

# Attitude Of Adult Education Learners Towards Implementation Of Adult Education Curriculum In Kisumu West Sub-County, Kenya

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*Abstract: Adult Education plays a central role in socio-economic empowerment and attainment of national and global development goals, including inclusive and equitable quality education. Learners' attitude is important in shaping participation and outcomes. However limited empirical research has assessed adult learners' attitudes toward curriculum implementation, particularly within Africa. The purpose of the study was to investigate the attitude of Adult Education learners towards implementation of Adult Education curriculum in kisumu west sub-county, kenya. The study was guided by Curriculum Implementation Theory (Gross et al., 1971) and adopted a descriptive survey design. The target population consisted of 123 learners drawn from six Adult Education centers with a sample of 92 respondents being selected using simple random, and stratified sampling techniques. Data were collected through four-point Likert-scale questionnaires. Instrument's validity was established through expert review while reliability was confirmed using the test-retest method (Spearman's rho = 0.709). Data were analyzed using descriptive statistics comprising frequencies, percentages, means, and standard deviations. Findings revealed an overall positive attitude toward curriculum implementation ( $m = 3.62$ ), demonstrating that learners widely perceive the curriculum as important, relevant, and beneficial to their personal and socio-economic development. High levels of intrinsic motivation, trust in instructional methods, and perceived relevance of subject content were reported. Majority of learners rejected negative statements regarding hesitation, irrelevance, and limited socio-economic returns, suggesting strong confidence in the program's ability to transform lives. The study also demonstrated that positive attitudes persisted despite competing family and work responsibilities, highlighting the mediating role of perceived curriculum relevance in sustaining learners' engagement. The study concludes that favorable learner attitudes significantly support effective curriculum implementation and may mitigate other barriers to participation. The findings have important implications for theory, policy, and practice, emphasizing the need for context-responsive, learner-centered curriculum implementation to sustain motivation, reduce attrition, and enhance the quality and impact of Adult and Continuing Education programs in Kenya.*

*Keywords: Socio-economic empowerment, curriculum implementation, intrinsic motivation*

## I. BACKGROUND OF THE STUDY

Adult Education is critical in empowering individuals with the knowledge, skills, and competencies. This is necessary to positively change their socio-economic status. The effectiveness of Adult Education curriculum implementation does not only depend on a well-designed

curriculum but also on the learners' attitudes toward the implementation of the same curricula. As Knowles, Holton, & Swanson, (2015) puts it, Adult Education learners' attitudes play a significant role in determining their level of engagement, motivation, persistence, and overall learning outcomes. Positive learner attitudes are associated with increased participation and commitment to learning activities,

while negative attitudes may hinder effective teaching and learning as well as completion of the program. Understanding how learners perceive and respond to curriculum implementation is therefore vital for improving teaching and learning practices, enhancing the relevance of Adult Education programs and achieving the overarching goals of Adult Education (Brookfield, 2013). This paper examines the attitudes of Adult Education learners toward Adult Education curriculum implementation, with a view to determine their perception of the program.

Determining adult learners' attitudes toward Adult Education curriculum implementation is important as adult learning is voluntary, self-directed, and closely linked to their immediate personal, social, and economic needs. According to andragogical principles, adults are more likely to engage meaningfully with learning experiences when they perceive the curriculum as relevant and responsive to their lived realities (Knowles et al., 2015). When learners hold favorable attitudes toward how the curriculum is implemented including teaching methods, learning materials, assessment practices, and instructional support they are more likely to apply acquired knowledge and skills in real-life contexts. Unfavorable attitudes on the other hand may lead to resistance, low attendance, limited participation and dropout, undermining the effectiveness of Adult Education programs.

Research suggests that adult learners' perceptions of curriculum implementation reflect the extent to which educational programs align with labor market demands, community development goals, and learners' expectations (UNESCO Institute for Lifelong Learning, 2022). In other contexts, Adult Education programs aim to address issues such as unemployment and poverty. If learners perceive curriculum implementation as not aligned to these realities, negative attitudes may exist, limiting the transformative potential of Adult Education. Therefore, assessing learners' attitudes provides valuable feedback to curriculum developers, educators, and policymakers for evidence-based curriculum review and improvement.

