

**APPLICATION OF ADULT LEARNING PRINCIPLES BY DISTRICT ELECTION
TRAINERS IN SELECTED CONSTITUENCIES OF LUSAKA DISTRICT**

BY

EZINALA PHIRI NGWATA

**A dissertation submitted to the University of Zambia in partial fulfilment of the
requirements of the degree of master of education in adult education.**

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DECLARATION

I, **Ezinala Phiri Ngwata**, do hereby declare that, “**Application of Adult Learning Principles by District Election Trainers in Selected Constituencies of Lusaka District,**” was achieved through personal reading and scientific research. It represents my own work and has not in part or in whole been presented as material for the award of any degree at this or any other University before. Where other people’s works have been cited, acknowledgement has been made by use of complete reference.

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APPROVAL

The University of Zambia approved this dissertation by Ezinala Phiri Ngwata as partial fulfilment of the requirement for the award of the degree of Master of Education in Adult Education. It is submitted with approval by the Examiners and with full consent from the Supervisor.

Examiner 1	Signature	Date
.....

Examiner 2	Signature	Date
.....

Examiner 3	Signature	Date
.....

Chairperson/ Board of Examiners	Signature	Date
.....

Supervisor	Signature	Date
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DEDICATION

I dedicate this work to my mothers (Hlupekile Hhlane and Eness Mtonga) and all my siblings.

ABSTRACT

The purpose of this study was to explore the application of adult learning principles by District Election Trainers in selected Constituencies of Lusaka District. The study was guided by the following objectives : (i) to describe how District Election Trainers apply adult learning principles when training poll staff. (ii) to identify challenges faced by District Election Trainers in the application of adult learning principles when training poll staff, and (iii) to explore District Election Trainers suggested possible solutions on how adult learning principles can be applied when training poll staff. The study employed a case study design with a qualitative approach. The study population comprised all District Election Trainers who participated in the 2016 election training in Lusaka District whose number was 180. Purposive sampling was used to select 45 District Election Trainers from the four selected constituencies of Lusaka District. A semi-structured interview guide and a questionnaire were used to collect data. Findings showed that District Election Trainers applied adult learning principles ; by allowing poll staff to talk about their experiences with elections, by using proper language when addressing poll staff, by making poll staff participate in the training. The findings further showed how role plays were utilised in the training to depict real life situations. However, District Election Trainers were unable to effectively apply the principles due to: the large number of poll staff they had to train, limited time allocated to the training, and Some District Election Trainers did not know much about adult learning principles later on how to apply them when training poll staff. The respondents therefore, suggested that by recruiting more District Election Trainers, extending the training period and introducing workshops where they could be taught on the principles would help them apply the adult learning principles better when training poll staff and enhance the training. Thus, the study recommended that the Electoral Commission of Zambia should introduce workshops or seminars, where District Election Trainers can be taught on adult learning principles comprehensively. The study also recommended that the government should consider allocating more money in election training so that the commission could recruit more District Election Trainers to make training the numbers of poll staff manageable.

Key words: *District election trainer, application, adult learning principles and poll staff.*

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ACRONYMS AND ABBREVIATIONS

DETs	District Election Trainers
ECZ	Electoral Commission of Zambia
MMD	Movement for Multi-Party Democracy
SDL	Self-directed Learning
UNIP	United National Independence Party

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CHAPTER ONE: INTRODUCTION

1.1. Overview

This chapter provides background information to the study entitled, “**Application of Adult Learning Principles by District Election Trainers in Selected Constituencies of Lusaka District.**” It goes further to highlight the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, theoretical framework, limitations of the study, operational definitions of terms and it finally gives a summary of the chapter.

1.2. Background of the Study

Kasonde-Ng’andu (2013) defines background of the study as a component which helps to clarify what has brought about the need for the study and demonstrates the researchers’ view of the research problem. It also helps the readers know the setting or position the study is likely to take. It was on this basis that the background to this study was formulated.

It was not until the early 20th century that learning in adulthood was systematically studied by behavioural and cognitive scientists who were most interested in memory, intelligence, information processing, and in particular, how age impacted these processes (Merriam, 2017). It was these early studies which spawned different theoretical approaches to learning and adult learning, approaches in particular. The three major “foundational” theories of adult learning that emerged during this time included: Andragogy, Self-directed Learning (SDL), and Transformative Learning, which are firmly lodged in the humanistic learning theory. Each theory or framework is associated with an adult educator who wanted to define what is characteristic of the learning of adults versus that of children.

One influential adult educator of the 20th century is Malcolm Knowles, who is well known for popularising the Andragogy theory in the 1960s. Knowles (1970) builds on ideas by Lindeman (1926) from his work titled, “The Meaning of adult Education” and states how adult learners differ from children on how they learn. For example Knowles reveals that while adult learners are self-directed individuals, childrens’ learning is directed by the teacher. The teacher assumes

responsibility for making decisions about what will be learned, how it will be taught and evaluated (Conner, 2015). Secondly, while adults have much experience where their learning can be drawn from, children have no or little personal experience by default. Their lack of experience makes it impossible for their experience to serve as a learning resource but can only be used to build upon. Furthermore, adults prefer learning that is practical and can be applied immediately because such learning helps them solve personal challenges (problem- centred learning). Whereas for children, their learning is usually subject centred and in most cases it is not applicable immediately but can be used in the future (Knowles, 1970).

Knowles distinction of how adults learn as opposed to children shows that adults learn best when they feel respected, supported, accepted, encouraged to learn and when they are treated as capable adults. Several scholars amongst them Freire (1970), Mezirow (1981), Kolb (1984), and Knowles (1990), explained different aspects relevant to teaching adults. Freire (1970) suggested having an environment of open dialogue promoting problem- posing and problem-solving opportunities where adults become actively engaged, asking questions, analyzing, and developing strategies for transformation and learning. Mezirow (1981) as cited in Merriam (2017) on the other hand presented transformational learning as the process by which people redefine frames of reference taken for granted, such as schemes, habits of mind, or mind-sets; as a result, a change of beliefs or attitudes modifies their perspective. Transformative learning focuses on the cognitive process of meaning making. This type of learning is considered an adult learning theory because it is dependent on adult life experiences and a more mature level of cognitive functioning than found in childhood. Mezirow (1978) used this theory to study the experiences of women returning to college.

Learning, being a continuous process which is grounded in experience and depends on the learner's willingness to face and resolve intellectual conflict, is the process of creating knowledge. Kolb (1984) agrees with this assertion as he explains that learning situations need to be a combination of the adults' experience, perception, cognition, and behaviour. Furthermore, Knowles (1990) suggests that adults become more self-directed as they mature and are self-motivated to learn; they want learning to be purposeful, practical, relevant, and immediately applicable. The impetus for self-directed learning (SDL) becoming a major theory of its own

came from Tough's (1971) research into the self-planned learning projects of Canadian adult learners. The key to understanding SDL is to recognize that it does not mean sitting in a room alone and learning something; rather it is all about the learner taking control of her or his own learning. A self-directed learner wanting to learn something could decide, for example, that she or he wants to take a class, find a mentor, or join an online discussion group. Therefore, self-directed learning can be found throughout the contexts of adult life, including the workplace, continuing professional education, health and medical fields and higher education (Merriam and Bierema, 2014).

The difference of how adults learn as opposed to children implies that adult educators cannot make assumptions that they would make in instances where children are learners. Chen (2015) attests to the fact that the current kind of teaching does not match the adult learning needs because the academic structure is designed in such a way that it focuses on transmission based pedagogy or science of teaching children. Therefore, it is important that adult educators (trainers, teachers, facilitators and coaches) know how adults learn best so as to create training experiences that will enhance the learning of participants. One way of training or teaching adults better is by applying adult learning principles to adult learning environments.

Adult learning principles are simply rules or basic ideas on how adults learn best. These are inclusive of self-directedness, respect for self-worth, adult learners experience, collaborativeness, critical reflection, adults are practical, purposeful learning and adults prefer learning that is problem centred rather than content oriented (The adult learning principles are discussed in detail in chapter two). The use of adult learning principles in the teaching or training of adult learners has proved to yield great and positive results when applied to adult learning (Lieb, 1991; Jerram, 2002). Adult learners' satisfaction has been noticed to increase when the learning process and environments meet their expectations and results in greater outcomes. However, it is not all adult educators (Deville, 2012; Haluyasa, 2018) that are aware that adults have different needs and ought to be trained differently as opposed to children. That is why it is important that adult educators develop the best methods and strategies on how to teach or train adults. District Election Trainers being adult educators have not been exempted from the use of adult learning principles, because they train poll staff who are adults for elections.

During an election year, Zambia, through The Electoral Commission of Zambia (ECZ) as commanded by The Electoral Act (2006), employs District Election Trainers on a temporal basis (The Electoral Commission of Zambia, 2016). The selected District Election Trainers are subjected to intensive training on the electoral process. At the end of the training, the District Election Trainers are examined by being given an assessment test so as to gauge if they have understood the training. A pass mark is given and those who pass the cut-off point are then recruited to train poll staff for elections.

1.3. Statement of the Problem

Despite District Election Trainers undergoing training so that they can adequately train poll staff for elections, it is not known whether or not they apply adult learning principles during training. The question that rises therefore, is ‘How do District Election trainers apply adult learning principles when training poll staff for elections considering that they train adults?’ Thus, it was exigent that this research be carried out because if District Election Trainers do not train poll staff the way that adults ought to be trained and treated, then it becomes difficult for poll staff to experience greater success in the training. This in the end may result in poll staff not conducting elections appropriately when in the field.

1.4. Purpose of the Study

The research purpose is a statement of ‘why’ the study is being conducted. The goal of the study might be to explain or predict a situation that indicates the type of study to be conducted (Beckingham, 1974). Thus, the purpose for this study was to explore the application of adult learning principles by District Election Trainers when training poll staff for elections in selected constituencies of Lusaka District.

1.5. Objectives of the Study

According to Kombo and Tromp, (2006, p.38), ‘‘Objectives are intentions or purposes stated in specific and measurable terms, which provide opportunities for evaluating the end results. This study was therefore guided by the following objectives:

- i. to describe how District Election Trainers apply adult learning principles when training poll staff ;
- ii. to identify the challenges faced by District Election Trainers in the application of adult learning principles when training poll staff ; and
- iii. to explore District Election Trainers suggested possible solutions on how adult learning principles can be applied when training poll staff.

1.6. Research Questions

Research questions are used to guide the research process by addressing the variables of the study. They basically help identify the phenomenon to be studied (Kasonde-Ng'andu, 2013). Therefore this study attempted to respond to the following questions:

- i. How do District election trainers apply adult learning principles when training poll staff?
- ii. What challenges do District Election Trainers face in the application of adult learning principles when training poll staff? and ;
- iii. How can District Election trainers apply adult learning principles when training poll staff?

1.7. Significance of the Study

Studies are important because they contribute to existing research, benefit participants, contribute to practice and generate new theory (Calabrese, 2009). Therefore, this being the first study in Zambia to focus explicitly on the application of adult learning principles in election training, it is hoped that the findings of the study may help;

- i) The Electoral Commission of Zambia (ECZ) be made aware of how District Election Trainers train poll staff for elections considering that poll staff are adults who have unique learning needs. By being aware, the ECZ may then gain an insight into how best they can plan and implement their training programmes and where possible make amends in the way District Election Trainers train poll staff for elections.

- ii) Other government bodies and Non-governmental Organisations (NGOs) learn and know how to train adults effectively by utilising adult learning principles to enhance training in different training environments.
- iii) District Election Trainers train poll staff effectively by applying adult learning principles during the training so as to have poll staff who are adequately prepared to handle the different kinds of electorates during elections.
- iv) Act as reference material for future researchers intending to conduct similar researches there by adding to the already existing literature in adult education.

1.8. Delimitation of the Study

According to Heppner and Heppner (2004), delimitation is the scope of the study that is chosen by the researcher. They are factors that affect the study over which the researcher generally does have some degree of control. This study was limited to Lusaka District which is amongst the eight (8) Districts of Lusaka Province of Zambia. The District is divided into seven (7) constituencies namely: Kanyama, Chawama, Munali, Mandevu, Kabwata, Lusaka Central and Matero (CSO, 2010). The constituencies are further divided into wards (CSO, 2010) so as to make voting easy and accessible for all eligible voters in the District. This study was limited to Lusaka District only because that is where The Electoral Commission of Zambia headquarters is situated and it would be easy to access information which was needed for the research.

1.9. Theoretical Framework

The theoretical framework attempts to clarify why things are the way they are based on theories. The theory basically identifies the starting point of a research problem and establishes the vision to which the problem is directed (Msabila and Nalaili, 2013). This study was guided by the Andragogy theory also known as Adult learning theory which was popularised by Malcolm Knowles in 1968. According to Knowles (1984), Andragogy is the art and science of adult learning, thus, Andragogy refers to any form of adult learning (Keasley, 2010). The theory has conveniently encapsulated the distinction between adult and adolescent education in contrast between 'Andragogy' and 'Pedagogy' respectively (Knowles, 1970, 1984). Brookfield (1986, p.

91) described Andragogy as the 'single most popular idea in the education and training of adults'. The theory simply proposes that the learning approach should not be instructive, it should rather be problem-based and two-way and that the teacher-learner relationship should be egalitarian (Fidishun, 2000). The Andragogy theory encompasses adult learning assumptions which include; self-concept, adult learners' experiences, readiness to learn, orientation to learn and motivation to learn (Knowles, 1984). The assumptions are discussed in detail below:

1.9.1. Self-Concept

It is a well-known fact that unlike children, adults want to drive their own learning. The opposite is the situation with children who depend upon an instructor for their learning (Smith, 2010). In pedagogy the teacher assumes full responsibility of what is to be taught and how it should be taught, and evaluates the learning. Knowles (1984) believed that as a person matures, his or her self- concept moves from one of being a dependent personality towards one of being a self-directed human being. Thus, adult learners thrive best when the learning experience allows them some self-direction. They blossom during educational opportunities that respond to them as individuals with unique needs and interests (Lieb, 1991).

