CHAPTER THREE

REVIEW OF RELATED LITERATURES

Chapter Outline

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In Chapter One and Two, background of the study had been presented through a brief overview of the concepts or notions of lifelong learning and the emergence of the problem. The review in this section focuses on current literature in regards to the topic of lifelong learning.

The purpose of literature review is three-fold: first, to inform the reader; second, to report and comment on current literature; and third, to “bridge” the literature and allow the reader to connect to examples and situations, and various reports and studies associated with lifelong learning.

This chapter offers an in-depth analysis of previous literature responding to the issue of Lifelong Learning. The chapter includes information from research studies in published journals, and organizational generated information as well as information from the internet as support for the published literature. The literature review provides the wide outlook of Lifelong Learning thus laying a foundation for the current study; moreover, it identifies information gaps that will be relevant in the study. Additionally, the review also offers insight into possible research methods useful in conducting studies related to Lifelong Learning. In this study, some previous empirical studies conducted are reviewed.
3.1 PURPOSE OF THE REVIEW OF RELATED

The review of related literature is a key step in the research process. It is an extensive, systematic and critical review of the most important published scholarly literature on a particular topic. The major purpose of reviewing the literature is to determine what has clearly been done that relates to one’s problem. Another important function of review is that, it points out research strategies and specific procedures and measuring instruments that have and have not been found to be productive, in investigating one’s problem. Familiarity with previous research also facilitates interpretation of the results of the study. Finally, these reviews give information, which can either support or challenge the conclusions of the investigator’s research and therefore provide clues for later research.

The preliminary survey of previous studies, literature, discussions and experience related to the problem under investigation may accomplish a number of purposes. The search for related material is a time consuming but fruitful phase of any research programme. Its specific purposes are:

(i) It is the foundation of any research study undertaken.
(ii) It gives an understanding of the previous work done in the related area and to avoid the list duplication.
(iii) It furnishes indispensable suggestions about comparative data, good procedures, likely methods and tried techniques.
(iv) It develops the insight of the investigator.
(v) It provides a good opportunity to the investigator for gaining insight into the methods, measures and approaches employed by the earlier investigators.

(vi) It provides ideas, theories, explanations, hypotheses or methods of research, valuable in formulating and studying the problem.

(vii) It makes researcher alert to research possibilities that have been overlooked and research approaches that have proved to be sterile.

(viii) It helps in locating comparative data useful in the interpretation of results.

(ix) It contributes to the general scholarship of the investigator.

(x) It prevents pointless repetition of research.

In order to obtain a detailed insight on the theme, researcher reviewed the existing literature from various journals (both print and online). The journals, but not limited to, were as follows:

1. ACME International Journal of Multidisciplinary Research
2. ACADEMICIA International Multidisciplinary Research Journal
3. Adult Basic Education
4. Adult Education and Development (www.iiz-dvv.de)
5. Adult Education Quarterly
6. Adults Learning (www.niace.org.uk)
7. American Journal of Distance Education (www.ajde.com)
8. Australian Journal of Adult Learning (www.ala.asn.au)
11. British Journal of Educational Studies
12. British Journal of Guidance and Counselling
14. Comparative Education
16. Convergence
17. Educational Researcher (www.aera.net/pubs/er/eronline.htm)
18. Educational Theory
19. European Journal of Education
20. Higher Education
21. Higher Education Research and Development
22. Indian Journal of Adult Education
23. International Journal of Lifelong Education (www.tandf.co.uk)
27. Journal of Educational Inquiry
28. Journal of Education Policy
29. Journal of Reading
30. Modern Language Association
31. Music Educators Journal
32. New Horizons in Adult Education
   (www.nova.edu/naed/newhorizons.html)
33. Oxford Review of Education
34. PAACE Journal of Lifelong Learning
   (http://www.coe.iup.edu/ace/New%20ACE%20we/PAACE.htm)
35. Studies in Education of Adults (www.niace.org.uk)
36. The Journal of General Education
37. Vignettes of Research