In addition, understanding learners' attitudes toward curriculum implementation is critical for promoting equity and inclusion in Adult Education. Adult learners often come from diverse backgrounds, including vulnerable groups, whose previous educational experiences were characterized by failure. Studies indicate that supportive instructional approaches and learner-centered curriculum implementation can foster positive attitudes, self-efficacy, and a sense of belonging among adult learners (Merriam & Bierema, 2014; Tett & Hamilton, 2019). By examining learner attitudes, educators can identify barriers to participation and learning, adapt pedagogical strategies, and create more inclusive learning environments that support lifelong learning.

Globally, attitude of learners toward Adult Education curriculum implementation have gained renewed significance. Adult Education is therefore recognized as a key driver for achieving Sustainable Development Goal 4, emphasizing inclusive and equitable quality education as well as lifelong learning opportunities for all (UNESCO, 2021). Positive learner attitudes enhance the effectiveness of Adult Education and sustainability while negative attitudes signal the need for change in curriculum design and delivery. This is likely to

indicate that adult learners' attitudes toward curriculum implementation is not only an academic exercise. It is also a strategy for strengthening Adult Education systems and maximizing contributions to individual and societal development.

Learner attitude is a central determinant of participation, engagement, and outcomes in Adult Education. Research on how adult learners perceive curriculum implementation remains limited, particularly in African contexts. Even though studies have linked positive attitudes to higher participation and persistence, most of them focus on enrollment decisions or learner satisfaction rather than their perceptions of curriculum relevance, instructional methods, and learning conditions. In Kenya, adult learners face unique socio-economic, cultural, and institutional challenges that may shape their attitudes toward how curricula are implemented. Lack of empirical evidence on these attitudes hampers efforts to design and implement responsive Adult Education programs that engage learners, reduce dropout, and achieve intended learning outcomes. Therefore, there is a need to investigate adult learners' attitudes toward curriculum implementation to inform policy, improve instructional practices, and enhance the quality and relevance of Adult and Continuing Education programs in Kenya. The purpose of the study was to examine the attitudes of adult learners toward the implementation of the Adult Education curriculum in Adult Education centers in Kisumu West Sub-County, Kenya while the objective was to determine adult learners' attitudes toward the implementation of the Adult Education curriculum.

## II. LITERATURE REVIEW

Literature consistently identify learner attitude as a central determinant of participation, engagement, persistence, and outcomes in Adult Education. Attitude includes beliefs, emotions, values, and behavioral predispositions that shape how adults perceive learning opportunities and respond to educational experiences (Cherry, 2019; Mensah et al., 2013). Just as Kotelnik, (2011) puts it, these dispositions are developed over time through experiences, socio-cultural influences, and prior interactions with educational systems, and they influence how adult learners interpret the relevance, quality, and usefulness of Adult Education curricula.

Empirical studies indicate that positive attitudes toward Adult Learning and Education (ALE) are strongly associated with higher levels of participation and continuous engagement. Adults who perceive education as meaningful, beneficial, and aligned with their personal or occupational goals are more likely to invest their effort and persistence in learning activities (Boeren, 2017; Lavrijsen & Nicaise, 2017). While this body of research provides a solid theoretical foundation for understanding the role of attitude in Adult Education participation, much of it focuses on participation decisions rather than learners' perceptions of how curricula are implemented. Moreover, most of studies conducted in European and North American contexts limits their applicability to African settings, where adult learners often face distinct socio-economic, institutional, and cultural realities.

Attitudes are particularly significant in Adult Education because they function as psychological readiness for action. Main (2014) described attitude as a predisposition preparing individuals to respond in a particular way, a view supported by other work linking attitudes to observable behaviors. Studies shown that cognitive and emotional components of attitude can predict engagement and persistence across learning contexts (Abun, 2017; Sen, 2013). These components influence learners' willingness to attend classes, participate actively, and persevere despite competing life demands (Agir, 2019; Das et al., 2014).