1.9.2. Adult Learners' Experience

While children are said to be blank slates that come to the learning environment with minimal or no experience, adults come to the learning environment with experience and knowledge acquired from their previous engagements. Knowles (1984) believed that adult learners experience was of great importance in identifying an adult learner, in that as a person matures he or she accumulates a growing reservoir of experience that becomes an increasing resource for learning. Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge or experience base. That is why the "on the job" experiences of the adult learner are important learning tools. Lieb (1991) adds that adult learners need opportunities' to reflect upon their current practice, relate new ideas to past experiences, tell colleagues about their experiences, and listen to the stories of others. That is why experience is of great value to adults learning.

1.9.3. Readiness to Learn

As earlier alluded to, when adults come to the learning environment, they know what they want to achieve at the end of the course or training and it has to have some immediate application to their lives. Knowles (1984) believed that as a person matures his or her readiness to learn becomes oriented increasingly to the developmental tasks of their social roles. That ones' line perspective changes from one postponed application of knowledge to immediacy of application. Adult learners have specific goals in mind when they pursue learning opportunities and they are relevancy-oriented. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. This means also that theories and concepts must be related to a setting familiar to them as adults (Lieb, 1991).

1.9.4. Orientation to Learning

Knowles (1984) believed that as a person matures, his or her time perspective changes from one of postponed application of knowledge to immediacy of application. Accordingly their orientation towards learning shifts from one of subject-centeredness to one of problem centeredness. Simply put, adult learners are practical, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Also because they have a time frame concerning their learning, they may not want to waste time on lessons that will not add value to their lives.

1.9.5. Motivation to Learn

Adults differ from children in that while their learning is due to external pressure like competing for grades and fear of failure, adults' motivation to learn is internal (Knowles, 1984). When adults enrol in a course, they usually know what goal they want to attain (goal-oriented). They therefore, appreciate an educational program that is organized and has clearly defined elements (Lieb, 1991).When faced with educators or facilitators who don't put objectives or lessons in order or come to the learning environment late, adults easily get frustrated and are likely to drop out of the lessons.

When the Andragogy theory is applied correctly to adult learning, it is likely to yield positive results. Most adult educators who use the principles of Andragogy become the best facilitators, coaches and teachers. As Lieb (1991) opined that perceiving the best method through which the adult can learn forms the basis of being a successful coach.

The Andragogy theory is appropriate for this study because it explains vividly how adults learn and ought to be trained or treated as opposed to children. This theory will also help the researcher establish whether District Election Trainers train poll staff correctly with regards to the use of adult learning principles. This is of importance because if District Election Trainers make use of the tenets of the Andragogy theory correctly, they would be able to train poll staff effectively. In turn, when poll staff go into the field to conduct elections, they would be able to use the principles of the theory effectively to real life situations with the electorates. Furthermore, the use of this theory by DETs when training poll staff would help poll staff not only memorize the electoral process for the sake of elections, but that what they learn during elections could also be used in other areas of their lives. For example, they could use these principles in the community and at their work places because these are places where they mingle with adults. Lastly, the theory will also guide the researcher focus on specific data to be collected which is relevant to the study. After data is collected and interpreted, this framework will be used as a mirror to check whether or not the findings agree with the assumptions of the theory.

1.10. Limitations of the Study

Limitations in research are potential weaknesses or problems which are identified by the researcher (Creswell, 2005, p.198). This study experienced several limitations which included the following:

- i) Since the study was conducted in Lusaka District, the findings could not be generalised to other districts of Zambia. However, by using critical case purposive sampling, there was a higher probability that the outcomes from the study could be similar to other districts in the country ;
- ii) It was difficult to get hold of some of the District Election trainers (DET's) because they are temporarily employed by the Electoral Commission of Zambia during the year when

elections are held and not retained. Thus, the researcher made use of questionnaires with open ended questions which were emailed to the DETs who had then relocated to other parts of the country , and ;

iii) Elections being a sensitive issue, some DETs did not show willingness to be interviewed, while for others they did not give detailed answers to the questions they were asked. The researcher, therefore, had to comprehensively assure the District Election Trainers of the anonymity of their identities and that the information was strictly for academic purposes.

1.11. Operational Definition of Key Terms

This study will give definitions of key terms that may otherwise not be dictionary definitions. The definitions used will be tailored for this study. The following are the terms:

Adult learning principles:	rules or basic ideas that explain how adults learn best.
Adult learning:	all forms of learning undertaken by adults after having left initial education which results in the acquisition of new knowledge and skills.
Adult:	a person who is mature fully developed and has reached the age when they are responsible for their actions.
Andragogy:	a theory that elaborates how adults learn as opposed to children.
Application:	the actual use of an idea, belief or method as opposed to theories relating to it.
District Election Trainer:	a person who is employed on a temporally basis by The Electoral Commission of Zambia (ECZ) to train poll staff in preparation for elections in a specific district.
Election:	an act in which people cast their vote in a formal decision making process to choose an individual into a public office.

Poll staff: people who are in charge of conducting elections on the actual Election Day and these include: the Presiding Officers or Assistant Presiding Officers, Polling Assistants, Ushers and Uniformed Officer.

Training: the action of teaching a person a specific skill.

1.12. Organisation of the Dissertation

Chapter one provides the background to the study entitled, “**Application of Adult Learning Principles by District Election Trainers in selected Constituencies of Lusaka District.**” It presents the problem that the study addressed and the purpose as to why the study was carried out. It further highlights the objectives, research questions, significance of the study, delimitation, theoretical framework, limitations and operational definition of terms. It also discusses how the dissertation is organised and then finally the summary of the chapter is made.

Chapter two discusses literature under several themes which include: historical overview of elections in Zambia, the mandate of The Electoral Commission of Zambia (ECZ), and training. The chapter continues with an in-depth discussion on adult learning principles. It then goes further reviewing literature according to the study objectives and makes a justification as to why this particular study was carried out according to the gaps in the literature. Lastly a summary of the chapter is made.

Chapter three presents the methodology that was used by the study. It shows the philosophical framework, the research design that the study adopted, the population, the sample size, data collection instruments and procedures, data analysis and reflections on ethical issues. The chapter also justifies the reason for choosing the preferred methods. It then ends with a summary.

Chapter four presents the findings of the study. These are presented according to the research questions that the study meant to answer. This chapter is also characterised by the use of the verbatim to show the authenticity of the data presented. A summary of the chapter is drawn at the end.

Chapter five discusses the findings according to the objectives of the study. The findings are presented in relation to the theoretical framework discussed in chapter one and the literature reviewed in chapter two. Lastly the chapter presents implications for future research for the study which is followed by a summary of the chapter.

Chapter six gives a summary of the whole study and also makes recommendations. It is preceded by references and appendices.

1.13. Summary of Chapter One

This chapter presented background information for this study. It showed what the problem was for the study. It further indicated the purpose for conducting the study, the research objectives and the research questions. It also presented the significance of the study, its delimitation as well as its limitations. It discussed theoretical underpinnings and explained why the Andragogical theory is preferred for this study. Then, it defined the key terms that were used in the dissertation. Lastly, it explained how the dissertation was organised.

The chapter which follows presents relevant literature review to the study.

CHAPTER TWO: LITERATURE REVIEW

2.1. Overview

The purpose of literature review is to create familiarity with current thinking and research on a particular topic, so as to justify the need for more research into a previously overlooked or understudied area (Troyka, 2002). Borg and Gall (1989) add by stating that literature review is meant to give the reader an understanding of the previous work that has been done in the area of the thesis so that he or she will understand the thesis and will be able to fit its findings into an overall picture. Thus, this chapter reviews literature under several themes which include; the historical overview of elections in Zambia; mandate of The Electoral Commission of Zambia (ECZ) in relation to elections; training; and adult learning principles. Further, the chapter reviews literature in accordance with the study objectives as themes. Then finally a summary of the chapter is made.

2.2. A brief historical overview of elections in Zambia

The Republic of Zambia, formerly known as Northern Rhodesia, gained independence in 1964. She has a history of closely contested, yet largely peaceful elections. In 1972, she was declared a one party-state, with the ruling United National Independence Party (UNIP) as the only legal party led by President Kenneth Kaunda (Commonwealth, 2016). In 1991, a multi-party constitution was adopted, with the Movement for Multiparty Democracy (MMD) winning the first multi-party elections in 23 years. Since then, she has held five general elections in 1996, 2001, 2006, 2011, and 2016 and two Presidential by-elections in 2008 and 2015 (Commonwealth, 2016).

With Zambia following a multi-party democratic system, meant that she had to hold elections every 5 years. Its citizens have to vote for the president, members of parliament and councillors on the basis of universal adult suffrage. In terms of voting, the eligibility requirements for voting in Zambia are that a person must be a Zambian citizen who is at least 18 years of age and possesses a green national registration card. All persons registered are issued with a voters' card (The Electoral Commission of Zambia, 2016). To ensure smooth running of elections, the

Electoral Commission of Zambia (ECZ) was put into place and given the mandate to take care of all election related issues.

2.3. The Electoral Commission of Zambia (ECZ)

The Electoral Commission of Zambia (ECZ) is an independence and autonomous electoral management body which was established in 1996 in accordance with Article 229 of the Constitution and the Electoral Commission Act No.25 of 2016 (Electoral Commission of Zambia, 2019). According to the Constitution, the Commission, "implements the electoral process; conducts elections and referenda; registers voters; settles minor electoral disputes, as prescribed; regulates the conduct of voters and candidates; accredits observers and election agents, as prescribed; and delimits electoral boundaries" (The Electoral Commission of Zambia, 2016).

The Commission is comprised of a Chairperson, Vice-Chairperson and up to three other members, appointed by the President and subject to ratification by the National Assembly. The Chairperson of the Commission is the Returning Officer for the Presidential Election. She or he must have held, or be qualified to hold, high judicial office. The current chairperson is Justice Esau Elliot Chulu who was appointed as chairperson in 2015. The vice chairperson is Ms. Annette Chirumba Nhekairo who was appointed in 2018. The Commissioners include; Justice Sichimwa Mushabati appointed in November 2012, Dr. Emily Sikazwe appointed in June 2015 and Mr. Ali. D. Simwinga appointed in April 2018 (The Electoral Commission of Zambia 2018). All members of the Commission are appointed for seven-year terms, which may be renewed (The Electoral Process Act, 2016).

Under the oversight of the Commission is a Secretariat, headed by the Director of Elections, who manages the operational aspects of elections. The Commission appoints the Director of Elections. Although prescribed by the Constitution (as amended), by 2016 the Commission did not have the requisite decentralised permanent structures. Therefore, during the 2016 elections, local government officers were temporarily appointed as Provincial Electoral Officers. Town Clerks or District Council Secretaries were temporarily appointed as District Electoral Officers

with responsibility for coordinating electoral preparations in District and Local Government structures for the purpose of administering the polls (Common Wealth, 2016).

2.4. Training

The term ‘Training’ has been defined differently by several scholars around the world. Sommerville (2007) defines training as the process that provides employees with knowledge and the skills required to operate within the systems and standards set by management. While Armstrong (2001, p. 543) defines training as, ‘the formal and systematic modification of behaviour through learning which occurs as a result of education, instruction, development and planned experience.’ Similarly, Beardwell and Holden (2001) as cited in Milhem et al., (2014) states that training is a planned process that is used to change attitudes, knowledge, skills and behaviour through the learning experience in order to achieve effective performance in a specific activity or range of activities. The main purpose of training being that it should help develop the abilities of individuals and at the same time satisfy the current and future needs of the organization in a work context.

2.4.1. Types of Training

There are two major types of training namely: ‘On-the-Job Training’ and ‘Off-the-Job Training’. Noe (2002) defines On- the-Job Training as training that is planned and structured and takes place mainly at the normal work stations of the trainee although some instructions may be provided in a special training area on site and where a manager, supervisor, trainer or peer colleague spends significant time with a trainer to teach a set of skills that have been specified in advance. It also includes a period of instructions where there may be little or no useful outputs in terms of productivity. While off-the-Job Training is a kind of training where employees of an organisation are called for training sessions to learn a task away from their work station (Narasimha and Nischithaa, 2014).

The differences between the two types of training are discussed in details by Agarwal (2012) as follows: Under ‘on-the-job training’, the training and performance goes simultaneously so production is not hindered at the time of training; while under ‘off-the- job training’ methods first training is imparted and then the real performance follows and therefore does not add

anything to actual production during training. Secondly, 'On-the-job training' aims at developing the best practices for a specific job and getting the job done; while 'off-the-job training' methods aim at learning basic facts and skills and is more general in nature. Thirdly, 'On-the-job training' is usually imparted by experienced workers and first line supervisors at the workplace; while 'off-the-job training' is imparted usually by the academicians and professionals at any place other than the real workplace. Fourthly 'On-the-job' training methods are suitable when the trainees are limited in numbers and the job is not hazardous in nature; while 'off-the-job training' methods can be utilized to train any numbers of employees and for jobs that involve risks. Furthermore 'On-the-job training' methods are simple and less-expensive because they utilize the actual workplace and firm's supervisors for imparting training; while 'off-the-job training' methods are quite expensive as they need a complete different set-up. Training here is imparted in an artificial set-up and outside experts are hired for the purpose. Lastly, most popular 'on-the-job training' methods include job rotation and apprenticeship training; while the popular 'off-the-job training' methods include classroom lectures and simulation exercises.

