the country.

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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

The (head of the centre),

Dear sir/madam**,**

RE: PERMISSION TO COLLECT DATA

I am a student at the Catholic University of Eastern Africa (CUEA) pursuing master degree in education specialising in Education Administration and Planning and I am in the process of conducting a research on **Effectiveness of adult education in promotion development among the Maasai community in Arusha district, Tanzania**. This centre has been selected to participate in this study. Kindly allow me to administer the questionnaire to the learners and the facilitators. I do assure you that the information you provide will only be used for academic purposes and your identity will be treated with strict confidentiality.

Yours faithfully,

Einoth Francis Mollel

APPENDIX 2: QUESTIONNAIRE FOR THE EDUCATORS

Please tick (√) in appropriate bracket or fill in the information as your response to all the following questions. Do not write your name or the name of your centre anywhere. The information will be completely confidential.

SECTION A: **Demographic Information**

1. Indicate your gender:

Male [ ] Female [ ])

2. Which is your age Group:

Bellow 25 years [ ] 25-30 years [ ]

31-35 years [ ] 36-40 years [ ]

41-45 years [ ] More than 45 years [ ]

3. How many years have you been working in this centre?

Less than 5 years [ ]

6-10 years [ ]

11-15 years [ ]

16- 20 years [ ]

More than 20 years [ ]

4. a) Do you have any professional training in Adult Education?

Yes [ ] No [ ]

b) If yes, what is the highest level you achieved?

Diploma in Education [ ]

Bachelor in Education [ ]

Master of Education [ ]

Any other please specify……..

Section B: Adult Education Effectiveness in Promoting Development

5. Kindly indicate your level of agreement on the following statements on effectiveness of adult education in promoting economic, social, cultural and political development.

Key: 1-Strongly agree, 2-Agree, 3-Neutral, 4-Disagree, 5-Strongly disagree.

S/No	Statements	SA	A	UD	D	SD
	Economic Development					
i.	Adults use adult literacy skills to manage their income					
ii.	Adult literacy program equipped learners with the skill on how to take part in income earning activities					
iii.	Adult literacy program has helped participants to be employed					
iv.	Adult literacy expands the profit and earning capability of a population					
v.	Adult literacy program provided learners the knowledge of saving and effective utilization of resources					
vi.	Adult literacy program provided the learners with chances for easy access to loan/credit					
	Social Development					
vii.	Involvement in adult literacy change people's feelings about themselves					
viii.	Adult literacy improve knowledge of basic social issues					
ix.	Adult literacy program helped women to be confident and believe in their potential					
x.	Adult literacy program enhances women's level of mobility					
xi.	There is a solid relationship between women's literacy and their children's education					
xii.	Adult literacy program improved learners knowledge about health and health related issues					
xiii.	The adult literacy program also expand women's interest in social occasions					

	Cultural Development					
xiv.	Adult literacy program provides the way and energy to struggle against some social evils like female genital mutilation and polygamy					
xv.	Participation in adult literacy programs empower women to gain access to and challenge male commanded ranges of working					
xvi.	Adult literacy increases respect for women's opinions from family and community members.					
xvii.	Adult literacy can help realize the change in individuals' worth, belief, and practice					
xviii.	Educated adults are less likely to continue with social practices that are harsh on women					
	Political Development					
xix.	People who participate in adult education have more trust in the political system					
xx.	People who participate in adult education participate more in society by voting					
xxi.	People with more education are more motivated and confident to vote					
xxii.	Higher levels of literacy produce a growth in democracy					
xxiii.	Educated population boosts a country's chances of establishing and maintaining democracy					
xxiv.	High illiteracy poses a danger to the democratic dispensation					

Section C: Maasai community Attitude towards Implementation of Adult Education Programme

6.(a) Does the community support you get when facilitating your learners?

Yes [ ] No [ ]

(b) Give reasons for your answer in 6(a) above

i……..

ii……..……

iii……..

7. (a) What is the attitude of people in the area on adult education?

Positive [ ] Negative [ ]

(b) Give gives reasons for your answer in (a) above

i…….

ii……..

iii……

8. (a)Do you think people attitude affect the attainment of adult education?

Yes [ ] No [ ]

(b) If the answer is yes, how do people's attitudes affect the attainment of adult education?

i……..

ii……..

iii……

Section D: Challenges Facing Adult Education

11. (a) Are there challenges in implementation of adult education?

Yes [ ] No [ ]

(b)If the answer is yes, what are the major challenges facing teaching adult education?

i…….

ii……..

iii……

Section E: Suggestions to Ensure Effective Implementation of Adult Education Programme

12. Kindly suggest measures to be used to ensure effective implementation of adult education

i…….

ii……..……..

iii…….……

iv…….