Research further argue that negative attitudes can act as barriers to Adult Education. Adults may develop unfavorable perceptions due to financial constraints, age-related self-doubt, previous negative schooling experiences, or perceptions of irrelevance (Roy & Kareem, 2016). Such attitudes are associated with lower enrollment, irregular attendance, and higher dropout rates (Burrus & Roberts, 2012; Stamouli, 2010; Stan et al., 2013). On the other hand, when learners' educational experiences align with or exceed their expectations, attitudes tend to improve, reinforcing engagement and satisfaction (Chang & Chang, 2012). However, satisfaction-focused studies, often conducted among traditional university students, do not fully realize the attitude relevant to Adult Education, such as perceptions of curriculum relevance, instructional methods, and resource adequacy.

Recent international studies underscore the emotional dimension of adult learners' attitudes. Kočvarová and Karger (2023) found that emotional associations such as feelings of comfort or anxiety were stronger predictors of participation in Adult Education and training than purely cognitive judgments of usefulness. Similarly, qualitative research from Sub-Saharan Africa illustrates how attitudes toward Adult Education curricula can change through experience. Getinet et al. (2022) documented shifts from skepticism to positive engagement among Ethiopian women adult learners as they recognized the practical relevance of curriculum content to their daily lives and aspirations. These findings highlight the changing nature of attitude and the central role of curriculum implementation in shaping learners' perceptions.

Other scholars have also linked positive attitudes toward Adult Education with broader outcomes such as well-being, self-efficacy, and life satisfaction with a recent review by Giossi et al. (2024) emphasizing that favorable attitudes toward lifelong learning are associated with social, emotional, and psychological benefits, which in turn reinforce sustained participation. Studies from different national contexts too report that even where other barriers exist, positive learner attitudes represent a critical resource for expanding Adult Education participation (Žemaitaitytė, 2022).

Overall, the literature affirms that adult learners' attitudes are complex, depend on context, and important in shaping how curricula are conceived by the learners. While a number of evidences link attitude to participation and persistence, there remains a gap in research focusing specifically on learners' attitudes toward Adult Education curriculum implementation, particularly in African contexts. Understanding how adult learners perceive curriculum relevance, instructional practices, and learning conditions is therefore essential for improving program quality and effectiveness. Understanding and

addressing learner attitudes through responsive curriculum implementation has the ability to enhance engagement, reduce attrition, and strengthen the transformative impact of Adult Education.

### III. RESEARCH METHODOLOGY

This study adopted a descriptive survey research design, which is appropriate for investigating learners' attitudes toward curriculum implementation because it allows for systematic description of participants' views without manipulating variables. Attitudes are internal psychological constructs encompassing beliefs, feelings, and behavioral predispositions, and are therefore best examined through structured self-reported measures that enable participants to convey their perceptions in a standardized format (Leeuw et al., 2019; International Journal of Research and Innovation in Social Science, 2023). By using a descriptive survey, the researcher was able to collect data across the sampled learners and draw meaningful conclusions about the nature of their attitudes toward the curriculum using as Likert-scale questionnaires. The design is particularly suitable where the objective is to describe the nature and direction of attitudes without manipulating variables, thereby allowing for an accurate portrayal of prevailing perceptions within the study population (Creswell, 2014). The target population comprised 123 Adult Education learners drawn from six Adult Education centers in Kisumu West Sub-County. A sample of 92 learners was selected with the sampling process incorporated simple random sampling and cluster sampling techniques to enhance representativeness and minimize sampling bias. Simple random sampling ensured that each learner had an equal and independent chance of selection to participate in the study while cluster sampling facilitated the inclusion of participants across the different centers. In addition, stratification was applied to address potential gender bias within the sample. As Mugenda & Mugenda (2010) puts it, the use of probability sampling techniques is widely recommended in survey research in order to improve representativeness and generalizability. Data were collected using a structured questionnaire containing attitude test items developed by the researcher. The instrument consisted of four-point Likert-scale items with response categories: Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA), scored from 1 to 4 respectively. The questionnaire was designed to capture the direction and strength of learners' attitudes toward curriculum implementation. Prior to data collection, ethical approval was obtained from the Maseno University Ethics Review Committee, and a research permit secured from the National Commission for Science, Technology and Innovation (NACOSTI). Informed consent was sought from all participants to ensure that their participation was voluntary and based on a clear understanding of the study's purpose. Confidentiality was strictly maintained by securing all research records and restricting access to the researcher only. Pseudonyms were used in reporting findings to protect participants' identities. Data collection was conducted by the researcher and respondents who experienced difficulty in reading or understanding instructions were assisted strictly for