2.4.2. The Importance of Training to Individuals and organisations

Every day that comes by in the cooperate world brings with it changes, that is why organisations have resorted to training their employees so as to be able to handle the competition. Evidence shows that training activities have a positive impact on the performance of individuals and organisations (Bhatia, 2017; Aguinis and Krager, 2009). Training improves employee performance; employees who receive training are able to perform in their job, and the skills and knowledge they gain from the training helps build their confidence (Vinesh, 2014). The confidence enhances their overall performance. This helps such employees be up to date with the changing industry thereby helping the organisation be on top of the competition in the industry (Pfau, 2005). Training also helps improve employee satisfaction and morale (Walters and Rodriguez, 2017).The training that employees are allowed to go through shows them that they are of importance to an organisation. These may feel appreciated and challenged through training opportunities and may feel more satisfaction towards their job. Cole (2001) as cited in Kumar and Saddika

(2017) further states that trained personnel are able to make better economic use of material and equipment thereby reducing and avoiding waste (lower cost of production).Uma (2013) adds that the more trained an employee is, the less the chances of them committing accidents in the job and the more proficient the employee becomes. This is because such employees have acquired necessary skills and knowledge required for doing a particular job.

Furthermore, a training program allows an organisation to strengthen the skills that each employee needs to improve. When employees go through training, they get to have similar skills and knowledge thereby reducing weak links within the organisation who depend on others to complete basic work tasks (Bashir and Jehanzeb, 2013). This also makes employees be able to stand in for each other if need be. They can work as teams or individuals and usually such employees need little or no supervision on the work that they need to do thereby using time effectively (Vinish, 2014). Training gives employees chances of being promoted in an organisation. Uma (2013) explains that employees who undergo training acquire skills and efficiency which makes them become more eligible for promotion and hence they become an asset for the organisation. Cole (2001) further mentions that training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations (Change management) .

Training is indeed a great tool for employee and organisational development in this changing world; however, training comes with its own consequences. Training that is not well planned can be a financial drain on resources (vinish, 2014). The fact that most training often takes people away from their jobs for varying periods of time also leaves a lot of work at their work station hanging. Sometimes training may equip staff to leave for a better job (vinish, 2014) making the organisation lose out. Despite the challenges that come with training, the truth is that the world is changing too fast for anyones' knowledge or skills to safely remain where they are now (Pfua, 2005). That is why it is important that training is taken seriously for organisations and its employees so as to keep abreast with the changing times.

2.5. Adult Learning Principles

Adult learning principles are basic rules or ideas on how adults learn best. It is believed that the application of adult learning principles to adult learning environments yields great and positive results (Lieb, 1991; Jerram, 2002) than when pedagogical methodologies are used on adult learners in most cases. For the sake of this study, the adult learning principles used were a combination of two scholars namely Knowles (1984) and Brookfield (1985). The reason for this selection was because the mentioned scholars' views on the principles are similar even though Brookfield adds a few principles and ideas to what Knowles already discussed in his scholarly works on adult education. The paragraphs that follow discuss in detail the adult learning principles:

2.5.1. Involvement of adult learners in the planning and evaluation of their instruction

Knowles (1984) believes that since adults are self-directed, they should have a say in the content process of the learning. This would make adults not be forced to learn that which they do not want to know which may not add value to their lives just for the sake of learning. When they are involved in their own planning and evaluation of their learning, a spirit of self-directedness is fostered. Brookfield (1985) contributes to this idea by adding that,

Such adults will see themselves as proactive, initiating individuals engaged in a continuous re-creation of their personal relationships, work worlds, and social circumstances, and not as reactive individuals, buffeted by the uncontrollable forces of circumstance.
(p.48)

Similar to Brookfields' (1985) sentiment Knowles (1975) remarked that since Self-directed learners take initiative in the learning (proactive learners), they learn more things and learn better, than do people who sit at the feet of teachers passively waiting to be taught (reactive learners). More so, proactive learners enter into learning more purposefully and with greater motivation. They also tend to retain and make use of what they learn better and longer than do the reactive learners.

2.5.2. Experience inclusive of mistakes should be the basis for adults learning activities

It is a well-known fact that unlike children who come to the learning environment with little or no life's experience (blank slates), adults come to the learning environment with previous experience which could be work related, family related or education related (Knowles, 1984). Thus, they have so much experience to draw from and that is why they want learning to focus on adding to what they have already learned. Just like Knowles, Lindeman (1926) also considered the learner's experience to be the resource of highest value in adult education. Lindeman believed that if education is life, then life is education. With Lindeman, authoritative teaching, examinations which preclude original thinking, rigid pedagogical formulae have no place in adult education. The new educational experiment implied 'learn from the simple, teach the wise.' (Lindeman, 1926). Lindeman, believed that adults begin to learn by confronting pertinent situations that surrounded their lives. Thus, it can clearly be seen that adult students are not 'blank slates' and their life experience becomes the medium through which content is learned and in which to redefine new goals to accomplish (Merriam, 2001).

2.5.3. Learning should be around subjects that have immediate relevance to an adult's life

Unlike children who may not come to the learning environment with specific goals to achieve, adult learners are said to be practical and goal-oriented (Knowles, 1984). This means that learning is supposed to have relevancy to real life tasks. Alexander (1999) as cited in Galbraith and Fonch (2007) adds by commenting that adults should see relevance of the material (learning) to their immediate needs since time limitations and commitments apart from work may make it difficult for learning to be a priority. Whatever the case, adults want to see learning contributing positively to their job, business or family immediately. This is different from children whose learning is a process of acquiring prescribed subject matter, and for them the knowledge acquired is usually not for immediate application.

2.5.4. Adult learning is problem centred rather than content-oriented

Adults believe that learning should help them solve real life problems and should not just be centred on memorising content (Kearsley, 2010). The key for adult learning therefore, is to structure problems on what the learner encounters in work or life situations and then allow them

find strategies on how to solve them. In most cases adult learners strive to solve problems or complete projects. More often than not, an adult learner is motivated to learn when there is a problem (need) to be sorted out or a goal to be achieved (Knowles, 1970). The more the learners practice in real life situations through learning, the more they are likely to develop new skills and acquire new knowledge which they can use to solve problems. These are problems ranging from technical, logistical, strategic or administrative and may sometimes include uncertainty or transition such as a change or an expansion role or expectation in ones' job (Bryan et al., 2009).

While learners learn to solve real life problems, it is also important that they are free to make mistakes. Making mistakes through learning gives them an opportunity to try out other approaches of sorting out problems (Merriam and Bierema, 2014). This builds persistence which also helps them meet their learning goals. That is why it is important that adult learners' curriculum is based on real life situations which the learners are familiar with or likely to encounter in their social life or job market.

2.5.5. Adults voluntarily participate in their learning

Adults get engaged in learning as a result of their own volition. Sometimes it could be circumstances surrounding the adult at that particular time which could be prompting them to learn. For instance, it could be that they want a promotion at work, or they want to keep busy just to get away from the daily pressures of life. But all in all the decision to learn is that of the learner. Bryan et al. (2009) states that adults who enter the learning environment voluntarily enter a learning situation with a clear sense of why it is important for them or their organisation unlike those who are just forced. Brookfield (1986) adds by stating that when adults engage in learning as a result of their own volition, they are more committed to the process than when they are forced.

2.5.6. Adults desire to be respected even as they engage in learning

It is important that adults' feel respected when they come to the learning environment. This implies that their learning situation should be seen as an opportunity for reciprocal learning (Earle, 2000). Therefore, throughout the learning sessions the facilitator is supposed to treat everyone equally without showing favouritism to anyone. The facilitator or teacher should

demonstrate through examples and attitude that all participants have dignity and equal worth. When adults feel respected it is very easy for them to participate fully in the learning in that they don't get intimidated by their facilitators but instead feel like their equal.

2.5.7. Learning for adults is collaborative

Adult learning entails that teachers and learners are engaged in a cooperative enterprise in which, at different times and for different purposes, leadership and facilitation roles are assumed by different group members. This shifts the focus away from the teacher as the gatekeeper to knowledge, and instead views the teacher as a facilitator and collaborator of knowledge who continuously guides the learner and helps co-create an environment for self-directed learning (Merriam, 2001; Tough, 1979).

Freire (1970) emphasised that education is dialogue which involves respect, and that education was not only supposed to involve one person action on another, but rather people working with each other. Furthermore, Freire concluded that the prevailing forms of education reduced students to the status of passive objects to be acted upon by the teacher. This then meant that it was the job of a teacher to deposit in the minds of students, which was considered to be empty, he called this 'banking education'. Freire (1970) argued against this by proposing what he called a dialogical problem posing method of education. In this model the teacher and student become co-investigators of knowledge and of the world. Instead of suggesting to students that their situation in society has been transcendently fixed by nature or reason as banking model does. Taylor (2013) noted that when learners co-exist with their trainers or teachers, and are considered as colleagues, they become more productive. Also when their contributions are acknowledged, they become willing to do their best because they don't feel inferior.

2.5.8. Adult education fosters a spirit of critical reflection

Dewey (1993, p.9) as cited in Chen (2015) defines critical thinking as, 'active persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusion to which it tends.' Brookfield (1987, p.1) adds by saying that 'being a critical thinker is part of what it means to be a developing person.' True to Brookfields' statement, a Critical thinker just doesn't take everything they are taught as gospel

truth but they challenge assumptions, explore alternatives and also develop scepticism. This, in the end helps adult learners uncover possible biases or unjust assumptions that surround their lives be it in the political scenario, work places and even religious circles (Chen, 2015).

Thus, through education, adult learners come to appreciate that values, beliefs and behaviours are culturally constructed and transmitted, and that they are provisional and relative. Adult educators should therefore, be concerned with prompting adults to consider ways of thinking and living alternative to those they already inhabit. In the same vein, Claxton (1996, p.13) as cited by Gravini (2012), states that ‘to be a learner you not only need confidence and stick ability, you also need the ability to monitor yourself, to tell you how things are going, to know when to stick at it, when to change tack, and when to quit.’ Hence it is important that adult educators make sure that the kind of learning offered to their learners should be that which encourages them to critically think.

2.6. Literature based on the study objectives

This segment of literature review is written in accordance with the study objectives as themes. By way of reminder, the study was guided by the following objectives;

- (i) to describe how District Election Trainers apply adult learning principles when training poll staff ;
- (ii) to identify challenges faced by District Election Trainers in the application of adult learning principles when training poll staff; and
- (iii) to explore District Election Trainers suggested possible solutions on how adult learning principles can be applied when training poll staff.

2.7. Application of adult learning principles by adult educators

Evidence has shown that adult educators who are familiar with adult learning principles and apply them as they teach or train adults tend to achieve the set objectives for the learning better than those who don't. It puts them at an upper hand in knowing how adults should be treated, trained or taught as compared to children. This results in educational experiences that are of a great value to the adult learner. Some studies carried out where adult learning principles were

deliberately applied to the learning environment of adults, bring out positive results and learners are seen to be very interested in the learning. One such study is that done by Chen (2015), and another by Borsari (1999).

Chens' study involved a class of psychology students who were 25 years and above, while Borsaris' class consisted of biology second year students. Borsari (1999) deliberately chose learners who were having difficulties and were losing interest and could drop out of school anytime. In these two scenarios, adult learning principles were applied by the educators and evidence was visible. For instance, Chens' lessons were packed with a personal, problem solving approach (Knowles, 1980) instead of a text book approach though readings were assigned. This is a clear indication that Chen utilised one adult learning principle which explains that adults prefer learning which is problem centred and is practical rather than learning that is content oriented only. On the other hand, Borsari (1999) also applied one adult learning principle of self-directedness when he gave his class individual and group presentations on topics of their own choice. As Knowles (1984) clearly states, that as a person matures, their personality moves from that of dependency to that of independency that is why they should be allowed to direct their own learning. However, even though adults are supposed to be allowed to direct their own learning, there is still need to set objectives for the learning so that there is some form of order with the learning (Dwyer, 2004). Furthermore, students from both studies were also able to arrange with the educators on how and when they could present their topics, an aspect which brought out the principle of dialogue, collaboration and respect (Knowles, 1984). Dialogue was possible because of the negotiations between the students and the educator on when and how they would want to do their presentations. This resulted in collaboration in that it was not just about the educator but about the students' also taking part in the decisions. In all this both sides had to show respect to one another so that no one felt belittled.

Borsari (1999) further made the outcomes of the assessment to be evaluated both by the student audience and him after the presentation. Making self-evaluation be done in a none biased way unlike with children where the teacher is the only one allowed to evaluate the learning. Both Chen (2015) and Borsari (1999) utilised the learners' vast experience as a great source of learning. For example, Chen discovered that by using his students' life experience as the main

medium, contributed to a fundamental shift that their present situation was unacceptable and that they had to take action. This resulted in the learners also using the principle of critical thinking in that the learning allowed them to focus on personal observations and experiences which gave them an opportunity to make meaning out of the learning materials (Gibby, 2014). Despite both scholars utilising the students' experiences and knowledge (Lindeman, 1926) on selected topics, not all students were open enough to share their lives experiences so that their educators could use these experiences as examples during the lessons. Thus even though the principle of adult learners experience was utilised during lessons, it was applied partially.

In both studies, participation to learning activities on the part of the learners was utilised greatly. This made the learners feel respected and had their needs met as adult learners in that they were not passive learners. This was in contrast to Earles' (2000) study, where the lecturers came to class late and most of the time used the lecture method on adult learners. The learners could barely participate, collaboration was not seen and there was no dialogue between the learner and the lecturer. This, in the end, frustrated the adult learners because they didn't feel respected and their needs were not met as adult learners.

