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THE ADAPTATION AND VALIDATION OF THE TURKISH VERSION OF THE LIFELONG LEARNING SCALE (LLS)

Abstract

The aim of this study is to analyze the validity and reliability of the Turkish version of the Lifelong Learning Scale (LLS), (Kirby, Knapper, Lamon and Egnatoff, 2010). Participants were 590 students of education faculty of Sakarya University. The results of confirmatory factor analysis described that the 12 items loaded one factor and the unidimensional model was well fit (x^2=206.39, df= 53, RMSEA=.070, GFI=.94, CFI=.89,IFI=.89, AGFI= 0.92 and SRMR=.059). The internal consistency coefficient was .67 for the overall scale. The corrected item-total correlations of LLS ranged from .18 to .49. Overall findings demonstrated that this scale is a valid and reliable instrument for measuring individuals' tendency to lifelong learning.

Keywords: Lifelong learning, validity, reliability, confirmatory factor analysis

INTRODUCTION

Development in science and technology brings about some crucial learning theories (Duke and Hinzen, 2011). Lifelong learning is a ceaseless process of human life, as it contained formal and informal learning to promote all citizens gain enough education and skills from pre-school to post-retirement term. Moreover, lifelong learning contributed appropriate learning opportunities and up-to-date skills for many different stages that people go through to confront and to deal with contemporary community (European Commission, 2001). Additionally, Candy, Crebert and O'Leary (1994) identified lifelong learning as containing all kinds of learning experiences in lifetime. In this regard, development of citizenship and community remain as essential outcomes of education for individuals and their societies (World Bank, 1999; CMEC, 1997). In this context, lifelong learning is becoming more and more crucial for the individuals' professional education. By the way, lifelong learning is stated as fundamental to national economic system and future financial development (Beck, 1998;CMEC, Statistics Canada &

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HRDC, 1999; CMEC, 1997). There are many definitions of lifelong learning in all term of fields. It has many various but similar meanings in economy, education, psychology. Within one philosophy, lifelong is defined as an idealistic status. The future of our community relies on informed and well educated citizens who, while carrying out their own objectives of individual and vocational improvement, present to the social, financial and cultural advancement of their society and the country as a whole (CMEC, 1998). Therefore lifelong learning needs to last majority of lifespan as a part of one's lifetime. Research workers in education field have commenced to collect empirical data on the motivation and necessities of lifelong learners. Most researches have been fulfilled by demographers, sociologists, medical researches and gerontologists (Dale, 2000). That being the case, this discipline is coming into view in education field. Recently, lifelong learning is withdrawn from the areas of education, economy and psychology, and develops from the realization that concentrates on the fact that citizens' education must expand beyond national needs in this universal world (Boyd, 2003; Crick, 2003). This approach brings about a new point of view and requirements. Contemporary lifelong learning requires the citizens to transform their skills and competency in accordance with the social, political, financial and technological developments because of globalization (Holt, 2002;Rothstein, Wilder, and Jacobsen, 2007). Jarvis (2006, 2009) using a psychosocial viewpoint, surveyed lifelong learning as a system where learning takes place for a person over the course of a lifespan. Lifelong learning has been identified in a detailed descriptive manner. Dave (1975) suggested that, lifelong education is a comprehensive conception which comprises formal, non-formal and informal learning expanded during the lifetime of an individual to achieve the maximum possible improvement in personal, social, and vocational life. Moreover, Jarvis (2009) identified lifelong learning as; the composition of processes during a lifespan whereby the whole individual - body (genetic, physical and biological) and the mentality (knowledge, skills, attitudes, values, emotions, meaning, beliefs and senses) – goes through social circumstances, the component of which is then cognitively, emotively or practically (or through and a composition) and incorporated into the person's biography coming about a constantly changing (or more experienced) person. The lifespan of a person is identified a lasting process of learning. According to Cohen (1975) lifelong learning is "a process which begins with birth and only brought to an end at death and is then fulfilled by others in non-stop continuum". The lifelong learning concept has had several explanations and been rendered on several occasions. Hence, the definition of lifelong learning has evolved and been detailed by the scientists. For instance, Rowe and Kahn (1998) noticed that having the capability not only to improve one's cognitive skills but also being able to abide by curious about the world are key factors of successful aging, wherein individuals who dedicates themselves to lifelong learning are liable to feel more competent personally, interpersonally, cognitively and, in some instances, professionally (Norman and Hyland, 2003; Wernstein, 2004). Lifelong learning requires to be willing to learn in a planned and patterned framework. It is frequently self-perpetuating or self-expressive – learning and exploring for its own sake (Hiemstra, 1976). Management of an organization can only be achieved by a constant education of individuals who work in the organization. As maintained by Odle (2005), lifelong learning is essential for our individual success as well as the success in   our organizations. Acquiring new skills and knowledge gives energy to us; it makes us stronger to deal with the challenges we encounter in our professional life every day. It also contributes us with the tools we need to improve in our careers and, most essentially, to assist better to our organizations. Therefore, the development of individuals'

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lifelong learning proficiency is the essence of keeping up with today's learning necessities. In spite of some scales about measuring individuals' lifelong learning ability used in Turkey, that there is not another similar measurement tool as time saving as this scale in regard to ease of application has become a source of motivation to carry out this study. It is another essential factor that the absence of studies on lifelong learning is very clear in Turkey. This scale is expected to contribute the researchers to improve in the field of lifelong learning. It is thought that this study will fill the deficiency in terms of the researches determining the lifelong learning level of students and adult learners. The aim of this research is to adapt the Lifelong learning Scale to Turkish and to examine its psychometric properties.