clarification purposes without influencing their responses. All information provided was treated as private and used solely for research purposes.

Validity refers to the extent to which an instrument measures what it purports to measure (Orodho, 2009). To ensure validity, the research instruments were subjected to expert evaluation. Content validity was established through experts' review, assessing the relevance, clarity, and adequacy of the items in representing the construct of learners' attitudes. Construct validity was enhanced by formulating clear and unambiguous items aligned with the study objectives. Feedback from supervisors was incorporated to refine the questionnaire and improve clarity. Reliability concerns the consistency and stability of a measurement instrument (Creswell, 2011). According to Mugenda and Mugenda (2010), reliability refers to the degree to which a test consistently measures what it is intended to measure. The reliability of the questionnaire was assessed using the test-retest technique. The instrument was administered twice to the same respondents at a two-week interval, and the two sets of scores were correlated using Spearman's Rank Order Correlation to determine the stability of responses over time. The reliability coefficient obtained was 0.709, indicating an acceptable level of internal consistency for the study.

Data analysis was conducted using descriptive statistics consistent with the descriptive survey design. Responses to the attitude scale were coded numerically, with positively worded items scored as 1 for Strongly Disagree, 2 for Disagree, 3 for Agree, and 4 for Strongly Agree. Negatively worded items were reverse-scored to maintain consistency in interpretation. Frequencies, percentages, and mean scores were computed to summarize learners' attitudes toward curriculum implementation. Mean scores below three were interpreted as indicating a negative attitude, whereas mean scores above three were considered to reflect a positive attitude. This analytical approach enabled a systematic and objective interpretation of the overall direction and strength of learners' attitudes.

#### IV. RESULTS AND DISCUSSIONS

This section reports the findings of the study and discusses them in light of the objective of examining learners' attitudes toward Adult Education curriculum implementation. It is notable that all the items in Table 1.2 were used to measure attitude because of its multidimensional nature, comprising cognitive (beliefs), affective (feelings), and behavioral (action tendencies) components. Contemporary research on attitudes often draws on the tripartite model, which views attitudes as interrelated cognitive, affective, and behavioral components that together capture how individuals evaluate and respond to phenomena such as educational programs and learning environments (Okoye et al., 2024). Recent empirical studies employing this framework show that learners' beliefs and emotional responses are both important predictors of their behavioral intentions and actions in the context of educational engagement. Therefore, the inclusion of items reflecting benefits, emotional dispositions, and participation tendencies was considered appropriate for

measuring learners' attitudes toward Adult Education curriculum implementation.