Another study by Larrotta and Serrano (2012) about Spanish speaking parents in a literacy class of English discovered that by reading three chapters on financial freedom every day when starting the lesson, sparked students' interest about vocabulary, pronunciation and grammar. This made the learners make connections with personal or family finances a practical touch which they added to the lesson. As Knowles (1984) emphasises, adult learning should be relevant to an adult life and the knowledge acquired should be applicable immediately. In this study, learners were also involved in their learning by the educators making them build personal glossaries and writing story books (self-directedness). In this case the principle of critical reflection was utilised by the educators promoting self-awareness among students so that they could identify their strengths and weaknesses.

Illuminating from the above discussion, it can clearly be seen that adult educators who apply adult learning principles to their teaching get the best from their students and their objectives are achieved even as the learners also get to benefit from the learning. In Jerrams' (2002) study titled, 'Applying adult education principles to university teaching,' Jerram, used several adult

learning principles with his computer mediated communications class which included principles such as, active participation, life experiences as a source of learning, self-directedness, collaboration between the learner and facilitator, self-evaluation, dialogue, problem posing followed by problem solving and critical thinking and reflection. At the end of the programme he discovered that learners were happy with their learning and looked forward to attending the lessons daily. Jerram (2002) findings go hand in hand with Chen (2015) and Borsari (1999), who also discovered that when adult learning principles are employed in adult learning experiences, the objectives that adults come to the learning environment with are achieved and learners are easily motivated.

2.8. Challenges faced by adult educators when applying adult learning principles

As much as the use of adult learning principles yields great and positive results (Lieb, 1991) when applied to adult learning, the practice comes with its own consequences which are described below:

2.8.1. High cost in terms of time and money

Even though Jerram (2002) was able to apply adult learning principles to his university learners and achieved great results, he admitted that as a result of applying adult learning principles to his class, the cost was high in terms of time and money. There was also the unexpected cost of disapproval from university authorities in having grade results that so outrageously defied the bell-curve, even though the subject is specifically stated as outcomes based for grading. This was because he also had to use tutors to help him give feedback to the learners in time, as one of the principles of adult learning (giving feedback to learners).

Similarly, Earle (2000) mentioned in his study that as much as the learners were given a problem or a topic to discuss in groups and report back, time constraints were a problem. It was not possible to complete the tasks in time hence work was carried forward to the next meeting. This meant that there was a need to increase on the time given for the sessions so that tasks could be accomplished within the required period. However, by adult educators budgeting well for these adult learning lessons or trainings and also allocating enough time to them, they could be able to achieve great results. Kapur (2019) makes mention that in planning adult learning, one needs to

ensure that the methods are simple and inexpensive. In some cases where resources are involved, the adult educators need to devise other strategies and make sure that there is adequate availability of both financial and human resources. Proper planning therefore would make most of the adult learners be satisfied with the kind of learning or training that they receive.

2.9. Effective ways of applying adult learning principles

The challenges faced by facilitators, trainers or teachers of adult learners when applying adult learning principles would make some adult educators wonder if it is worth the while then to use these principles when teaching or training adults. It cannot be over emphasized as evidenced by several scholars among them Lieb (1991), Jerram (2002), Lindeman (1926), Brookfield (1985) and Knowles (1984) that the use of adult learning principles to adult learning has more advantages than disadvantages. Dwyer (2004) adds by commenting that adult education principles have a simple elegance and grace that make the learning process extremely rewarding for both trainer and participant. Meaning that adult educators can successfully apply adult learning principles to adult learning by putting a few measures in place. The paragraphs that follow discuss ways of how adult educators can effectively apply adult learning principles when teaching or training adults.

2.9.1. Objectives should bear in mind the kind of adult learners involved

As much as adult learners are self-directed, this does not mean that their training or learning comes without objectives to be achieved at the end of the course or training. It is essential though that everyone in the training or learning (both trainer and learner) know where their experience is going and stated objectives are the most efficient way of communicating this intent (Dwyer, 2004). Dwyer, emphasises that objectives be developed with characteristics of the target audience in mind where the learners are involved in the formulation of the objectives. This can simply be done by the trainers or adult educators carrying out a needs assessment or use a questionnaire just at the inception of the training. This would aid the trainer or facilitator to be aware of his or her learners' backgrounds, interests, experience and expectations. Deriving from the information given, the facilitator can then formulate the objectives around within, so that everyone's ideas or opinions are included.

2.9.2. Lessons should revolve around learners needs

In terms of time which was also another problem, Earle (2000) suggested that lessons were to be structured in such a way that it allowed for variation according to the learners preferences' or needs. That time frame could also cater for the learners to be able to do activities where they discover the knowledge as far as possible unlike the current state where lessons were usually just rushed through.

2.9.3. Creating a friendly environment for learners

Adult educators are able to apply adult learning principles effectively to the learning of adults by creating a supportive learning climate. Syaifar (2017) points out that it is important to create a cooperative climate that values both teachers and learners. In the same vein, Kennedy (2003) encourages adult educators to create a classroom atmosphere that is informal and friendly where a sense of mutual respect exists between the learner and teacher? Coupled with the friendly environment, educators should also have a good sense of humour as they handle their adult learners. This makes it easy for the adult learners to easily get along with their educators and that results in them freely participating in the learning activities.

2.10. Identified gaps and justification

The reviewed studies are important to the current study in that the researchers in these studies were investigating the application of adult learning principles in different scenarios of adult learning environments. These scenarios were inclusive of adult learning classes at universities, colleges for in-service teachers, medical fraternity, law enforcement situations, in preaching and safety training. That is exactly what the current study intends to do. However, the current study, seeks to explore the application of adult learning principles in election training. The literature reviewed on the application of adult learning principles clearly shows that the three (3) research objectives and the problem for this study has not been addressed by other researchers. This is due to the fact that all of these studies reported findings from foreign countries and in different situations which cannot be generalised to the *Zambian* scenario.

Additionally, in all the reviewed studies, no study has been conducted locally on the application of adult learning principles on election training, therefore, making the current study the first of its kind in Zambia. More so, most of the reviewed literature reported findings from colleges and universities where most of the respondents were college students with lecturers as their educators. That means that even most of their lessons were in formal setups with a few exceptional studies like those conducted by Galbraith and Fonch (2007), Kennedy (2003), Bryan et al. (2009), and Dwyer (2004) where they used trainers or facilitators as their educators because these were training situations. However, the current study deals with respondents that are not necessarily college students and they are not selected from one academic background. It is the kind of election training that they undergo which puts them at the same level, and since it is not a completely formal learning kind of situation but a training scenario, the outcomes cannot tally with most of the findings in the literature reviewed.

Furthermore, most of the studies in the literature reviewed had lecturers as the adult educator, the current study will deal with facilitators who are District election trainers. More so, the current study only used a semi-structured interview guide and questionnaire as its research instrument due to the nature of the research, while most of the studies reviewed added observational sheets and focus group discussions as their research instruments.

The differences highlighted by the literature reviewed and the current study is evidence enough that the problem for the current study has not been addressed and the research questions have also not been answered by previous studies and academic publications. It is these gaps that this research intends to fill.

2.11. Summary of Chapter two

Chapter two presented literature review under the following themes: a brief historical overview of elections in Zambia; the mandate of the Electoral Commission of Zambia as an election body; training and its importance to individuals and organisation, and; adult learning principles. The chapter further reviewed literature under themes made from the study objectives. Lastly, the chapter highlighted the gaps and has shown the role this study has played in filling in those gaps.

The next chapter (Chapter 3) discusses the Methodology that was used for this study.

CHAPTER THREE: METHODOLOGY

3.1. Overview

This chapter describes the methods that were employed in the study and explains why these choices were appropriate. Wellington (2000, p.22) has defined Methodology as “the activity or business of choosing, reflecting upon, evaluating and justifying the approaches you use in data collection.” Rajaseka (2013) adds that research methodology is essentially an outline of the procedures through which researchers go about their work of describing, explaining and predicting phenomenon. This chapter is therefore, important because it gives the reader more information on what the researcher intends to do concerning the study and how it will be done. The chapter discusses the philosophical framework, research design, population, sample size and sampling techniques. It goes further to discuss the research instruments, data collection procedure and data analysis procedure, reflections of ethical clearance, credibility and trustworthiness. Lastly, a conclusion of the summary is made.

3.2. Philosophical Framework

This study was grounded in the Social Constructivism paradigm. Social constructivism emphasizes the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding (Derry,1999; McMahon,1997) as cited in Kim (2001). The social constructivism individuals seek understanding of the world they live in and work. Constructivists also heavily rely as much as possible on the participants’ views of situations. In this framework the questions become broad and general so that the participants can construct their own meaning of the situation. This framework was appropriate for this study because the researcher relied totally on District Election Trainers views on the application of adult learning principles in poll staff training.

3.3. Research Design

Research design provides a series of sign posts to keep one in the right direction (Msabila and Nalaila, 2013). It includes what instruments the researcher intends to use, how data will be collected and also how the data will be analysed. Research design therefore, is an outline that is

used to generate answers to research questions (Orodho, 2003). This study sought, **‘to explore the application of adult learning principles by District Election Trainers (DETs) in selected Constituencies of Lusaka District.’** Therefore, it adopted a case study design. According to Yin (1994), a case study is, ‘an empirical inquiry that investigates a contemporary phenomenon within its real life context, especially when the boundaries between phenomenon and context are not clearly evident . . . (and) relies on multiple sources of evidence’’ (p.13). Further, Sagadin (1991, p.31), as cited in Starman (2013) states that:

Case study is used when we analyse and describe, for example each person individually (his or her activity, special needs, life situation, life history, . . .), a group of people (a school department, a group of students with special needs, teaching staff, . . .), individual institutions or a problem (or several problems), process, phenomenon or event in a particular institution in detail.

Case study design was preferred for this study because it allowed the researcher to carry out a detailed and in-depth investigation of the phenomenon under study. The study also utilised a qualitative approach. This was an appropriate approach for the study because, the research was an investigation that involved exploring District Election Trainers’ application of adult learning principles as adult educators in the training of poll staff for elections.

3.4. Population

Population in research is the entire group of individuals or objects to which the researchers are interested in generalising the conclusion (Castillo, 2008). The population for this study comprised of all District Election Trainers (DETs) who participated in the 2016 general elections training from the seven constituencies of Lusaka District whose number was 180. The District Election Trainers were divided as follows per constituency: 29 Kanyama, 20 Chawama, 33 Mandevu, 22 Kabwata, 30 Munali, 18 Lusaka Central and 28 Matero. The researcher only chose 2016 District Election Trainers’ because these were likely to have at least one thing in common since they were involved in the latest election training.

3.5. Sample Size

A sample is, “a small proportion of the population that is selected for observation and analysis,” (Best and Kahn, 2008, p.13). The sample for this study consisted of 45 District Election Trainers who were drawn from the four selected constituencies of Lusaka District as follows; 12 Mandevu, 12 Kanyama, 11 Kabwata and 10 Lusaka Central. These constituencies were ideal for this research because they had the highest, medium and lowest numbers of District Election Trainers which allowed the researcher to collect comprehensive data from different kinds of training environment. More so, with more than half the constituencies being the sample size for the study, this proved to be sufficient for the research and the researcher was able to get all the data on the research under study. The number 45 was arrived at as the total sample size due to saturation point reached.

3.6. Sampling Techniques

Kasonde-Ng’andu (2013) states that, sampling technique is that part of research plan that indicates how cases are to be selected for the study. This study used purposive sampling for selecting all the respondents. According to Maxwell (1996), as cited in (Taherdoost, 2016), purposive sampling is a strategy in which particular settings, persons or events are selected deliberately in order to provide important information that cannot be obtained from other choices. The study used a critical case type of purposive sampling. This was a better choice for this study because it allows for local generalizations with the reasoning that, ‘If it happens there, it will happen anywhere,’ or vice versa (Patton, 2001). This being an exploratory qualitative study which only used a single case in explaining the phenomenon of interest also made critical case sampling ideal for this study.

3.7. Data Collection Instruments

This study used a semi-structured interview guide to collect data from the respondents (District Election Trainers). The reason for using a semi-structured interview guide was because this instrument allowed the researcher to collect comprehensive, systematic and in- depth information about this particular case of interest (Kombo and Tromp, 2006). The other reason for using a semi-structured interview guide was that it contained open ended questions which helped the

participants' time to open up and be able to freely answer the questions asked thereby giving complete and detailed answers on the questions asked about the research (Gill et al., 2008). More importantly, the semi-structured interview guide allowed a two way communication between the respondent and the researcher.

The researcher also used an exploratory questionnaire, sometimes known as unstructured questionnaire (Ndukwu, 2019), to collect data from respondents. The reason for using a questionnaire was because some of the District Election Trainers were uncomfortable to have a one-on-one interview because the research was on elections which they considered to be sensitive. The questionnaire therefore, allowed their responses to be anonymous. The open ended questions on the questionnaire also allowed the District Election Trainers more freedom of how to answer the questions (Ndukwu, 2019). This resulted in the researcher getting in-depth information on the matter being researched. Since questionnaires are flexible, it was advantageous for the respondents to fill them in at any point without being subjected to a particular environment.

3.8. Data Collection Procedure

An introductory letter was obtained from the school of education and Directorate of Postgraduate Studies (DRGS), which was presented to The Electoral Commission of Zambia. After permission was granted by the Electoral Commission (ECZ) to authorise the research to take place. Another letter was presented to Lusaka City Council town clerk who availed the researcher with the contacts of the respondents (2016 District Election Trainers). With permission granted from the concerned parties, the researcher then went into the field to conduct interviews with thirty (30) District Election Trainers segmented as follows: 9 Mandevu; 8 Kanyama; 7 Kabwata and 6 Lusaka Central . While fifteen (15) District Election Trainers were administered with questionnaires and the distribution was as follows, 3 Mandevu; 4 Kanyama; 4 Kabwata and 4 Lusaka Central.

