

Challenges of part-time learning

Part-Time Learners are faced with a multitude of [barriers](#) in Higher Education that can be classified as attitudinal, institutional or situational.

An attitudinal barrier relates to the learner's attitude toward negative experiences in the learner's educational past which may prevent enrollment in further education.^[9] Merriam, Caffarella and Baumgartner (2007) purport that some adult learners lack the confidence to pursue further education. Additionally, they may perceive higher education as reflecting the teacher-centred practises and exclusive [pedagogy](#) of their earlier schooling experiences.

Institutional barriers are [policies](#) and procedures that make attendance difficult or impossible.^[9] Many universities still practise conventional admissions;^[10] PTLs often hold unconventional educational biographies that can be difficult to compare and measure against traditional admissions requirements. PTLs have a variety of constraints and demands on their time and face challenges synthesizing a long term plan of action. Few PTL-oriented [workshops](#),^[11] inefficient dissemination of information regarding part-time learner programs.^[12] [Prior Learning Assessment and Recognition \(PLAR\)](#) can help PTLs accelerate the completion of studies by granting credit through lifelong learning.

Situational barriers relates to an individual's circumstances at a given time that can impede enrollment or attendance.^[9] Situational challenges include financial costs,^[13] scheduling conflicts and time-management. The expenses of tuition, textbooks, and evening snacks must be weighed against needs such as clothes and school supplies for children or family vacations. The scheduled classes must be able to fit within a schedule that accommodates work and family obligations. Time spent on school assignments cannot be so excessive that it detracts significantly from work and family responsibilities. Situational barriers should be considered prior to enrollment.

Motivations of part-time learners

[Eduard Kindeman](#), father of adult education in the United States, said that the purpose of adult education is to "put meaning into the whole of life". This holistic approach includes "wants, needs, desire, and wishes". John Dewey said that "to find out what one is fitted to do and to secure an opportunity to do it is the key to happiness." Exploration helps adult part-time learners the connection between education and career in their life journeys.