S/N O	Statements	Responses. Frequency And percentages (%)				Mean	STD
		SD	D	A	SA		
1	Adult Education curriculum implementation is of great importance to me.	1 (1.1)	2 (2.2)	10 (10.9)	79 (85.8)	3.82	0.2
2	I am self-motivated to participate in Adult Education curriculum implementation	2 (2.2)	3 (3.3)	16 (17.4)	71 (77.2)	3.70	0.08
3	I am rather hesitant to participate in Adult Education classes.	61 (66.3)	13 (14.1)	5 (5.4)	13 (14.1)	3.33	0.29
4	Adult Education curriculum implementation improves my knowledge and skills.	4 (4.3)	2 (2.2)	11 (12.0)	75 (81.5)	3.71	0.09
5	I attend all adult education lessons despite having other responsibilities.	4 (4.3)	6 (6.5)	7 (7.6)	75 (81.5)	3.66	0.04
6	The subjects taught in Adult Education are beneficial to me.	2 (2.2)	3 (3.3)	11 (12.0)	76 (82.6)	3.75	0.13
7	I cannot improve my income status by participating in adult education curriculum implementation	65 (68.5)	9 (9.8)	7 (7.6)	13 (14.1)	3.41	0.21
8	Adult Education curriculum implementation is important to all people.	4 (4.3)	4 (4.3)	4 (4.3)	80 (87.0)	3.74	0.12
9	I can leave other responsibilities to attend Adult Education classes.	4 (4.3)	3 (3.3)	14 (15.2)	71 (77.2)	3.65	0.03
10	Adult Education curriculum implementation is not a better chance for improving my social status.	66 (71.7)	7 (7.6)	6 (6.5)	13 (14.1)	3.37	0.25
11	I trust in how we are taught in Adult Education classes.	1 (1.1)	2 (2.2)	10 (10.9)	79 (85.9)	3.82	0.2
12	I am motivated to attend every class organized in Adult Education center.	3 (3.3)	4 (4.3)	12 (13.0)	73 (79.3)	3.68	0.06

13	How we are taught is not of immediate relevance to me.	70 (76.1)	3 (3.3)	3 (3.3)	16 (17.4)	3.38	0.24
Overall Mean						3.62	

Table 1.2: Attitude of Adult Education learners toward curriculum implementation

The findings presented in Table 1.2 indicate that Adult Education (AE) learners generally demonstrate a positive attitude toward curriculum implementation. This is reflected in the overall mean score of 3.62, which is actually above the midpoint of the scale and suggests that most learners regard Adult Education as important, relevant, and beneficial to their personal and socio-economic development. The standard deviation values ranging from 0.03 to 0.29 further indicate a relatively small spread of responses, showing a strong level of consensus among the respondents regarding their attitudes toward curriculum implementation. Positive learner attitudes are important in Adult Education contexts since participation is always voluntary and influenced by internal motivation and value attached to learning (Knowles, Holton, & Swanson, 2015).

The highest rated responses relate to learners' attitude toward the importance of Adult Education and their trust in the instruction. Majority of respondents strongly agreed that Adult Education curriculum implementation is of great importance to them (85.8%,  $m = 3.82$ ,  $SD = 0.20$ ). Similarly, 85.9% strongly agreed that they trust how they are taught in Adult Education classes ( $m = 3.82$ ,  $SD = 0.20$ ). These results therefore suggest that learners have a positive disposition toward both the curriculum and the instructional methods used for implementation. Trust in instructional approaches is a crucial component of adult learning because adults are more likely to participate actively when teaching strategies respect their experiences and align with their practical needs and expectations. Brookfield (2013) emphasizes that adult learners become more engaged when teaching methods are participatory, respectful, and are connected to their real-life situations. On the same note, Merriam and Bierema (2014) argue that learners' trust in teaching approaches enhances persistence and commitment in adult learning programs.

The findings further reveal positive attitudes toward the outcomes associated with Adult Education curriculum implementation. A larger proportion of learners strongly agreed that Adult Education improves their knowledge and skills (81.5%,  $m = 3.71$ ,  $SD = 0.09$ ). Likewise, 82.6% strongly agreed that the subjects taught in Adult Education are beneficial to them ( $m = 3.75$ ,  $SD = 0.13$ ). These responses indicate that learners hold favorable attitudes toward the curriculum content. Adult learning theory emphasizes that adults are typically problem-centered and motivated by learning that has immediate application to their personal or professional circumstances (Knowles et al., 2015). Supporting this view, Getinet et al. (2022) found that adult learners tend to develop positive attitudes toward education when the curriculum addresses real-life challenges such as income generation, literacy development, and community engagement. Similarly, Rogers (2014) note that relevance of learning content is a central factor in sustaining adult learners' participation and motivation.

