The Adaptation of Lifelong Learning Scale intoTurkish Culture

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Abstract

The purpose of the study was to analyze the reliability and validity of the Lifelong Learning Scale (WielkLLS) which was developed by Wielkiewicz and Meuwissen (2014) and adapt the scale into Turkish culture. First of all the English form was translated intoTurkish by 5 English experts and translated into English. Then, they translated into English again for language validation. Another study was done for language validation. A piloting section was happened with ELT students at Sakarya University. First, the English version of the scale was applied to the students and then they did the same for the Turkish version of the scale. The correlation between two applications was found .81. The study was done with 399 candidate teacher students who are studying at Sakarya University Education Faculty. The reliability of the scale was found Cronbach's alpha .78. Confirmatory factory analysis of the 16-item loaded one factor and unidimensional scale was done (X^2= 277.09, DF= 64, RMSEA= .091, NFI= .92, NNFI= .93, CFI= .94, IFI= .94, SRMR= .061). All findings shows that the scale is valid and realiable enough to measure the lifelong learning tendencies of students in Turkish culture.

Keywords: Lifelong Learning, validity, reliability, confirmatory factor analysis.

INTRODUCTION

Concept of Lifelong Learning

Learners have an opportunity to experience phenomena in a natural setting as an advantage of informal environments and they think of themselves as intrinsic learners in a domain which sets them on a path to seek to learn more (Norman, 2012). Going beyond the rebranding of diverse forms of older education considering the cognitive process that forms learning is necessary to get the lifelong learner as a concept (Lamb, Brady & Lohman, 2009). Teaching and encouraging attitudes and self-directed learning skills are roles of educators who establish a learning environment to motivate, recognize of personal learner diversities and suitable to an effective facilitator-learner relationship (Helterbran, 1999). No matter what their geographical location, education system or their culture are, many countries recognized the importance of lifelong learning and they adopted lifelong learning policies to develop the system of lifelong learning system for their education system (Luka & Sungsri, 2015).

Lifelong Learning

Students' taking their own learning responsibility often couples with lifelong learning (Love, 2011). Calling the variety of activities lifelong learning causes some confusion but it is emphasized that the term can be defined beyond just participation of an adult (the lifelong learner) (Lamb, Brady,&Lohman, 2009). Aspin and Chapman (2000) define lifelong learning as a combination of individual and societal perspective approaching it pragmatically. According to them, lifelong learning makes contribution to both societies economically and individuals' developing them personally and also develops individuals'

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social inclusiveness and democratic understanding (Wielkiewicz & Meuwissen, 2014). Lifelong learning, as a popular area, interests older adults incrementally. It gives opportunity to older adults to build on occupational, social, past educational and personal experiences by means of continuing education (Simson, Thompson & Wilson, 2002). Entire education, training and vocational education, education undertaken throughout life both non-formally and informally, personal, civic, social skills and competences and/or employment-related perspective and improvement in knowledge define lifelong learning including the provision of counseling and guidance services (Seta, Kukulska-Hulme & Arrigo, 2014). A developed specific skill set for adults is a necessary disposition toward lifelong learning: Persistence, metacognitive awareness, high-level thinking, and willingness to explore unknown, self-directed learning. Individuals who are metacognitively aware take conscious control of learning; activate related past knowledge and assimilate new knowledge; adjust and evaluate problem-solving and learning process and strategies through review and self-assessment (Murray, 2015). As knowledge is being applied in new paths and developed, lifelong learning includes sharing of knowledge and development in the twenty-first century. Hence, informal society or knowledge-based learning society is descriptions of the societies of the twenty-first century (Murray, 2015). Throughout the life of an individual, lifelong learning involves all purposeful learning activities aiming the improvement of the competencies of all people who want to take part in learning activities. The every aspects of formal, non-formal and informal learning are current processes from pre-school to post-retirement, thus going far beyond fundamental school establishments (Murray, 2015). Private and public universities, institutions of education like elementary and secondary schools, hospitals, community centers and agencies, companies, private facilities, cultural, sports facilities, museums, libraries and offices are divers sites that lifelong learning take place (Weinstein, 2004).

Lifelong learning is an important factor in a pre-graduate student's experience and this is the purpose of the study to show that. WielkLLS is an effective instrument to measure the attitudes and behaviors related to lifelong learning (Wielkiewicz & Meuwissen, 2014). Everybody has tendencies towards lifelong learning and this study shows their tendencies. The study also shows the popularity of lifelong learning activities among young people.

By the help of this Turkish version scale, researchers interested in Lifelong Learning, as a new popular field of study, can do new researches about this topic using the scale. The Lifelong Learning concept does not merely focus on students it focuses on everybody who tries to develop him/herself so this scale might help them practically.

METHOD

Participants

The attendants of the study were 399 undergraduate students at Sakarya University Education Faculty. The participant students study at different grades range from 1st to 4rd and 8 different departments of study (counseling and guidance, chemistry, information technology, biology, geography, nursery, preschool teaching) 236 female and 163 male students took part in the study. The average age of the students is 22.5.