METHOD

Participants

The sample of this research consisted of 590 education faculty students from Sakarya university, Turkey. 389 female and 201 male participants were involved in the study. Their ages ranged between 17-36.

Procedure

Kirby, Knapper, Lamon and Egnatoff (2010) developed LLS and constructed a 14-item scale that was completed by 309 university students. Internal consistency (Cronbach alpha) was 0.71. Item means ranged from 0.06 to 1.23 (on the −2 to +2 scale) and standard deviations ranged from 0.69 to 1.12. LLS has accounted for an additional 27.2% of the variance. The LLS was translated into Turkish by taking the following steps: Firstly, six specialists translated English version into Turkish. The English version of the LLS was then mailed to 20 English language teachers to apply the scale. A week later, the Turkish version of LLS was mailed to the former 20 English language teachers to apply the scale again for the validity of the translation. The final version was reevaluated by the original group of expert reviewers, to finalize the Turkish version used in this study. After the validity and reliability analyses of the scale were examined. In this research confirmatory factor analysis (CFA) was carried out to approve the original scale's structure in Turkish culture. Moreover internal consistency reliability and the item-total correlations were analyzed. Data were examined using LISREL 8.54 and SPSS 22.0 package programs.

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RESULTS

Construct Validity

Confirmatory Factor Analysis (CFA) is beneficial when researchers have evident (or competing) hypotheses about a scale – the number of factors or dimensions underlying its items, the links between specific items and specific factors, and the association between factors. That is, CFA allows researchers to evaluate the degree to which their measurement hypotheses are consistent with actual data produced by respondents using the scale (Furr and Bacharach 2008). The results of confirmatory factor analysis indicated that the unidimensional model was well fit (x^2=206.39, df= 53, RMSEA=.070, GFI=.94, CFI=.89,IFI=.89, AGFI= 0.92 and SRMR=.059). Factor loadings and path diagram of Turkish version of LLS are presented in Figure 1.1
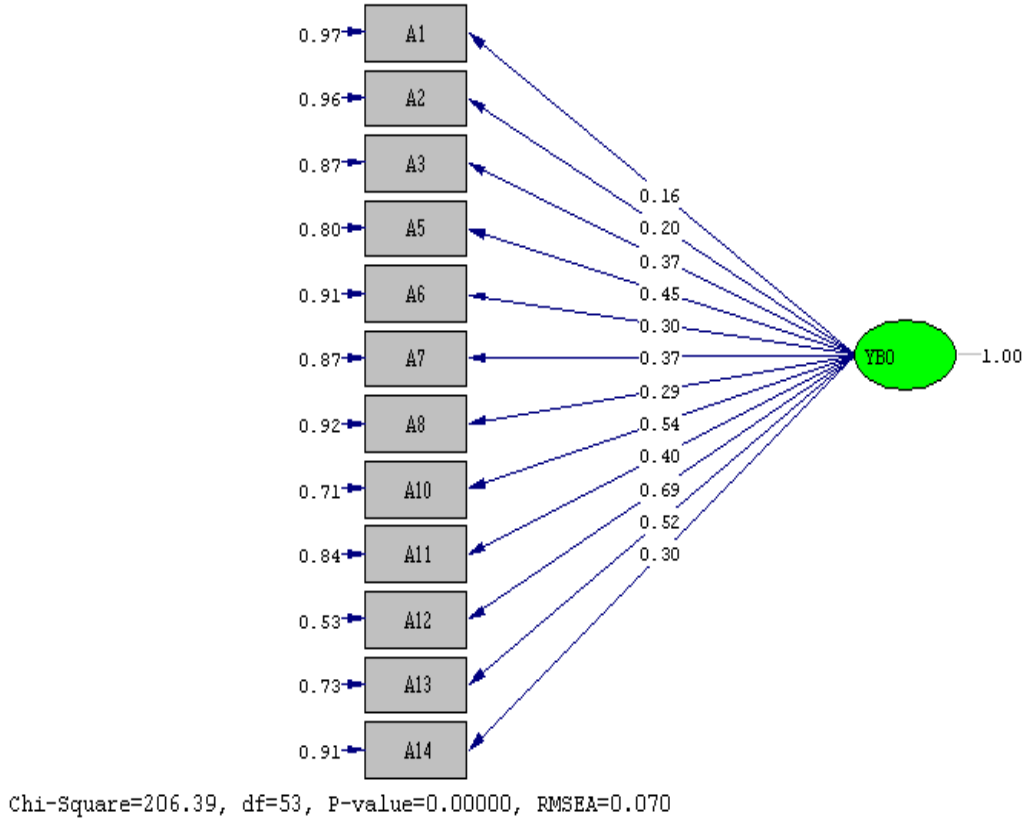
Chi-Square=206.39, df=53, P-value=0.00000, RMSEA=0.070