The study also showed high levels of intrinsic motivation among learners to participate in Adult Education curriculum implementation. Majority of respondents strongly agreed that they are self-motivated to participate in Adult Education curriculum implementation (77.2%,  $m = 3.70$ ,  $SD = 0.08$ ), while 79.3% strongly agreed that they are motivated to attend every class organized in the Adult Education center ( $m = 3.68$ ,  $SD = 0.06$ ). These findings demonstrate that learners possess a strong internal drive to engage in teaching and learning activities. Motivation is widely recognized as a significant predictor of adult learner participation and persistence in the literacy program. Boeren (2017) explains that positive attitudes toward learning often translate into engagement in educational programs. Lavrijsen and Nicaise (2017) similarly pointed out that favorable learner attitudes influence participation in lifelong learning activities across different socio-economic contexts.

In addition, learners indicated willingness to prioritize Adult Education despite other responsibilities. A considerable proportion of respondents strongly agreed that they attend Adult Education lessons despite having other responsibilities (81.5%,  $m = 3.66$ ,  $SD = 0.04$ ) and 77.2% agreed that they can leave other responsibilities to attend classes ( $m = 3.65$ ,  $SD = 0.03$ ). These findings are particularly significant in Adult Education contexts as work obligations, family duties, and other social responsibilities frequently limit participation in educational activities. Burrus and Roberts (2012) observed that adult learners often struggle to balance educational participation with competing responsibilities. However, the current findings suggest that when learners hold positive attitudes toward education, they are more willing to allocate time and effort to participate despite such challenges. Desjardins (2017) similarly argued that strong positive attitudes and learning experiences can motivate adults to overcome structural barriers to participation.

Learners also expressed strong agreement that Adult Education curriculum implementation is important for society as a whole. 87.0% strongly agreed that Adult Education curriculum implementation is important to all people ( $m = 3.74$ ,  $SD = 0.12$ ). This finding indicates that learners hold positive attitudes not only toward personal benefits but also toward the broader societal value of Adult Education. Adult Education has long been known as a powerful tool for promoting social inclusion, civic participation, and community development. The UNESCO (2022) Global Report on Adult Learning and Education highlights the role of Adult Education in empowering individuals and strengthening social cohesion through lifelong learning opportunities.

The items with relatively lower mean scores largely correspond to negatively worded statements, indicating that learners generally rejected unfavorable attitudes toward Adult Education curriculum implementation. For instance, 66.3% of respondents strongly disagreed with the statement that they are hesitant to participate in Adult Education classes ( $m = 3.33$ ,  $SD = 0.29$ ). This response suggests that hesitation toward participation is not common among the learners, reinforcing earlier findings indicating strong motivation and commitment to the program.

Similarly, a large proportion of respondents rejected the claim that Adult Education does not contribute to economic

improvement. Specifically, 68.5% strongly disagreed with the statement that they cannot improve their income status through participation in Adult Education curriculum implementation ( $m = 3.41$ ,  $SD = 0.21$ ). This indicates that learners hold positive attitudes toward the economic value of Adult Education. McGrath (2018) supports this view noting that adult education programs provide learners with practical skills and knowledge that enhance employability and income-generating opportunities.

Learners also rejected the notion that Adult Education cannot improve their social status. The findings show that 71.7% strongly disagreed with the statement that Adult Education is not a better chance for improving their social status ( $m = 3.37$ ,  $SD = 0.25$ ). This response suggests that learners hold favorable attitudes toward the social mobility potential associated with Adult Education. Rogers (2014) similarly found that adult learning programs can contribute to increased self-confidence, community recognition, and greater participation in social and civic activities.

Furthermore, the majority of learners rejected the claim that instructional methods are irrelevant to their needs. The results indicate that 76.1% strongly disagreed with the statement that how they are taught is not of immediate relevance to them ( $m = 3.38$ ,  $SD = 0.24$ ). This finding reinforces earlier responses indicating strong positive attitudes toward instructional methods. According to Wlodkowski (2017), relevance is a central motivational factor in adult learning, as adults tend to engage more actively when learning experiences are directly connected to their immediate needs and life circumstances.