Thank you very much for your co-operation

APPENDIX 3: INTERVIEW GUIDE FOR ADULT LEARNERS

1. Which is your age Group:

Bellow 25 years [ ] 25-30 years [ ]

31-36 Years [ ] 36-40 years [ ]

41-46 Years [ ] More than 45 years [ ]

2. What is your marital status?

3. How long have you lived in this area?

4. What influenced you to join the adult education?

5. What are you expecting to benefit from your education in terms of :

i economically (income generating activities, business knowledge, savings etc)

ii. Socially,

iii. Culturally (improvement of life style

iv. Politically?

6. In what way do the members of the society support adult education?

7. How does your spouse allow and support you when attending adult education programme?

8. a. Did you face any serious resistance from the community when you enrolled in the program?

b. Name those resistances.

c. How did you overcome that? .

9. What are the major problems and challenges facing adult education programs?

10. What do you think are the best practical solutions that can be used to address the problems and challenges facing adult education programs

APPENDIX 4: INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICERS

1. How long have you worked in the area of education?

2. How many Adult facilitators are in your area of jurisdiction?

3. What are the achievements of adult education in the area in terms of:

a) Economic development

b) Social development

c) Cultural development

d) Political development

4. What is the attitude of the community towards adult participation in adult education programme?

5. How do you participate in regulating the negative attitudes from community in order to enable adults to participate effectively and efficiently in adult education programmes?

6. What are the major challenges of implementing adult education?

7. What are your ssuggestions on measures that can be used to address the problems and challenges facing adult education programme in Arusha DC?

APPENDIX 5: AUTHORIZATION LETTER

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

Faculty of Education

Department of Postgraduate Studies in Education

Our Ref: CUEA/DVC-ACAD/FOE/PGSE/NACOSTI/001/March 2019

8th March, 2019

TO WHOM IT MAY CONCERN

RE: EINOTH FRANCIS MOLLEL – REG. NO.MED/1031441

I am writing to introduce to you, **Einoth Francis** who is a final year MED student at The Catholic University of Eastern Africa, Nairobi – Kenya, and to request you to assist her to accomplish her academic research requirements.

Einoth's Master's Degree in Education specialization is Educational Administration and Planning. She has completed all course work requirements for this programme. However, every student in the programme is required to conduct research and write a report/dissertation submitted during the final years of studies.

Accordingly, Einoth's research topic has been approved. She will conduct research on the following topic:

"Effectiveness of Adult Education Program in Promoting Development Among the Maasai Community in Arusha District Council, Tanzania".

Thanking you in advance for any assistance you give to Einoth.

Sincerely,

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA DEPARTMENT OF POSTGRADUATE STUDIES IN EDUCATION 08 MAR 2019

Prof. Marcella Momanyi
HEAD OF DEPARTMENT - POSTGRADUATE STUDIES IN EDUCATION

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA (CUEA) P.O. BOX 62157 00200 Nairobi – KENYA
Tel: 020-2525811-5, 8890023-4, Fax: 8891084, Email: pgse@cuea.edu, Website: www.cuea.edu
Founded in 1984 by AMECEA (Association of the Member Episcopal Conference in Eastern Africa)

APPENDIX 6: RESEARCH PERMIT

ARUSHA DISTRICT COUNCIL

(All official letters should be addressed to the District Executive Director

Arusha Region,
Telegram: Arusha,
Phone: 073 6500476,
Fax : 250 3701.
Email:ded@arushadc.go.tz
Website . www.arushadc.go.tz

Council Hall,
P.OBox .2330,
ARUSHA

Ref.No. MM/AR/N10/5/.....

Date: 11TH MARCH, 2019

THE HEADTEACHER
MUWANAET PR. SCHOOL
P.O. Box: 269,
ARUSHA DISTRICT COUNCIL

Re: PERMISSION FOR ACADEMIC RESEARCH

I introduce to you Mr/Miss/Mrs EINOTH FRANCIS MOLLEL from CUEA University whose intentions is to do a research on "Effectiveness of Adult Education Program in Promoting Development Among the Maasai Community in Arusha District Council, Tanzania".

The research starts on 12TH MARCH up to: 14TH MAY, 2019

Please assist him/her whenever asks for your assistance.

Thank you.

Evaresta V. Swai
For: DISTRICT EXECUTIVE DIRECTOR
ARUSHA DISTRIC COUNCIL

K.n.y. MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
ARUSHA

APPENDIX 7: RELIABILITY COEFFICIENT

Reliability Statistics

Cronbach's Alpha	N of Items
0.786	31

Tanzania map with districts



source: google map 2019

APPENDIX 8: ARUSHA DISTRICT COUNCIL LOCATION IN ARUSHA REGION AREA OF STUDY



Source: Google Map, 2019