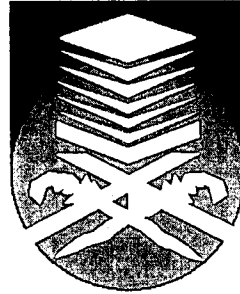


**UNDERSTANDING THE BARRIERS TO LIFELONG LEARNING –  
A QUALITATIVE APPROACH**



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Kepada  
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Tuan,

Assalamualaikum wmt

**Laporan Akhir Penyelidikan “Understanding the barriers to lifelong learning- A qualitative approach”**

Merujuk kepada perkara di atas bersama ini diserahkan 3 naskah salinan laporan akhir penyelidikan bertajuk “Understanding the criteria of lifelong learning” untuk makluman dan tindakan tuan.

Sekian, terimakasih

Wassalamualaikum wmt



**Kardina Kamaruddin**  
Ketua  
Projek Penyelidikan.

## ABSTRACT

*This paper addressed issues relating to barriers to lifelong learning in an organization. By identifying the barriers, only then we could understand the motivation factors for learners to participate in lifelong learning activities. The context of the discussion was research and learning with respect to lecturers within higher education; specifically UiTM Terengganu. A definition of lifelong learning and professional development was given, and used to explain how it may contribute to the process of learning and research. Considering research as part of learning helped the discussion. Underpinning the discussion was the premise that research activities were essential to the role of lecturers, and had significant implications for lifelong learning for those involved in higher education.*

*This paper objective was achieved by examining the barriers to learning in terms of the organization environment, motivation and personal needs. Specifically, this research investigated:*

- 1. the work settings and learning*
- 2. motivational orientations of learners and learning*
- 3. the personal demands of learners and learning*
- 4. the reason learners participate in learning*

*This research was carried out qualitatively. Selected lecturers were interviewed and their responses were recorded, transcribed, interpreted, and analyzed based on the theme(s) of the research. Data(s) were collected through an in-depth, open-ended interview method.*

*This research found that barriers to learning could be recognized from the internal and external perspectives. Internal issues such as personal motives, lifestyle issues and perceptions of learners relate to why learners did not participate in learning. In addition, external issues such as job related motives, skills related motives, relationship/family motives, educational progressive motives, learning styles options, learning issues and progression issues contribute to fewer participants in the learning activities.*

## TABLE OF CONTENT

|                      |      |
|----------------------|------|
| 1. Submission Letter | iv   |
| 2. Declaration       | vii  |
| 3. Acknowledgment    | viii |
| 4. List of tables    | xi   |

### ABSTRACT

#### CHAPTER ONE Introduction

|   |    |
|---|----|
| 1.0 Introduction                          | 1  |
| 1.1 Overview of lifelong learning         | 1  |
| 1.2 Background of the research            | 3  |
| 1.3 The urgent need for lifelong learning | 5  |
| 1.4 Problem statement                     | 6  |
| 1.5 Objectives                            | 13 |
| 1.6 Significance of study                 | 13 |
| 1.7 Limitations of research               | 14 |
| 1.8 Operational definitions               | 18 |

#### CHAPTER TWO Literature Review

|   |    |
|---|----|
| 2.0 Introduction  | 18 |
| 2.1 Lifelong learning   | 19 |
| 2.1.1 The dimensions of lifelong learning   | 23 |
| 2.1.2 New forms of learning in lifelong learning                                    | 24 |
| 2.1.2.1 Self-directed learning  | 24 |
| 2.1.2.2 Learning on demand  | 25 |
| 2.1.2.3 Informal learning   | 25 |
| 2.1.2.4 Collaboration and organizational learning                                   | 26 |
| 2.1.3 Comparison between formal learning and lifelong learning                      | 26 |
| 2.2 Understanding learning environments and their contribution to lifelong learning | 28 |
| 2.3 Professional development in the context of lifelong                             | 30 |

## CHAPTER ONE

### Introduction

This chapter briefly explained the research background, problem statement and the purpose of the study. In addition, it also put forward the significance of the research, the limitation faced and the assumptions made by the researchers.

### 1.1 Overview of lifelong learning

The only constant and on going process in an individual and the environment was change. Change was inevitable and it came, at times, without warning. The only way to survive was to have a strategic plan that could ensure the sustainability of individuals and organizations. Learning had been encompassed into a sustainability of organizations and development of individual to gain competitive edge.

The term 'learning' was now used to signal a range of political, social and economic aspirations. At the same time, the political, economic and cultural conditions under which learning occurred were changing. We never stopped learning from birth until death. Some of this learning was incidental, but a large amount of learning was planned and purposive (Tough, 1971). This was what it meant by the notion of lifelong learning.