

## **Adult Learning Strategies Used in Higher Education Institutions in Zimbabwe for Lifelong Learning in the Accounting Field**

Chosani Simon, Newton Chinyamunjiko, Nyakurimwa Chalton, Bhibhi Peter, Sharon Masinire, Esnath.T.Manhiwa

### **Abstract**

The study aims to assess the adequacy of adult learning strategies used for lifelong learning in Zimbabwean higher education institutions. The department of accounting sciences at the state university was used as a case study. The study was informed by Kolb's learning cycle theory, constructivism, and adult learning theory. A descriptive research design was used. The population considered registered level four accounting students and lecturers thereof. Using an Adapted Principles of Adult Learning Scale survey questionnaire by Conti (2004), it was found that teacher-centered adult learning strategies (mainly lecturing) are mostly used than learner-centered ones. Overall, the adult learning strategies used are a score of 107.17—way below the normed average mean of 146. The standard deviation was also 15.73, which was less than the norm of 20. The study recommends that training or workshops for lecturers on adult learning strategies for teaching should be organized, and that lecturers without teaching qualifications should enroll for postgraduate studies in higher and tertiary education to better understand lifelong learning teaching methodologies. The paper contributes to new knowledge by identifying areas which need improvement when teaching adults for lifelong learning.

**Keywords:** lifelong learning, adult learning, teaching strategies