Figure 1.1 Factor Loadings and Path Diagram for the LLS

Reliability

The Cronbach's Alpha internal consistency reliability coefficients of the scale were found as .67 for whole scale. The corrected item-total correlations of LLS ranged from .18 to .49. Values for an item- total correlation between 0 and 0.19 may indicate that the question is not discriminating well, values between 0.2 and 0.39 indicate good discrimination, and values 0.4 and above indicate very good discrimination (Büyüköztürk, 2010).

DISCUSSION

The purpose of this study was to adapt the LLS into Turkish and analyse its psychometric properties. Firstly, 2 items of LLS were drawn off the scale because of the fact that they were not appropriate for the culture and intellectual level of the students. Confirmatory factor analysis demonstrated that the factor structure was harmonized with the factor structure of the original scale. Hence, it is possible that the structural model of the LLS which consists of one

factor was appropriate for the Turkish culture. The internal consistency reliability coefficients of the scale were agreeable (Büyüköztürk, 2010; Kline, 2000; Bentler and Bonett, 1980; Hu and Bentler, 1999; Schermelleh-Engel and Moosbrugger, 2003). The results of confirmatory factor analysis showed that the 12 items loaded on one factor and the unidimensional model was well fit (x^2=206.39, df= 53, RMSEA=.070, GFI=.94, CFI=.89,IFI=.89, AGFI= 0.92 and SRMR=.059). The internal consistency coefficients were .67 for the overall scale. The corrected item-total correlations of LLS ranged from .18 to .49 The present study has several limitations.. First of all, conducting this research in various universities with larger population in Turkey may illustrate if these outcomes could be generalized to a wider population. Another limitation of the current study is that the sample was composed of students who study in education faculty in university, which restricted the generalizability of the outcomes. Therefore, it may be suggested to examine the relationship of these variables in other sample groups. Whole outcomes showed that the present scale had a moderate level of validity and reliability scores and that it may be applied as a valid and reliable instrument so as to measure the individuals' disposition to lifelong learning. Nonetheless, further researches that will use LLS are precious for its measurement effectiveness.

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YAŞAM BOYU ÖĞRENME ÖLÇEĞİ

Her sorunun karşısında bulunan; **(1) Kesinlikle katılmıyorum (2) Katılmıyorum (3) Kararsızım (4) Katılıyorum ve (5) Kesinlikle katılıyorum** anlamına gelmektedir. Lütfen her ifadeye mutlaka TEK yanıt veriniz ve kesinlikle BOŞ bırakmayınız. En uygun yanıtları vereceğinizi ümit eder katkılarınız için teşekkür ederim.

1	Eğitimimin başkaları tarafından planlanmasını tercih ederim	1	2	3	4	5
2	Tek çözümü olan problemleri tercih ederim	1	2	3	4	5
3	Beklenmedik problemlerle baş edebilir ve ortaya çıktıkları anda bu problemleri çözebilirim	1	2	3	4	5
4	Belirsiz durumlarda kendimi huzursuz hissederim	1	2	3	4	5
5	Başkalarının karışıklık olarak gördüğü durumları çözümleyerek anlam verebilirim	1	2	3	4	5
6	Kendi eğitimim hakkında ve eğitimimi nasıl geliştireceğim konusunda nadiren düşünürüm	1	2	3	4	5
7	Kendi kendini idare eden bağımsız bir öğrenci olduğumu düşünürüm	1	2	3	4	5
8	Başkalarının benim başarı durumumu bir öğrenci olarak değerlendirecek kadar benden daha iyi durumda olduklarını düşünürüm	1	2	3	4	5
9	Öğrenmeyi, sadece öğrenmek adına severim	1	2	3	4	5
10	Akademik eğitimimi, pratik konularla ilişkilendirmeye çalışırım	1	2	3	4	5
11	İhtiyacım olduğunda bilgiyi nerede kullanacağım konusunda sıklıkla zorluk çekerim	1	2	3	4	5
12	Yeni bir materyal ile karşılaştığımda, daha önce öğrendiklerimle ilişkilendirmeye çalışırım	1	2	3	4	5
13	Okulda öğrendiklerime anlam kazandırmak benim sorumluluğumdur	1	2	3	4	5
14	Yeni bir şey öğrendiğimde, "büyük resme" odaklanmaktan ziyade detaylarla ilgilenirim	1	2	3	4	5