Interviews being a conversation between the researcher and a research respondent (Chilisa and Preece, 2005), enabled the researcher to collect the needed data comprehensively. The researcher conducted the interviews personally with the District Election Trainers (DETs) without the help

of research assistants. The District Election Trainers that were subjected to interviews were interviewed from quiet and conducive environments so as to allow them to respond to questions freely without any interference. Each interview session lasted between 30 to 40 minutes. Responses from interviews were recorded using tape recorders, notes were also written down by the researcher in a note book during the course of each interview. The researcher also administered questionnaires to the District Election Trainers who did not want to be interviewed but were still willing to participate in the research. This was done by the researcher emailing the questionnaires to the District Election Trainers and after they were filled in, they were emailed back to the researcher by the respondents.

3.9. Data Analysis Procedure

Data analysis is a process of examining what has been collected in a survey or experiment and making of deductions and inferences (Bliss, 1983). In this study, qualitative data that was collected through interview guides and questionnaires was subjected to a constant review in order to identify common responses. The analysis process for this study started with transcribing. Transcribing entails a translation or transformation of sound or images from recordings to text (Duranti, 2007 as cited in Davidson, 2009). Thus, the researcher transformed the audio recordings into written texts by carefully and repeatedly listening to the recordings.

After data was transcribed, the next process that followed was coding. Coding means highlighting sections of the text usually phrases or sentences and coming up with codes to describe their content (Caulfield, 2019). Vainsmorade et al., (2016) add that coding reduces the amount of raw data to that which is relevant to the research, breaks the data down to manageable sections and takes researchers through transformation of raw data to higher level insights or abstractions as the development of themes. The researcher therefore, reduced the amount of raw data that had been transcribed to that which was relevant to the research questions that the study sought to answer (Balley, 2008). The relevant and common responses were categorised into themes, each reflecting a single and specific thought, and it was these various themes that were used to develop an overall description as perceived by the respondents.

3.10. Credibility and Trustworthiness

In order to ensure credibility and trustworthiness of the data collected, the researcher used what is known as member checking. This shifts the credibility procedure from the researchers to participants in the study. Lincoln and Guba (1985, p.314) describe member checks as, “the most crucial technique for establishing credibility,” in a study. It consists of taking data and interpretations back to participants in the study so that they can confirm the credibility of the information and narrative account. With the lens focused on participants, the researchers systematically check the data and the narrative account. The researcher also disconfirmed evidence which is a procedure closely related to triangulation. It is the process where investigations first establish the preliminary themes in a study and then search through the data for evidence that is consistent with or disconfirms these themes. Lastly the researcher used what is known as researcher reflexivity. This is a credibility procedure where the researcher self-discloses their assumptions, beliefs and biases. This is the process whereby researchers report on personal beliefs, values and biases that may shape their inquiry.

3.11. Reflections on Ethical Issues

Ethics is a set of moral principles that guide individuals or groups of people in order to achieve a standard behaviour in conducting the business (in this case research) and in relating with others so that their conduct is seen to reflect their values, good governance, integrity, accountability, and other qualities deemed desirable (Miller, 2003). In relation to this research, before data collection commenced, the researcher sought permission by adhering to The University of Zambia Research Ethics Committee and obtaining an introductory letter from the Directorate of Research and Graduate Studies (DRGS) and also School of Education to authorize the research to be undertaken in the designated area.

The researcher further sought for Permission from The Electoral Commission of Zambia (ECZ) and Lusaka City Council (LCC) respectively. The researcher obtained an informed consent from each participant. The participants were informed that participation in the study was on the basis of informed consent, and on a voluntary basis, with rights to withdraw at any time. Participants were told what the research was about and informed that the study was purely for academic

purposes as it was a fundamental requirement for the award of a Master of Education in Adult Education. Lastly, the researcher assured the participants that their responses would be confidential and that their identities would remain anonymous.

3.12. Summary of Chapter Three

This chapter discussed the research methodology that was used to conduct this study. It explained the reasons for adopting a case study design as this choice allowed for collection of qualitative data. It highlighted the population to be that of all District Election Trainers from Electoral Commission of Zambia who participated in the 2016 election training in Lusaka District. The chapter went on to indicate how data would be analysed qualitatively using themes that would arise from the interviews and administering of questionnaires. It further discussed the procedures that were undertaken to ensure credibility and reliability of the data collected. Lastly, the chapter explained the measures that were taken for purposes of ethical considerations.

The chapter that follows presents the research findings by answering the research questions through the emerging themes from the interviews.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1. Overview

The foregoing chapter discussed the methodology used in the study, “**Application of Adult learning Principles by District Election Trainers in Selected Constituencies of Lusaka District.**” This chapter presents the findings of the study. The findings are based on the research questions that were raised for the study which included the following:

- i. how do District Election Trainers apply adult learning principles when training poll staff?
- ii. what challenges do District Election Trainers face in the application of adult learning principles when training poll staff?
- iii. how can District Election Trainers apply adult learning principles when training poll staff?

The findings were gathered from interviews and administration of questionnaires by the researcher to the respondents. Thirty (30) District Election Trainers were subjected to interviews, while fifteen (15) were administered with questionnaires. Both the interview guide and questionnaire consisted of open ended questions which allowed the respondents flexibility in the answering of questions. After data was transcribed, the District Election Trainers were coded as T1, T2, and T3 to mean Trainer 1, Trainer 2 and respectively. Transcribed data from interviews was compared to the answers from questionnaires and several common themes emerged. The paragraphs that follow discuss the research findings according to the themes that emerged from each research question raised by the study.

4.2. Research Question 1 (RQ1): How do District election trainers apply adult learning principles when training poll staff?

Research Question 1 sought to describe how District Election Trainers (DETs) applied adult learning principles when training poll staff for elections. The District Election Trainers were asked the following question by the researcher, ‘*How do you train poll staff for elections*

considering that they are adults?’ In response to the question, District Election Trainers said that they ; allowed poll staff to talk about their experiences with elections during the training; used proper language when addressing poll staff which made poll staff feel respected; involved poll staff in the training by allowing them to participate through group discussions and presentations, and; engaged poll staff in role plays. These responses brought forth four themes which included: (i) experience, (ii) language use, (iii) participation, and (iv) role plays. The paragraphs that follow discuss the themes in detail.

4.2.1. Experience

The findings showed that District Election Trainers applied adult learning principles by giving chance to poll staff to talk about their experiences with elections. These were experiences which were related to how elections are conducted and election training. There was a consensus view from most District Election Trainers’ who emphasized the importance of acknowledging election experiences that poll staff came with to the training environment. It was those shared election experiences by poll staff which the District Election Trainers combined into the training, as explained by T1 who said:

“ . . . we train poll staff who may have been involved in elections before and since they are usually the ones on the ground on election day, during the training we allow some of them to give their personal experiences of how they may have handled election related issues previously in that way we combine these experiences into the training so as to bring in reality.”

In the same vein, T7 commented:

“ . . . you know, when you train adults you have to put it at the back of your mind that these are people who know things better than you because of the experiences they have in life . . . so you have to make sure that you are not rigid in your training but you have to be flexible and open minded by giving poll staff room to share what they know about elections . . . you will be shocked to discover that

some of the poll staff even know elections better than you the trainer.’’

Additionally, T14 asserted:

“ . . . we teach adults with an understanding that they have a lot to offer in the education or rather learning process because of their life experiences as compared to children who may depend on what is taught to them as first-hand information. . . ’’

The findings from theme one brought out one adult learning principle which was that of adult learners experience as can be seen from the verbatim. It should be noted though that during the interviews District Election Trainers were not able to clearly identify the adult learning principles. But as they described how they trained poll staff differently considering that they were adults, the adult learning principles that they applied became apparent.

4.2.2. Use of Language

The findings showed that District Election Trainers used proper language when addressing poll staff during the training. Their use of polite words made poll staff feel respected. Most District Election Trainers reported that this act made it easy for poll staff to be able to participate in the training without feeling inferior or intimidated by the trainer. For example T9 remarked:

“Adults like to be shown respect even if they are learners in the process . . . so we make sure that even when an adult has given a wrong answer to a question during the training session you don’t come out openly as you would with children to say that their answer is wrong . . . that way they feel respected and not belittled.’’

Along the same line, T6 described:

“ . . . the manner in which you ask questions is paramount coz as much as you may have something to teach the trainees you are cautious of how you come out so that you make them feel respected . . . we are mindful that these are adults we are training and that they deserve to be respected so we speak to them in a proper way. It is also similar when we give them practical work . . . even if they get it wrong you don't shout at them but you try to correct them in a mature way.”

T12 added:

“ . . . we are very aware that some of the people we train are our bosses at our work places, some are far too old than us in age, so we make sure that we choose our words very well so that as much as you are training them the electoral process, you don't want them to feel like you are more superior than them at the end of the session.”

This theme brought out a second adult learning principle which District Election Trainers applied when training poll staff which was the principle of respect. Most District Election Trainers kept emphasizing that it was of greater importance that the poll staff feel respected during the training. The only way to show them respect was to speak to them politely and to treat them as adults.

4.2.3. Participation

The findings showed that District Election Trainers allowed poll staff to take part in the training. As much as it was the duty of the District Election Trainer to train the poll staff, they were some sessions which the poll staff had to present in relation to the electoral process which was part of the training. Thus, the District Election Trainers put poll staff in groups to have discussions on particular topics of the electoral process, and later present to their fellow poll staff. After the

presentations, the District Election Trainers would then make a summary of the main issues. This allowed the poll staff to participate during the training as indicated by T11, who said:

“ When we train poll staff, we make sure that they are involved in the training . . . so we give them tasks like group presentations where they first discuss in groups and then present to everybody in relation to the electoral process, and we also allow them ask questions were necessary. . .because by so doing we allow the poll staff not to just be spectators in the training.”

Similarly, T3, asserted:

“When you train adults you don’t want to make them feel bored by talking and talking and talking because before you know it, you could have been talking to yourself . . . so we make sure that we engage them in the training by putting them in groups and giving them a topic to discuss with colleagues and present to the class . . . at that particular time they take the role of the trainer . . . we do this, so that we make them feel that they are part of the training.”

This theme brought out yet another adult learning principle which was that of adult learners’ participation. The findings showed that at least some of the poll staff were able to participate during the training, though others did not due to lack of time.

4.2.4. Role Plays

During interviews, most District Election Trainers kept saying that elections were of importance and so needed to be attended to seriously without allowing any room for mistakes. This meant that poll staff needed to learn all they could in relation to elections during training. The findings showed that District Election Trainers involved poll staff in role plays in relation to the electoral process as declared by T17, who said:

“ . . . we involve the learners in plays . . . where we let them act on certain election related issues . . . this takes away the learning of theory only to practical considering that as much as we may teach the theory aspect of it, elections are more practical because with elections they are no mistakes.”

Along the same path, T18 remarked:

“ . . . a lot happens in the field during elections, so as trainers we sometimes bring up these real life situations and make them part of the training . . . of course not away from what is in the manual which is supposed to be taught concerning elections . . . for example we will give poll staff a situation . . . that it’s on the actual day of elections and so they need to set the room before voters begin to come and vote. . . they have to demonstrate this in the presence of other poll staff.”

This theme brought out the fourth adult learning principle which was that adult learners want learning to be practical. The District Election Trainers’ reported that role plays made it possible for most poll staff to be active during the training. Poll staff involvement in role plays made them learn what really happens on the day of elections especially for those who were first timers.

4.2.5. Summary of research Question 1

Research Question 1 sought to describe how District Election Trainers applied adult learning principles when training poll staff for elections. In response to Research Question 1, District Election Trainers were asked the following question by the researcher, *‘how do you train poll staff for elections considering that they are adults?’* The answers from the question brought out a number of themes which included: (i) experience, (ii) use of language, (iii) participation, and (iv) role plays. Coming from the emerging themes, about four adult learning principles that District Election Trainers applied were noted, and these included, (1) adult learners experience, (2) Respect for self-worth, (3) adult learners’ involvement (participation), and (4) adults want learning to be practical. However, the findings revealed that District Election Trainers were not

able to identify the adult learning principles that they applied during training. Nevertheless, as they described how they trained poll staff, the adult learning principles they applied became apparent.

4.3. Research Question 2 (RQ2): What challenges do District Election Trainers face in the application of adult learning principles when training poll staff?

Research Question 2 sought to identify challenges faced by District Election Trainers (DETs) in the application of adult learning principles when training poll staff for elections. The challenges from the findings included: i) training large number of poll staff; ii) limited time allocated to the training; and, iii) DETs lack of intensive training in adult learning principles. The challenges are discussed below.

4.3.1. Training large number of poll staff

Most of the District Election Trainers mentioned that they found it hard to apply the adult learning principles due to the large numbers of poll staff that they had to train. This made it difficult for most of the District Election Trainers in most training situations to fully apply the adult learning principles. For example T9 said:

“ . . . We train big crowds and usually stand in front, you discover in the audience people have made mini meetings and are discussion their own issues .It is so frustrating for you as a facilitator because that means that they are not concentrating on what you are teaching and hence bound to make mistakes in the field, so you end up speaking in a rude way to them so that you stop the noise . . . and that makes them begin to say that you don’t have respect for them.”

The findings bring out the fact that even though District Election Trainers addressed poll staff politely, in some scenarios’ during the training it was difficult to do so as explained in the verbatim above.