While the findings generally reveal positive attitudes toward Adult Education curriculum implementation, they contrast with some earlier studies that reported less favorable attitudes among adult learners. For instance, Roy and Kareem (2016) noted that some adult learners expressed negative attitudes toward Adult Education due to doubts about its economic benefits and the time required to participate. Similarly, Stamouli (2010) reported that adult learners sometimes view Adult Education programs less favorably due to competing responsibilities and limited immediate returns. The differences between those studies and the current findings may be attributed to contextual factors such as curriculum relevance, local socio-economic conditions, and the responsiveness of Adult Education programs to the specific needs of learners.

The findings generally demonstrate that Adult Education learners possess positive attitudes toward curriculum implementation, as evidenced by the high mean scores across most items and the high percentages of agreement. These positive attitudes are likely to be driven by learners' recognition of the value of Adult Education, trust in instructional processes, and strong intrinsic motivation to participate. The results also suggest that positive attitudes can help mitigate the impact of barriers such as work and family responsibilities. By demonstrating these findings within a Kenyan context, the study contributes to the broader discourse on Adult Education by showing that when curricula are relevant, practical, and effectively implemented, adult learners are highly motivated to participate and persist in learning programs despite socio-economic challenges.

## V. CONCLUSION

The findings of this study reveal that Adult Education learners generally possess a positive attitude toward curriculum implementation, as reflected in the overall mean score of 3.62. The results indicate that learners perceive Adult Education as important, relevant, and beneficial to their personal and socio-economic development. High levels of agreement were observed in statements relating to the importance of Adult Education curriculum implementation (85.8%,  $m = 3.82$ ,  $SD = 0.20$ ) and trust in instructional methods (85.9%,  $m = 3.82$ ,  $SD = 0.20$ ). Learners also demonstrated strong intrinsic motivation to participate, with 77.2% indicating self-motivation ( $m = 3.70$ ,  $SD = 0.08$ ) and 79.3% expressing motivation to attend classes regularly ( $m = 3.68$ ,  $SD = 0.06$ ). Additionally, most respondents acknowledged the benefits of the curriculum in improving knowledge and skills (81.5%,  $m = 3.71$ ,  $SD = 0.09$ ) and the usefulness of the subjects taught (82.6%,  $m = 3.75$ ,  $SD = 0.13$ ).

The relatively lower mean scores for negatively worded statements indicate that learners rejected unfavorable perceptions about Adult Education. The majority disagreed that they were hesitant to participate (66.3% strongly disagreed,  $m = 3.33$ ,  $SD = 0.29$ ) and rejected the notion that Adult Education cannot improve income (68.5% strongly disagreed,  $m = 3.41$ ,  $SD = 0.21$ ) or social status (71.7% strongly disagreed,  $m = 3.37$ ,  $SD = 0.25$ ). Overall, the findings suggest that positive learner attitudes play a critical role in encouraging participation, persistence, and perceived benefits of Adult Education programs.

## VI. IMPLICATIONS FOR THEORY, POLICY, AND PRACTICE

The findings reinforce key principles of adult learning theory, particularly the assumption that adult learners are motivated when learning is relevant to their needs and experiences. The positive attitudes toward curriculum implementation support the andragogical perspective that adults are self-directed learners who value practical and problem-centered learning. These results therefore contribute to theoretical discussions by highlighting the importance of curriculum relevance and effective instructional practices in shaping adult learners' attitudes and engagement.

From a policy perspective, the findings emphasize the need for policies that support contextually relevant and practically oriented Adult Education curricula. Policymakers should prioritize curriculum designs that address learners' socio-economic needs and also strengthening facilitator training to improve the quality of instructional delivery. Additionally, policies that promote flexible learning opportunities can help adult learners balance education with work and family responsibilities.

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