Instrument

The instrument of the scale is Lifelong Learning Scale (WielkLLS) which was developed by Wielkiewikz and Meuwissen (2014) to measure the lifelong learning tendencies of people. It is a likert-type scale containing 16 items. The scale is uni-dimensional.

Procedure

First of all a literature review was done for the study. A Turkish version of a Lifelong Learning Scale (LLS) (Arslan, İşeri, Yurdakul, & Çelik, 2016; Arslan & Akçaalan, 2015) was done before. That study was examined for both following the same procedure and learning the positive sides of it. After that Wielkiewicz's Lifelong Learning Scale was decided as an instrument of this study. Because, that scale will be used as one of the main instrument of a MA thesis so it was decided to use another and new scale for Turkish Literature. Lifelong learning as a new and popular field in social studies, it needs such kind of more studies. Before starting the research, an e-mail was sent to Wielkiewicz and asked permission about using the scale for this research. First, the English version of the scale was applied to 5 English teachers online. Their feedbacks about the scale were positive. They were all agreed about applying the scale to the undergraduate students. For the next step, the original form of the scale was translated into Turkish by 5 English experts. They formed the Turkish version of the scale. After that piloting section was started and the original form of scale was applied to a group of students who are studying at Sakarya University Education Faculty English Language Teaching Department. The number of the students in the group was 30. Then, a week later they were applied the Turkish version of the scale for language validation and the correlation between two versions found .81. It was decided that the scale was valid enough for language validation and the Turkish version of the scale was applied to 399 students who are studying at Sakarya University Education Faculty. Confirmatory Factor Analysis was done for the construct validity. The reliability of the Lifelong Learning Scale was analyzed with the internal consistency and the item analyses were done with total item correlation method. The original form of the scale consists 16 items. After the analysis of the scale, the item- total correlations of 3 items were below .30 which can be seen problematic according to Field (2009) so the items below .30 were omitted and the latest version was formed with 13 items. SPSS 22.0 and LISREL 8.71 package programs were used to analyze the validity and reliability of the scale.

RESULTS

Item-Total Correlations for the Turkish Version of Lifelong Learning Scale is displayed Table 1.

Table 1.

Item-Total Correlations for the Turkish Version of Lifelong Learning Scale Construct Validity

Scale Item	Item-Total Correlations
1-Fikirsel mücadelelerden keyif alırım.	.49
2-Yeni öğrendiğim şeyleri başkalarıyla paylaşırım.	.53
3-Sorun ve problemleri derinlemesine analiz etmeyi severim.	.45

4- Okumak, düzenli yaptığım bir etkinliktir.	.56
5-Kendi kendine motive olan biriyimdir.	.53
6-Kütüphane ve kitapçıları ilgi çekici kitap ve dergiler için dolaşırım.	.56
7-Okulda veya çevremde yapılan tartışmalara ilgi çekici katkılarda bulunurum.	.49
8-Eleştirel düşünme yaptığım etkinliklerden biridir.	.54
9-Keyif almak ve eğlence amacıyla bir şeyler okurum.	.57
10-Pek çok farklı alana ilgi duyarım.	.57
11-Farklı farklı ilgi alanlarını takip ederim.	.57
12-Yeni bir şeyler öğrenmekten hoşlanırım.	.46
13-Okul veya derslerle alakalı olmayan çok fazla kitap, dergi vs. okurum.	.39

Confirmatory Factor Analysis is fairly functional for the investigators in terms of handling apparent hypotheses about a scale like, the number of factors or extents underlying its items, connections between absolute items or absolute factors and the link between factors. To put it other way, with CFA investigators assess "measurement hypotheses" regarding scale's internal structure. Furr and Bacharach (2013) propounded that CFA provides investigators to measure the degree to which their assessment hypotheses are consistent with the factual data of the scale. Confirmatory factor analysis indicates the uni-dimensional model (X^2= 277.09, *DF*= 64, RMSEA= .091, NFI= .92, NNFI= .93, CFI= .94, IFI= .94, SRMR= .061).
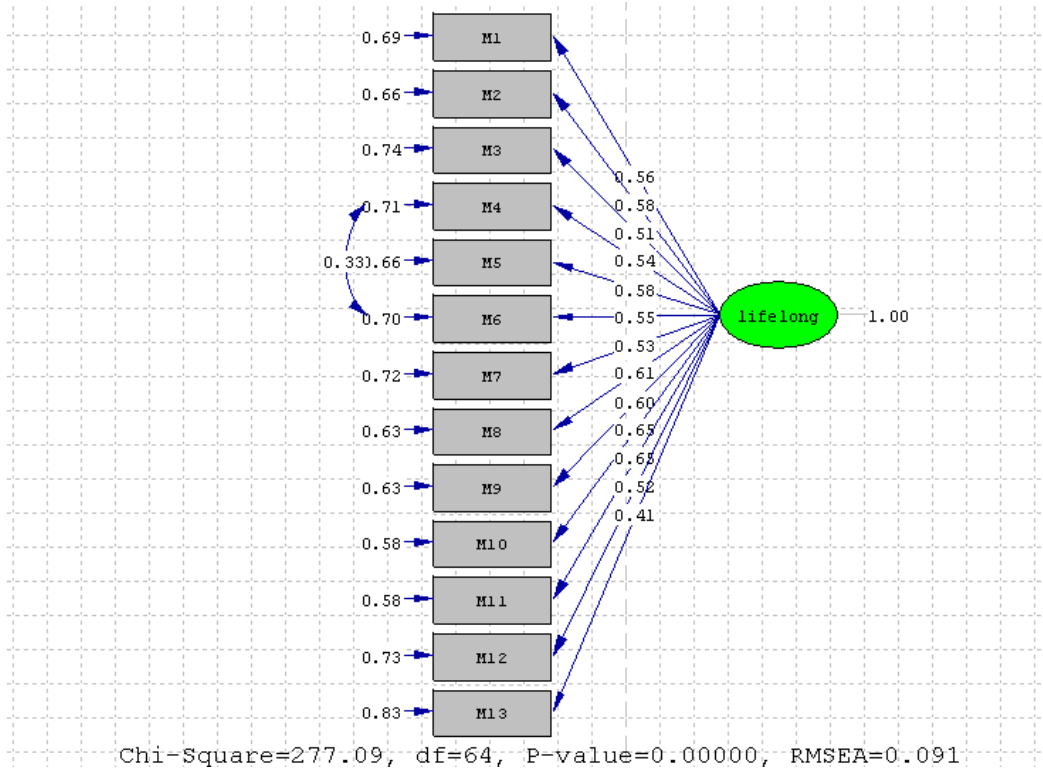
Figure 1. Confirmatory Factor Analysis Model of Lifelong Learning Scale