4.3.2. Limited time

The second challenge that District Election Trainers faced when applying adult learning principles concerned the time aspect. Most of the District Election Trainers complained that the time allocated to the training limited them from applying the adult learning principles fully as lamented, by T15 who said:

“ . . . We try to apply the principles but in most cases its hard . . . we are only given 3 days in which to train the poll staff the whole electoral process . . . so we concentrate mainly on teaching the electoral process because other issues are probably looked at to be of less importance.”

Similarly, T10 explained:

“ . . . As much as we may want the poll staff to participate in the activities and share their experiences during the training, not all are able to do so, due to the fact that usually time is never enough . . . we are given a few days to complete the training, . . . only a few poll staff have a chance to participate in presentations and plays . . .”

Due to the limited time allocated to the training, several District Election Trainers associated this to their making great use of a teacher centred approach rather than a learner centred approach during the training as remarked by T4 who commented:

“ . . . Usually the time for training poll staff is not enough, so you find that at times we don't make use of the learner centred approach a lot as the way it's supposed to be when you teach adults, instead we make use of a teacher centred . . . so that you can be able to teach everything pertaining to the Electoral process before the training ends.”

The findings also showed that due to limited time allocated to the training it was not easy for District Election Trainers to be sure that poll staff had understood the Electoral Process. Most

DETs reported that their target was to complete training the poll staff as per stipulated time and hoped that they would be able to conduct elections well when they go into the field.

4.3.3. Lack of training

The third challenge faced by District Election Trainers concerned lack of intensive training on adult learning principles and on how to apply them when training poll staff for elections. The findings showed that even though District Election Trainers were taught on adult learning principles and applied them during training, the teaching on the principles was not comprehensively done. This resulted in most District Election Trainers sparingly and unknowingly applying the principles during the training. This was echoed by T13 who said:

“ . . . Well we are taught on adult learning principles during the training but not too deep I guess . . . they are rushed through during our election training, so we don't really gain an understanding of how we can apply them. . . it could be because the main concentration for election training is the electoral process.”

In the same vein, T5 lamented:

“ . . . adult learning principles are mentioned in our training in passing not really that we dwell on it, I think the assumption is made that since we are adult trainers, we already know how to handle adults . . . the main concentration for us is that we get to know on the electoral process and be able to pass the assessment test at the end of the training so that we can train poll staff well . . .”

Further, the findings showed that several DETs were concerned about the lack of intensive training in adult learning principles which made them assume that this area of training was left to chance. The reason was because District Election Trainers were adults who were supposed to be aware of how adults ought to be trained and treated. An assumption which most DETs said may have been wrong.

4.3.4 Summary of Research Question 2

Research Question 2 sought to identify the challenges faced by District Election Trainers in the application of adult learning principles when training poll staff. The first challenge was that District Election Trainers were given large numbers of poll staff to train which made it impossible to apply the principles effectively. The second challenge was limited time allocated to the training which did not allow most of the poll staff to participate in the training. The last challenge was limited knowledge by District Election Trainers on adult learning principles and on how to apply the principles when training poll staff. These challenges made it difficult for most DETs to apply the adult learning principles effectively in most scenarios' of the training.

4.4. Research Question 3 (RQ3): How can District Election trainers apply adult learning principles when training poll staff?

Research question 3 sought to explore District Election Trainers suggested possible solutions on how adult learning principles can be applied when training poll staff for elections. Most of the District Election Trainers suggested that they could apply adult learning principles, if; the Commission could recruit more District Election Trainers so as to make the ratio between trainer and trainee manageable; the training could be given more days than the usual three days, and; DETs could be taught comprehensively on adult learning principles through workshops or seminars. These findings brought out three major themes which included; (i) recruiting more DETs; (ii) extending training period; and, (iii) introducing workshops or seminars.

4.4.1. Recruiting more District Election Trainers (DETs)

Most of the District Election Trainers suggested that if the Commission could recruit more District Election Trainers for the next election training, the ratio between the trainer and trainee would be manageable. This would in turn make it easy for them to apply the principles since they would train poll staff in smaller groups. Explained T11:

“ . . . when you are asked to train in crowded constituencies like Mandevu, Chawama and Kanyama its really difficult to conduct the trainings effectively because you train large crowds and most of the

time the ratio between the trainer and trainee is not manageable . . . worse even, if you get to train the poll staff in a school hall . . . it's hard . . . so if the Commission would consider adding to the number of DETs for the next election training, that would help.”

Similarly, T9 added:

“ . . . if the Commission would increase the number of DETs in the next general election training that would make a lot of difference . . . because we would have manageable groups of poll staff that we can easily handle . . . and that way we could at least train poll staff better.”

The findings from the verbatim by T11, suggests that crowded constituencies like Kanyama, Mandavu and Chawama were likely to face this challenge more than the rest of the constituencies.

4.4.2. Extending the training period

There was consensus view from the District Election Trainers who suggested that the training of poll staff should be given a few more days than it usually is the case. Most DETs complained that the three days given to them to train poll staff did not suffice. For example T4 complained:

“ . . . if given a little more days to train the poll staff, we would not rush through the training . . . we would counter check to really find out if what we are training the poll staff has been understood or not . . . but because of only having 3 days . . . even if we give them an assessment test at the end of the training and they pass so well, a number of poll staff just master what is in the manual for the sake of passing the assessment and not fully understanding the electoral process .”

This finding revealed that because the training was conducted in haste, many of the poll staff may not have completely understood the electoral process, but those who were able to memorise

the content benefitted more. This is because when they were given the assessment test at the end of the training they got good results. Unfortunately, not all poll staff that got good grades were able to execute the election duties correctly.

4.4.3. Introducing workshops or seminars

The findings showed that even though District Election Trainers were able to apply the adult learning principles when training poll staff, this was done sparingly. The reason for this was that although, District Election Trainers were trained on adult learning principles, it was not done intensively. Most of them, therefore, suggested that the Commission should introduce workshops or seminars where DETs would be taught on adult learning principles. This was emphasized by T10 who said:

“ . . . We are aware of the adult learning principles yes but maybe we need to be taught properly on how to use them when training poll staff. . . The Commission could at least introduce workshops or seminars slightly before election training where we can learn fully on the principles and how we can apply them.”

Sharing a similar view, T7 also stated;

“ . . . when we are being trained for elections as DETs the greatest concentration is on us knowing the electoral process . . . how we will handle the poll staff as adult learners is not really emphasized . . . so ECZ can somehow come up with a way to teach us on adult learning principles by conducting workshops . . . and every now and then they can make us go through refresher trainings before the actual election training.”

The sentiments from the verbatim by T10 and T7 were a consensus view from most of the District Election Trainers who emphasized the need to learn comprehensively on adult learning principles. Several District Election Trainers even suggested that since elections take place every 5 years, The Electoral Commission of Zambia could introduce refresher trainings. This would

keep the District Election Trainers up-to-date with any changes on the electoral process and on how to conduct the elections effectively.

4.4.4. Summary of research Question 3

Research question 3, sought to explore District Election Trainers suggested possible solutions on how they could apply adult learning principles when training poll staff for elections. The suggestions were that, there was need to recruit more District Election Trainers so that the ratio between the trainer and trainee could be manageable. Secondly, the number of days for training should be increased so as to allow for intensive training of poll staff. Finally, the Electoral Commission of Zambia should introduce workshops or seminars where District Election Trainers could learn intensively on adult learning principles before election training. By so doing DETs believed that it would be possible to apply most of the adult learning principles when training poll staff and hence achieve the training objectives.

4.5. Summary of Chapter 4

This chapter presented the findings on the study, ‘**Application of adult learning principles by District Election Trainers in selected constituencies of Lusaka District.**’ The presentation of the findings was in line with the research questions that were raised for the study. The responses were drawn from interview guide and questionnaire which had open ended questions. At the end of each research question, a summary was made.

The chapter that follows discuss key findings of the study based on the research objectives. The discussions will be in relation to the theoretical framework discussed in chapter one and the literature reviewed in chapter two.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1. Overview

The preceding chapter presented the findings for the study, “**Application of adult learning principles by District Election Trainers in selected constituencies of Lusaka District.**” This chapter proceeds with the discussion of the findings in relation to the literature reviewed in chapter two and theoretical framework used in chapter one. The findings will be discussed by using the objectives for the study as themes.

By way of reminder, the purpose for this study was to explore the application of adult learning principles by District Election Trainers in selected constituencies of Lusaka District. The study was guided by the following objectives:(i) to describe how District Election Trainers apply adult learning principles when training poll staff; (ii) to identify the challenges faced by District Election Trainers in the application of adult learning principles when training poll staff; and (iii) to explore District Election Trainers suggested possible solutions on how adult learning principles can be applied when training poll staff.

5.2. Application of adult learning principles by District Election Trainers

Objective one sought to describe how District Election Trainers (DETs) applied adult learning principles when training poll staff for elections. The study indicated that District Election Trainers applied adult learning principles by allowing some of the poll staff talk about their experiences with elections. Their experiences were combined into the training and used as examples according to the lesson they were being taught in the training at that particular time. The DETs also applied adult learning principles by addressing the poll staff politely during the training. This act made the poll staff feel respected. The poll staff were allowed to participate during the training in form of group discussions and presentations which became a part of the training. Lastly, District Election Trainers applied adult learning principles by engaging poll staff in role plays during the training. The poll staff would be given a real life situation which they would be asked to act on in the form of a play so as to depict a real life situation.

The first theme from objective one brought to light the fact that District Election Trainers were able to acknowledge the election experiences that poll staff came with to the training environment. They utilised these experiences and it helped to enhance the training. This demonstrates that District Election Trainers were aware of the importance of the experiences that poll staff came with to the training environment and they knew that if they combined it to the training, it would add value. This finding is in conformity with Brookfield (1985), Knowles, (1984) and Lindeman (1926) who noted that adult learners' experience is of great value to an adults learning. They elaborated that since adults do not come to the learning environment as blank slates, it would be wise that adult educators consider their experience when teaching or training them. By District Election Trainers bringing the poll staff experiences to the training environment, meant that poll staff were able to connect the new training to what they already knew. This generally makes adults feel that their previous experiences are not in vein. As Lieb (1991) affirms, adults like their learning to be built on what they already know, be it work related, family related or education related. Moreover, when adult educators make use of this principle when teaching adult learners, it makes the learners begin to question where they are, to where they may want to be. This is in agreement with Chen (2015), who upon using his students' life experiences to teach, noticed a great shift that students were now able to critically question their positions in life and make better changes.

This finding is also in harmony with the Andragogy theory assumption of adult learners' experience. As Knowles (1984) puts it, when a person matures, they accumulate a growing reservoir of experience in every area of their lives. Thus, it is important that as they come to the learning environment, their experiences are utilised during the training. Although District Election Trainers used the principle of adult learners experience during the training, the study revealed that the principle was not fully applied. This was because the only people in the training that were able to talk about their experiences were those that had previously worked as poll staff. That meant that the first timers had nothing to share since they were new to the training programme. Therefore, the DETs needed to consider all manner of experiences that the poll staff came with to the training ground and be able to blend it into the training. There could have been some aspects of experiences from other areas of the new poll staff lives which could have also added value to the training. An example is that previously, these poll staffs would have been

voters before being trained to carry out elections. The experience of being voters could also have been shared during the training and a few things would have been learnt from that angle which could have added value to the training. However, the findings showed that District Election Trainers allowed poll staff to only talk about their experiences with elections in their capacities as poll staff and nothing else. This may have disadvantaged others who may not have had previous experiences on elections as poll staff.

Even though this finding is to some extent in congruence with the Andragogy theory, it is important to note that its conformity is partial. This is so, because when Knowles (1980) talks about the adult learners experience in relation to the Andragogy theory, he does not mean that it should only be experience that is related to one specific kind of learning. It should be experiences from all areas of an adult life which could still be used to the learning that they get involved in, because it is such experiences that help adults redefine new goals in life (Merriam, 2001). These could be experiences acquired from workplaces and family responsibilities (social experiences) and educational backgrounds (academic experiences). In the case of this study, the experiences could have also included the mistakes that the poll staff may have made while conducting elections on the actual day, an aspect that did not come out during the interviews. It was therefore, cardinal that when District Election Trainers apply the principle of adult learners experience when training poll staff for elections, they should consider all angles of experience that the poll staff come with to the training environment.

The second theme that emerged from objective one was that of respect for adult learners. The findings showed that by District Election Trainers addressing poll staff politely during the training, it made the poll staff feel respected. This brought to light yet another adult learning principle which was that adults want to be respected as learners. The findings suggest that District Election Trainers were well aware that poll staff were adults and deserved to be treated with respect even though they were learners in the training. Therefore, they made sure that they spoke to the poll staff politely and were conscious of the choice of words that they used when training them. As elaborated in chapter four, the District Election Trainers did not openly rebuke the poll staff during the training even when they may have given a wrong answer to a question. This action by District Election Trainers resulted in the poll staff feeling respected and, in turn,

were able to go through the training joyfully without any problem. This also made the learning environment conducive for poll staff because they may have felt that they too were looked at as capable human beings and not inferior to the DETs. This finding is consistent with the conventional opinion by Kolb (1984) and Mezirow (1981) who remarked that adults respond well to the learning environment when they feel respected, encouraged and when they are treated as capable adults. The manner in which District Election Trainers treated all poll staff with equal dignity and self-worth meant that, the poll staff felt at ease and not intimidated during the training. This made it less difficult for District Election Trainers to train poll staff better.

