

Opportunities for Adult Learners in Ghana's Higher Education Institutions: Limiting Factors and Strategies

Abstract

This article focuses on a case study of adult learners in Accra Learning Center (ALC) to explore limiting factors to learning in higher education institutions (HEIs) using distance education (DE) mode in Ghana. Educated adults possess experiences that help them take up leadership roles and transform communities. However, limiting factors including lack of media support and employment opportunities to adult learners in HEIs were highlighted by this study. Mixed method research (MMR) that tilted toward qualitative study was employed, and a dialogical approach to MMR was adopted. Semi-structured interview schedules were developed and administered to 45 adult learners. Random sampling procedure was used, and descriptive and interpretivist approaches were adopted in presenting the results. Simple descriptive statistics were adopted to help build a case for using the qualitative data which sought participants' voices, meanings, experiences, and understanding of limiting factors to learning in HEIs by DE mode. Poverty, the high cost of education, and poor time management constituted some of the limiting factors to adult learners in HEIs. The article recommends that HEIs adopt flexible terms of fee payment for adult learners and that young adult learners seek jobs and learn to save while learning in HEIs.