Reliability

The Cronbach's Alpha internal consistency reliability coefficients of the scale were .85 for whole scale.

Discussion

The aim of the study was to adapt the Lifelong Learning Scale (WielkLLS) into Turkish culture and examine validity and reliability. Another purpose of this scale was to form a Turkish lifelong learning scale in Turkish literature. It is really hard to find lifelong learning scale in Turkish literature for academic researches so this study will help the researchers about this problematic situation. The internal consistency coefficients reliability of the scale was .78. The corrected item-total correlations of LLS (WielkLLS) ranged from .04 to .60. The confirmatory factor analysis of the scale was done and results were found (X^2=277.09, *DF*=64, RMSEA=.091, NFI=.92, NNFI=.93, CFI=.94, IFI=.94, SRMR=.061). It can be understood from the findings that there are some problems about students' understanding some of the items. Especially, the RMSEA rate was higher than the acceptable rates. This is because of understanding problem of some items. They are going to be revised and developed as a Thesis of M.A. Some of the scale items do not fit to Turkish culture so these items can be revised or omitted for the next researches. There are some limitations of the present study. Its sample size is one of the limitations of the current study. Specifically, future studies should investigate the same scale with a larger sample size. The study will be done with wider population for the next studies. Furthermore, conducting this study in different universities of Turkey may show whether these results could be generalized to a wider population.

Another limitation of the current study is that the sample was consists of undergraduate students, which restricted the generalizability of the conclusions. Hereby, it could be important to inspect the relationship of these variables in other sample groups. Overall findings showed that this scale had high validity and reliability scores and that it may be used as a valid and reliable instrument in order to measure the individuals' lifelong learning tendencies.

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YAŞAM BOYU ÖĞRENME ÖLÇEĞİ **(Bu ölçek 16 maddeden oluşmaktadır. Lütfen, her bölümde yalnız bir kez işaretleme yapınız.1=asla, 2=nadiren, 3=arasıra, 4=sıksık, 5= her zamanveya her gün. Katılımınız içinteşekkürler.)**	ASLA	NADIREN	ARASIRA	SIKSIK	HER ZAMAN VEYA HER GÜN
1-Fikirsel mücadelelerden keyif alırım.	1	2	3	4	5
2-Yeni öğrendiğim şeyleri başkalarıyla paylaşırım.	1	2	3	4	5
3-Sorun ve problemleri derinlemesine analiz etmeyi severim.	1	2	3	4	5
4-Okumak, düzenli yaptığım bir etkinliktir.	1	2	3	4	5
5-Kendi kendine motive olan biriyimdir.	1	2	3	4	5
6-Kütüphane ve kitapçıları ilgi çekici kitaplar ve dergiler için dolaşırım.	1	2	3	4	5
7-Okulda veya çevremde yapılan tartışmalara ilgi çekici katkılarda bulunurum.	1	2	3	4	5
8-Eleştirel düşünme yaptığım etkinliklerden birisidir.	1	2	3	4	5
9-Keyif almakveya eğlence amacıyla birşeyler okurum.	1	2	3	4	5
10-Pek çok farklı alana ilgi duyarım.	1	2	3	4	5
11- Farklı farklı ilgi alanlarını takip ederim.	1	2	3	4	5
12-Yeni bir şeyler öğrenmekten hoşlanırım.	1	2	3	4	5
13. Okul veya derslerle alakalı olmayan çok fazla kitap, dergi vs. okurum.	1	2	3	4	5