According to the findings from the second theme, addressing poll staff politely by District Election Trainers was seen as a way of showing respect. Of course this aspect is common to the Zambian scenario where respect is portrayed by how one speaks to someone and also the words that they use when addressing someone. However, this may not be the case in other parts of the continent or the world, because to them respect may not only be weighed on how people are addressed by way of using language but they could be other components that are attached to respect. For example in a study by Earle (2000), the learners felt disrespected when the teacher came for lessons late, when he didn't consider their opinions on the learning and also when he didn't seem ready for the lesson. Nevertheless, despite all these negatives the lecturer addressed the students politely and used proper language when speaking to them. Thus, it can be concluded that how adults feel respected is not only through how they are addressed, but also other factors complement. This may be dependent on the kind of learning or training environment that adults are found in at that particular time.

The third theme that emerged from the findings of objective one showed that District Election Trainers made the poll staff take part in the training. This was done by allowing poll staff to make presentations after having group discussions during the training. This finding brought forth another adult learning principle which was that of adult learners' involvement or participation. By applying this principle in the training implied that District Election Trainers allowed poll staff to be proactive learners. That means, poll staff were not just spectators in the training and by so doing, they were able to retain more of what they had learnt than do reactive learners. This finding is in line with Borsari (1999), who upon giving his class individual and group

discussions, noticed that his learners responded well and learnt effectively. However, there is a difference in the way these group discussions were done and the way the topics for presentation were given. In the case of Borsari (1999) learners were able to choose on their own what they wanted to present on, while poll staff were given what to present on by District Election Trainers. This, therefore, took away one adult learning principle which was that of self-directedness, which meant that poll staff were not allowed to control their own learning. The stance taken by District Election Trainers not to allow poll staff to choose for themselves what they wanted to present on (self-directedness) was ideal for this kind of training because elections are critical. Therefore, even though poll staff were allowed to do presentations, there was need to control what went on in the training so as not to waste a lot of time on things that did not concern the electoral process.

This finding is in agreement with the theory of Andragogy which emphasises the importance of adult learners' involvement in their learning. The theory posits that unlike children, adults want to get involved in their learning by having hands on. However, there is a contradiction between the Andragogy theory and the finding in that while the theory stipulates that adults should be involved in the planning and implementing of their learning (Knowles, 1980), the findings did not show that poll staff got involved in the planning of their training. What is even more is that the participation did not allow all poll staff to get involved in the presentations due to limited time for the training. This then implies that there is a higher probability that even though poll staff did presentations, a number of them were still passive learners who were just in the background.

The last theme that emerged from objective one was that of role plays. District Election Trainers allowed poll staff to be involved in role plays so as to make the training practical. This finding is consistent with the theory of Andragogy (Knowles, 1984) which stipulates that adult learners want learning to be practical and applicable to their lives immediately. When learning does not seem to add value to their life immediately it is likely not to have a great impact on an adult. In most cases adults may not actually be interested in the learning for the sake of acquiring knowledge but by what that learning is supposed to add to their lives (Lieb, 1991). District Election Trainers' use of the principle of practicality suggests that they took the training away

from theory to reality. An example would have been where poll staff were asked to do a play of a drunkard voter on Election Day and then District Election Trainers ask them to act in form of a play on how they would handle such a situation. Such trainings in form of role plays concerning elections made it easy for poll staff to remember this information and where possible be able to apply some of the tactics in case they faced a similar situation while in the field.

This finding is in consonance with, Larrotta and Serrano (2012), who discovered that their reading of three chapters daily on financial freedom to their English class of Spanish speaking parents made them connect with reality. This in the end aroused the interest of the learners to learn the English language better and effectively because the learners were able to relate the chapters on financial freedom to their real life situations. Similarly, by District Election Trainers bringing in the practical part in the training made poll staff learn more efficiently and better because they were able to practice what they were likely to face on the actual day of elections.

The findings from objective one made it possible for several adult learning principles to be apparent. These were principles which included; i) adult learners experience; ii) adult learners respect; iii) adult learners involvement; and, iv) adults want learning to be practical. Although, these principles were made clear from the way District Election Trainers described how they trained poll staff, it is important to note that most of the DETs did not clearly mention the principles. Perhaps because most of them did not have an adult education background. Nevertheless, District Election Trainers should actually be commended for being able to apply the principles during the training considering their diverse academic backgrounds. Despite District Election Trainers being able to apply the adult learning principles when training poll staff for elections, the findings revealed that they applied the principles sparingly and most of the times unknowingly. This could mean that the benefits of applying adult learning principles to the training ground were not fully achieved. Therefore, it should be emphasised that the use of adult learning principles by District Election Trainers is cardinal to the training of poll staff. Dwyer (2004) agrees that the use of these principles on adult learners has a simple elegance and grace that benefits both the trainer and trainee. This in the end makes the learning process rewarding and objectives achievable.

5.3. Challenges faced by District Election Trainers

Objective two sought to identify challenges faced by District Election Trainers in the application of adult learning principles when training poll staff. The findings showed that challenges faced by District Election Trainers, included: i) Training large numbers of poll staff; ii) Limited time allocated to the training; and, iii) District Election Trainers lack of intensive training on adult learning principles.

District Election Trainers observed that having large numbers of poll staff was challenging when it came to applying adult learning principles during the training. The findings showed that in crowded constituencies like Mandevu, Kanyama and Matero this was vividly experienced. Due to this problem, District Election Trainers found it difficult in most cases to use a learner centred approach during the training. Instead they opted to use a teacher centred approach; an approach that is not ideal for adult learners. Freire (1970) says that education is supposed to be dialogical and not just one person acting on another but everyone working together. Freire was against the prevailing education which made the teacher be the sole owner of knowledge and reduced the learner to an object where knowledge was supposed to be deposited in, he called this form of education as 'Banking education'. This kind of learning may not have augured well with poll staff who may have come to the training ground expecting to be fully involved but were reduced to passive learners. This kind of situation may not have helped much because elections were more practical than theory and so the training needed to be more learner centred than teacher centred.

The findings also showed that due to large numbers of poll staff that District Election Trainers had to train, it became difficult for some of them to properly apply the principle of adult learners respect in some aspects of the training. This was because some trainings took place in school halls where poll staff would make noise or conduct their own mini meetings while the training was going on. This resulted in some District Election Trainers getting frustrated and at times using impolite language just to stop the noise. This, in the end, made the poll staff feel disrespected and made the learning environment uncondusive to effective training activities. Despite such situations, poll staff still continued with the training. This could have been because of the incentives in form of allowances which were attached to the training. The theory of

Andragogy clearly brings out this fact that unlike children, adult learners' motivation to learn is internal. Upon enrolling in a program, they already know what goal they want to achieve (Knowles, 1984). In this case probably the goal could have mainly have been the money obtained at the end of the training.

Another challenge faced by District Election Trainers in applying adult learning principles when training poll staff was that of limited time allocated to the training. The findings showed a consensus view from most District Election Trainers who complained that training poll staff for elections in three days was not sufficient. They went on to say that instead of teaching poll staff how to handle electorates on Election Day, they concentrated mainly on teaching the electoral process. This was to ensure that poll staff learnt the electoral process well so that if they went into the field, they would not make mistakes. This implied that if District Election Trainers concentrated more on applying adult learning principles than teaching poll staff the electoral process, the training would consume more time and hence the training objectives would not be achieved. This finding is compatible with Jerram (2002) and Earle (2000) who confessed that even though the use of adult learning principles yields positive results when applied to adult learning, it has a high cost in terms of time. They realised that even though objectives of the learning were easily achieved, it was difficult for tasks to be completed in time.

The limited time allocated to the training revealed yet another challenge which was that of high cost in terms of money. This suggests that if the time allocated to the training was increased, the Electoral Commission of Zambia would have to add to the allowances of both the poll staff and District Election Trainers which would be a strain on the budget of the Commission. Jerram (2002) asserts that in trying by all means to give feedback to his students faster after an assessment, he had to make use of tutors which was an added cost on the university. The implication, therefore, is that the use of adult learning principles to the adult learning environment should be applied with caution. For example, when planning and implementing adult learning programmes, the time aspect should be put into consideration. Secondly, planners should know for example how long it would take for the training to be carried out effectively. The budget should also be planned well so as to avoid short comings during the training. The government could perhaps look into this issue and increase the budget for election training. This

would help the commission add more days to the training so that training of poll staff is done intensively.

The findings for objective two then bring out the fact that adult learning principles would yield great and positive results when applied to adult learning environments with measures put in place before using them. This would mean that adult educators should make sure that the time allocated to the training or teaching will suffice so that all the intended objectives are achieved. This also means that money allocated to the training would be enough so that the use of the adult learning principles can bring good results when applied to the training by District Election Trainers.

5.4. District Election Trainers Suggested possible solutions on how to apply adult learning principles

Objective three (3) sought to explore District Election Trainers (DETs) suggested possible solutions on how adult learning principles can be applied when training poll staff for elections. District Election Trainers suggested that: i) the Commission should recruit more DETs for the next election training, ii) The training should be given more than 3 days, and: iii) the Commission should introduce workshops or seminars where DETs can intensively be taught on adult learning principles.

Most District Election Trainers suggested that to curb the problem of training large numbers of poll staff, the Commission should consider recruiting more DETs. This would make the ratio between trainer and trainee manageable and hence allow District Election Trainers apply adult learning principles effectively during the training. This would also allow most poll staff to participate in the training because the numbers would be small and manageable. The DETs further suggested that even though the training should take place in schools, it must be done in smaller groups probably poll staff should be put in classrooms and not school halls. This would allow District Election Trainers to make use of the learner centred approach more during the training, and they would also have a closer interaction with the poll staff. This would result in effective training and both the trainer and trainee would be satisfied with the training outcomes. However, due to the fact that election trainings usually took place during school days, it was

observed that in most cases the school halls were used to carry out the training due to the fact that classrooms were occupied by school pupils. Training large crowds in a hall setup didn't make it easy for District Election Trainers to use a learner centred approach in most cases.

Further, District Election Trainers suggested that if the number of days for training of poll staff would be extended, a conducive atmosphere for application of adult learning principles would be created. Increasing the number of days for training would allow the DETs not to rush through the training like has mostly been the case in the past. They would, instead, teach the electoral process to the poll staff well and at the same time also effectively apply the adult learning principles. However, with the number of days for training increased, the budget allocated to election training would be increased also as compared to the budget used in the last election training. Thus, the other way that this solution would work out well is if the Commission could involve a number of DETs in the planning and implementation of poll staff training programmes because they are the ones on the ground. That way programmes would be planned with facts on the ground and not just theories learnt in books. Dwyer (2004) asserts that when the programmes are planned in such a way that they involve both the trainer and trainee putting their opinions together, the training objectives are easily achieved.

Most District Election Trainers also suggested that they needed to learn more on adult learning principles to enable them train poll staff effectively. The findings suggested that even though DETs were taught on adult learning principles during the training, it was not comprehensive enough. This could have probably been because it was assumed that since District Election Trainers were adults, they already knew how they ought to train poll staff who were also adults. Most District Election Trainers suggested that the Commission should introduce either workshops or seminars where they could intensively be taught adult learning principles. They hoped that these workshops could be conducted before election training as a way of preparing the District Election Trainers. These findings, therefore, show that even though District Election Trainers were taught about adult learning principles, it could have probably been the basics and nothing comprehensive. That is why perhaps it was difficult for them to apply the principles effectively. This was because they had brief lessons on adult learning principles, which meant that their knowledge on the principles was minimal. Considering also that most of the District

Election Trainers were not adult educators, it was important that they get to be taught intensively on the application of adult learning principles, so that they could correctly and effectively apply them when training poll staff for elections.

The findings for objective three, therefore, suggest that with a few measures put in place by the Electoral Commission of Zambia (ECZ) on poll staff training, it is possible for the District Election Trainers to effectively train poll staff for elections. More so, the correct use of adult learning principles by District Election Trainers when training poll staff would bring about positive results. This is because unlike children, adults have different learning needs and interests and they come to the learning environment knowing fully well what they want. That is why it is important that adult educators understand how adults learn as opposed to children. By so doing, adult educators will find teaching or training adults easy and enjoyable. At the same time, adult learners become optimistic about their learning, especially when they discover that their educators treat them with courtesy and as capable adults.

5.5. Implications for Future Research

While literature is abundant in relation to the application of adult learning principles in different fields of scholarly works as reviewed in chapter two, there is insufficient data on the application of adult learning principles written in relation to elections training. Future researchers can explore how adult learning principles are used by different categories of election trainers for example by Master Trainers when training District Election Trainers. They could also further their research by finding out how the application of adult learning principles affect the quality of the training and related outcomes such as trainee satisfaction and effectiveness.

One of the findings from the study showed that District Election Trainers applied the principle of respect while training poll staff. This principle was portrayed by District Election Trainers using polite language when addressing poll staff during the training. However, it is of importance to know how the principle of respect is determined in adult learning. While for Zambia, respect is measured by how polite a person addresses another, it is different in other countries as discussed earlier. Future researchers would do well to research on what perimeters are supposed to be called ‘respect for adult learners’ in adult learning.

Since this study only employed a qualitative approach, future researchers would do well to use a mixed method approach because this would allow for both qualitative and quantitative data to be collected. The combination of the two approaches would maximize the strengths and minimise the limitations of each other and hence enrich the study even further.

Future researchers can also carry out a similar research but in different districts so as to prove whether the findings can be generalised to the whole country. By so doing, the Electoral Commission of Zambia could have wider information on what is prevailing in other Districts and hence plan and implement their training programmes better.

5.6. Summary of Chapter five

This chapter presented the discussion of findings for the study, “**Application of adult learning principles by District Election Trainers in selected constituencies of Lusaka District.**” The discussion made use of the research objectives as sub themes. The findings were discussed in relation to the theory of Andragogy presented in chapter one and the literature reviewed in chapter two. The discussion further brought out the implications of each finding with the strengths and weaknesses elaborated.

