

# Economic and educational factors education essay

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## **Factors Which Enable and Prohibit Personal Success in Achieving Medium to Long Term Personal Learning or Career Objectives**

### **Introduction**

Human development is a process that continues throughout a person's lifetime. The various elements of personal development include responsibility, learning, conduct and mind-set. Endeavouring to improve on these elements would lead to larger prospects in the workplace, as well as healthy interactions since personal development is required in the workplace, as well as in relationships. It should be taken into consideration that, learning is a course through which persons obtain knowledge, skills, as well as comprehending of abstract concepts (Rajesh 2009, p. 4). This paper will explore the factors which facilitate, and impede personal success in the realization of medium to long term personal learning, or career objectives in mature students.

### **Economic and Educational Factors**

The availability of resources such as scholarships, loans and grants is a major factor that facilitates a person in the realization of medium to long term personal learning or career objectives. As a student in a foundation programme, and looking forward to pursuing a bachelor degree in business, it is essential that the requisite financial resources be easily accessible for a mature student. It follows that the pursuance of personal learning is a costly endeavour that requires significant financial resources (Ford 2004, p. 65). On the other hand, several institutions of learning are cognizant of this factor,

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and readily avail the requisite financial support in order to ensure the upward mobility of students. It is essential to mention that learning commences from a young age, and unless the educational expedition is well planned, and methodically implemented from its commencement, students would end up wasting resources. In order to ensure upward mobility for students, educators should carefully play the role of evaluating the student, assessing the student's motivation, selecting teaching and learning techniques, as well as student appraisal methods (Saunders & Kardia 2004, p. 38). The appropriate utilization of course evaluations, as well as the employment of information technologies, is also critical fundamentals in this context. On the contrary, several economic and educational factors impede personal success in the realization of medium to long term personal learning or career objectives. Standardising instruction and learning by means of rigid teaching schemes, as well as preset learning outcomes is evidently a major impediment to ingenuity. On the contrary, when educators adopt teaching methods that adhere to externally determined teaching standards, it narrows the student's achievement and realization of personal learning or career objectives through a lack of nurtured creativity. Studies have demonstrated that, the assessment of ingenuity is an impediment in a student's personal learning or the pursuance of career objectives (Berno & Ward 2003, p. 24).

## **Social and Cultural factors**

Studies demonstrate that, social and cultural aspects are linked to positive outcomes in the realization of realization personal learning or career objectives. Social and cultural factors such as attitudes in regard to education account extensively for success gaps between students from

affluent and underprivileged backgrounds. The pursuance of career objectives or personal learning is an intricate process, since mature learners are social beings who must shoulder personal, as well as the intricacies of the social environment (Kirai 2011, p. 1). An adult learner must deal with personal priorities, as well as a value system which is an outcome of years of personal experience. The development of a positive mental mind-set is a major factor in this context (Yuankun et al. 2009, p. 11). Dissimilar cultures have dissimilar expectations, customs, and standards and these cultural disparities influence educational practices in a significant manner. There are two valuable frameworks that ought to be understood in regard to cultural similarities and disparities. These frameworks are the dialectic-dialogic framework, and the collectivist-individualist framework. Cultural mind-sets and values bear a significant influence the teaching and learning practices, as well as on conceptions concerning educational practices. Consequently, there is always a need for mutual understanding in regard to the expectations of adult learners who are culturally dissimilar, particularly in a multicultural classroom. On the other hand, incompatible educational expectations are impediments to the accomplishment of personal learning or career objectives (Kirai 2011, p. 4). A culturally inclusive or sensitive classroom would facilitate adult learners to work together in creating a secure and accommodating environment, where all students would be confident to express their concerns and opinions.

## **Institutional and Informational Factors**

In the event that institutions are ready to appreciate the challenges and requirements of mature students, these students will realize their medium to

long term personal learning or career objectives. Institutions normally establish informational obstacles that impede students' advancement in realizing their personal learning objectives. These obstacles may transpire any time in their educational career, from the time they think about joining college, to the process of placement following graduation (Dickinson 2006, p. 2). A majority of students are ignorant in regard to where to find the appropriate information regarding the institutions they desire to attend. It follows that, it is the prerogative of these institutions of learning to avail the requisite information to prospective students. The presentation of information in a manner that is appropriate for prospective students facilitates prospective students in making informed decisions. The adult learner requires information regarding study guidelines, as well as advice on how to balance between family obligations, homework, time management, and career exploration. In order to deal with the information gap, and facilitate adult learners in making use of available support services, institutions of learning should consider investing in unrelenting outreach and advertising campaigns (Ismail 2005, p. 3). This is achievable through employers, the civil society, as well as community groups.

## **Dispositional Factors**

Studies have demonstrated that mature students are faced by several dispositional factors that may facilitate or impede the accomplishment of personal learning or career objectives. These factors include their psychological attributes, or students' mind-sets, as well as self-perceptions such as mixed feelings concerning returning to school, fear of failure, or a lack of self-assurance. Factors such as advanced age, pitiable qualifications,

apprehension and stress are also significant factors in this context (Novera 2004, p. 475). A number of mature learners have also been found to experience feelings of being subject to a lack of participation which may be attributed to social desirability concerns (Chao 2009, p. 910).

## **Conclusion**

Educators ought to endeavour to sustain a learning environment that is free from intimidation, and support adult learners in identifying unwarranted fears and concerns. In the same manner, educators should work to develop self-confidence in mature learners through moderating the likelihood to be unsuccessful or to make critical errors and through the reduction of time pressure. A desirable technique mainly in instructing mature students may be self-pacing since it would guarantee that time allocation for the purposes of learning is sufficient. This would ensure that mature students are capable of learning and improving their lives, and acquire the capacity to achieve their medium to long term personal learning or career objectives.