The chapter that follows presents the conclusion and recommendations of the study.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.1. Overview

The foregoing chapter discussed the research findings to the study, '**Application of Adult Learning Principles by District Election Trainers in Selected Constituencies of Lusaka District.**' The discussions were in relation to the literature reviewed in chapter two and the theoretical framework discussed in chapter one. This chapter therefore, presents a conclusion to the study and then makes recommendations.

6.2. Conclusion

The purpose of this qualitative case study was to explore the application of adult learning principles by District Election Trainers in selected Constituencies of Lusaka District. This was of importance because District Election Trainers were adult educators who needed to know how adults are supposed to be trained and treated as opposed to children for effective election training outcomes. The study was guided by the following objectives: i) to describe how District Election Trainers apply adult learning principles when training poll staff; ii) to identify the challenges faced by District Election Trainers in the application of adult learning principles when training poll staff; and, iii) to explore District Election Trainers suggested possible solutions on how adult learning principles can be applied when training poll staff.

The first objective for the study answered the question on how District Election Trainers applied adult learning principles when training poll staff for elections. The findings from objective one showed that most District Election Trainers were not able recognise the adult learning principles that they applied during the training. However, as District Election Trainers began to explain how they trained poll staff by bearing in mind that the poll staff were adults, the adult learning principles that they applied during the training became apparent. The findings showed that District Election Trainers applied adult learning principles by giving chance to poll staff during the training to talk about their experiences with elections. It was these experiences which District Election Trainers used as examples in the training sessions so as to relate theory to practical. However, this principle of experience was applied partially by District Election Trainers, because not all poll staff had previous experience with elections which they could share with others

during the training. Another reason was that not all poll staff were able to share their election experiences during the training due to time constraints. Secondly, District Election Trainers applied the principle of respect during the training by addressing poll staff politely. The use of polite language to address poll staff by District Election Trainers made poll staff feel respected and respond positively to the training environment. However, in some training environments where poll staff were unruly, District Election Trainers may have been forced to use impolite language so as to bring order to the training, but this made some poll staff feel disrespected.

The findings further showed that District Election Trainers allowed poll staff to participate in the training through group discussions and presentations on topics related to the training. This made poll staff be involved in the training instead of just being spectators. Lastly Poll staff were allowed to do role plays on topics about the electoral process. This took the training away from theories to reality because poll staff were able to relate the plays to real life situations. However, not all poll staff got involved in the training as earlier mentioned. The findings for objective one therefore, made apparent several adult learning principles which the District Election Trainers applied when training poll staff. These included: adult learners experience, respect for adult learners, adult learners' participation and adults want learning to be practical. The study concluded that indeed District Election Trainers made use of a number of adult learning principles as they trained poll staff although these principles were applied sparingly.

Objective two, answered the question on challenges that District Election Trainers faced in the application of adult learning principles when training poll staff for elections. Arising from the findings for objective two, the study concluded that, training large number of poll staff was cumbersome. This resulted in District Election Trainers making great use of the teacher centred approach, rather than the learner centred approach during most of the training. A method which is said not to favour adult learners that much, because adult learners prefer learning which allows them some self-directedness. Another challenge that District Election Trainers faced was concerning the time allocated to the training which they said did not suffice. They were against the 3 days allocated to the training which made training be conducted in haste. Thus, because of the limited time allocated to the training, the District Election Trainers concentrated more on training poll staff the electoral process and not dwelling much on how the poll staff would be

able to handle the electorates when in the field. The third challenge that District Election Trainers faced was the lack of intensive training on the adult learning principles. This resulted in some of them not knowing much about adult learning principles and worse off on how to correctly apply these principles when training poll staff. The study concluded that from the findings for objective two, most District Election Trainers had partial knowledge of adult learning principles. This may have disadvantaged them from knowing correctly how adults differ from children as learners and what they need to consider when training poll staff. Therefore, there was need for District Election Trainers to be taught comprehensively on adult learning principles to enhance training outcomes.

Objective three explored and answered the question of District Election Trainers suggested possible solutions on how adult learning principles can be applied when training poll staff for elections. Based on the findings for objective three, most District Election Trainers suggested that there was need for the Electoral Commission of Zambia to recruit more District Election Trainers in the next election training. Recruiting more DETs would make the ratio between the trainer and trainee manageable and allow smaller groups of poll staff to be trained intensively for elections. This would then make it possible for District Election Trainers to apply the adult learning principles effectively and achieve great results in the training. Secondly, District Election Trainers suggested that if the time allocated to the training could be extended, then they would be able to train poll staff comprehensively, because such training would not be conducted in a hurry. This meant that not only would the poll staff be taught on the electoral process but also on several topics which would help them conduct elections in a better way. Thirdly, District Election Trainers suggested that the Commission could introduce workshops or seminars where they could comprehensively be taught on adult learning principles. They went on to suggest that these workshops or seminars could be conducted slightly before election training so that they were not conducted hastily. Arising from the findings from objective three the study further concluded that The Electoral Commission of Zambia may have to look into these suggested possible solutions by District Elections Trainers and where possible make amends for better training results.

Based on the findings and discussions, the study finally concluded that at least there are traces of adult learning principles being applied by District Election Trainers when training poll staff for elections. However, these principles were applied sparingly and sometimes unknowingly as is the case with findings in objective one. Nevertheless, the few adult learning principles that were applied by DETs during the training was a great indication that with a few measures put in place, District Election Trainers would apply adult learning principles fully and correctly and hence achieve more positive results in their training of poll staff. More so, full knowledge on adult learning principles by District Election Trainers would help them be better trainers. With enhanced election training, poll staff would also be able to conduct elections well and hence handle electorates better.

6.3. Recommendations

Deriving from the findings, discussions and conclusions, the study makes the following recommendations:

- i. The Electoral Commission of Zambia should conduct seminars or workshops where trainers can learn comprehensively on adult learning principles. This would equip the trainers well and make them be aware of how to train adults(poll staff) effectively, and in turn be able to achieve the set objectives for the training easily;
- ii. The Commission should engage people with an adult education background to work as District Election Trainers. This is advantageous because people with an adult education background have full knowledge on how adults learn best and so they would train poll staff better;
- iii. The Commission should consider extending the number of days for training poll staff so that the training is done comprehensively. This would then help in avoiding a lot of mistakes that are faced in the field on the actual day of election;

- iv. The government should adequately fund the Electoral Commission of Zambia so that it could recruit more District Election Trainers to make training the numbers of poll staff manageable; and,
- v. The Commission ought to be carrying out investigations on mistakes that happen during poll staff training and even on the actual day of elections. This would help them plan and implement better programmes for the following election training.

6.4. Summary of Chapter six

This chapter presented the summary of the study in relation to the purpose, objectives, findings and discussions. Then it made recommendations on what could be considered so as to improve the training of poll staff for elections by District Election Trainers.

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APPENDICES

Appendix A: Semi-Structured Interview Guide for District Election Trainers

Dear Respondents,

I am a student at the University of Zambia reading for a Masters of Education in Adult Education. I am carrying out a research study on, “*Application of adult learning principles by District Election Trainers in Selected constituencies of Lusaka district,*” as part of my academic requirement.

I am kindly requesting you to participate in this study by taking a role of an interviewee during this interview. Please note that the information you provide will be treated as confidential and will be used for academic purposes only and your name will not be required. Please feel free to answer the questions as your participation in the study is purely voluntary. You can withdraw your participation in this research at any time you feel uncomfortable.

QUESTIONS

1. What does your job as a DET entail?
2. What training did you undergo to qualify as a DET?
3. What do you understand by the term adult learning principles?
4. What adult learning principles do you use when training poll staff for elections?
5. How do you train poll staff for elections considering that they are adults?
6. Could you please describe how you apply the adult learning principles as a trainer when training poll staff for elections?
7. What do you think makes it difficult for you to train poll staff the way adults are supposed to be trained?
8. How can DETs train poll staff better for elections?

9. What can help DETs improve their training skills as adult educators?

10. What other additions do you have that can contribute to this interview which would help DETS' train poll staff better for elections?

We have now come to the end of our interview. I wish to thank you very much for finding time to respond to my questions. Should you wish to contact me, the following are my contact details:
Email: *ezzyngwata@gmail.com*; Mobile: *0977 697909*. My address is;

Ezinala Phiri Ngwata

University of Zambia

School of Education

Directorate of research and graduate studies

Department of Adult Education and Extension studies

P. O. Box 32379

Lusaka

Appendix B : Unstructured questionnaire for District Election Trainers

Dear Respondents,

I am a student at the University of Zambia reading for a Masters of Education in Adult Education. I am carrying out a research study on, *“Application of adult learning principles by District Election Trainers in Selected constituencies of Lusaka district,”* as part of my academic requirement.

I am kindly requesting you to participate in this study by completing this questionnaire. Please kindly note that the information you provide will be treated as confidential and will be used for academic purposes only. Note also that your name will not be required.

INSTRUCTIONS

1. Please, do not indicate your name on the questionnaire.
2. Kindly answer all the questions by writing your detailed response in the space provided.
3. Where space provided is insufficient, you can write overleaf. But do not forget to indicate the question number against your answer.

QUESTIONS

1. What does your job as a DET entail?

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.....
.....

2. What training did you undergo to qualify as a DET?

.....
.....

3. What do you understand by the term adult learning principles?

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4. What adult learning principles do you use when training poll staff for elections?

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.....
.....

5. How do you train poll staff for elections considering that they are adults?

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6. Could you please describe how you apply the adult learning principles as a trainer when training poll staff for elections?

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7. What do you think makes it difficult for you to train poll staff the way adults are supposed to be trained?

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8. How can DETs train poll staff better for elections?

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.....
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9. What can help DETs improve their training skills as adult educators?

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10. What other additions do you have that can contribute to this interview which would help
DETS' train poll staff better for elections?

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We have now come to the end of our interview. I wish to thank you very much for finding time to respond to my questions. Should you wish to contact me, the following are my contact details:
Email: *ezzyngwata@gmail.com*; Mobile: *0977 697909*. My address is;

Ezinala Phiri Ngwata
University of Zambia
School of Education
Directorate of research and graduate studies
Department of Adult Education and Extension studies
P. O. Box 32379
Lusaka.

Appendix C: Research Budget

BUDGET ITEM/ RESEARCH ACTIVITY	QUANTITY	UNIT COST	TOTAL KWACHA
A. STATIONARY			
Realms of paper	02	50	100
Writing pads	05	25	125
Pens	10	1	10
Pencils	10	2	20
Box file	01	20	20
Folders	03	10	30
Flash disk	01	85	85
SUB TOTAL			390
RESEARCH EQUIPMENT			
MP 3	01	800	800
SUB TOTAL			800
B. RESEARCH COSTS			
Transport			1500
Lunch			1000
Talk time			300
Ethical clearance			500
Poster			300
SUB TOTAL			3600
C. SERVICE COST			
Printing drafts and final copies of the proposal and reports.			3000
SUB TOTAL			3000
D. MISCELLANEOUS			1000
GRAND TOTAL			8790

Appendix D: Research Schedule

CORE ACTIVITIES	DETAILS OF ACTIVITIES	DURATION	PERIOD
PROPOSAL WRITING	a)problem formulation b)Literature Review c)Designing of the research proposal	5 Months	July 2018 To November 2018
DATA COLLECTION	a)Interviews b)Questionnaire administering and collection	3 MONTHS	December 2018 To February 2019
DATA ANALYSIS	Presentation, Preparation, Organisation and analyse	4 Months	March 2019 To June 2019
REPORT PREPARATION	Report writing Typing and Editing	3 Months	July 2019 To October 2019
REPORT PRODUCTION	Proof Reading, Production and Submission of draft	2 Months	November 2019 To December 2019

Appendix E: Introductory Letter



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

Date: 8th APRIL 2019

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PHD STUDENTS

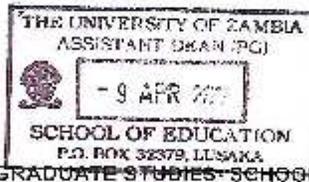
The bearer of this letter Mr./Ms. *Ezinala Phiri Ngwata* Computer number *2017014337* is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

Emry Mbozi (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES - SCHOOL OF EDUCATION



cc: Dean-Education
Director-DRGS

Appendix F: Ethical Clearance Letter



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road | P.O. Box 32379 | Lusaka 10101 | Tel: +260 211 290 258/291 777
Fax: +260 1 290 258/253 952 | Email: director@drqs.unza.zm | Website: www.unza.zm

Approval of Study

5th August, 2019

REF NO. HSSREC: 2019-MAY-053

Ms. Ezinala Phiri Ngwala
The University of Zambia
School of Education
Department of Adult Education and Extension Studies
Box 32379
LUSAKA

Dear Ms. Ngwala,

**RE: "APPLICATION OF ADULT LEARNING PRINCIPLES IN ELECTION TRAINING
IN LUSAKA DISTRICT"**

Reference is made to your submission. The University of Zambia Humanities and Social Sciences Research Ethics Committee (HSSREC) resolved to approve this study and your participation as Principal Investigator for a period of one year.

Review Type	Ordinary /Expedited Review	Approval No. REF No. HSSREC: 2019-MAY-053
Approval and Expiry Date	Approval Date: 5 th August, 2019	Expiry Date: 4 th August, 2020
Protocol Version and Date Information Sheet, Consent Forms and Dates	Version-Nil • English.	4 th August, 2020 To be provided
Consent form ID and Date	Version	To be provided
Recruitment Materials	Nil	Nil

Excellence in Teaching, Research and Community Service