Study materials and publications of the various organizations were also consulted. The lists of organizations are as follows:

1. CEC (Community of the European Communities), Luxemburg

2. European Union

3. Indian Adult Education Association (IAEA), New Delhi, India

4. NIACE (National Institute of Adult and Continuing Education), Leicester

5. OECD, Paris, France.

6. PRIA (Society for Participatory Research in Asia), New Delhi, India.
7. UGC, New Delhi, India

8. UNESCO Institute for Education, Hamburg

9. UNESCO Institute for Lifelong Learning, Hamburg

Further, thesis and dissertations were also consulted. Sources include libraries of:

a. Various Indian Universities through SODHGANGA (from Manipur University Library, India through UGC-INFLIBNET).

b. Manipur University, Manipur, India.


d. Auckland University of Technology, New Zealand.

e. Dublin Institute of Technology, Ireland.

f. Guwahati University, Assam, India.

g. Lifelong Learning Network, Faculty of Education, University of Canberra.

h. Louisiana State University, LA, United States.

i. M. S. University, Baroda, India.

j. Massey University, New Zealand.

k. Monash University, Australia.
1. Netherland Laboratory of Lifelong Learning (NeLL), Open University of Netherland.

m. North-East Hill University (NEHU), Shillong, Meghalaya, India.

n. Sri Venkateswara University, Tirupati, India.

o. University of Nottingham, United Kingdom.

p. University of Ottawa, Canada.

q. University of Pretoria, South Africa.

r. University of Surrey, United Kingdom, etc.

Research reports were also reviewed. Major report includes six volumes of ‘Survey of Educational Research’ commonly known as ‘Buch Volume’; previously published by M.S. University, Baroda (India) and later on by NCERT, New Delhi. Online Research forum like Academia.edu and Researchgate also helped in gaining a better insight of the research problem.

3.2 REVIEW OF SOME PREVIOUS STUDIES

Patel (1980) made ‘An Investigation to Study the Attitude of Teacher-educators towards the programmes of Non-formal Education leading to Lifelong Education in the State of Gujarat’. The major objectives of the study were: (i) to measure the attitude of the teacher-educators towards the programmes of non-formal education, (ii) to examine whether the attitude
of teacher-educators had any relationship with their sex, age, qualifications and professional experience, and (iii) to find out the relationship between the semi-urban and urban teacher-educators.

The sample consisted of 400 teacher-educators from 40 colleges of education selected by the stratified random sampling technique according to sex, age, qualifications and experience. A Likert-type scale was constructed to measure the attitude towards non-formal education. The scale consisted of 100 items. For data analysis, descriptive statistics, t-test and product-moment correlation were used.

The major findings of the study were: (i) There was significant difference between the attitude of teacher-educators of Central Gujarat and that of teacher-educators of North Gujarat, South Gujarat and Saurashtra region towards non-formal education leading to lifelong education. (ii) Age was an influencing factor in the attitude of teacher-educators towards non-formal education. (iii) The male and female teachers did not differ in their attitude towards non-formal education. (iv) There was no significant difference in the attitude of teacher-educators having graduate, postgraduate and doctoral degrees towards non-formal education. (v) Professional experience did not influence the teacher-educators’ attitude towards non-formal education. (vi) The income of teacher-educators influenced their attitude towards non-formal education. As income increased, their attitude becomes more favourable. (vii) The teacher-educators from urban areas had
more favourable attitude towards non-formal education than those from semi-urban areas.

**Bhingarkar (1981)** studied on the ‘Implications of the Concept of Lifelong Education for Social Education’. The main objectives of the investigation were: (i) to study the causes of the prevalence of 70 per cent illiterate in spite of several campaigns and programmes in the Five Year Plans, (ii) to find out how the perspective of the present concept of social (adult) education could be widened in relation to the broader concept of lifelong education, (iii) to study the National Adult Education Programme and to suggest ways and means to improve or modify it, (iv) to review the work done by the universities in Maharashtra in respect of social (adult) education, and (v) to find out how far the mass media of education could be effectively used for the success of the National Adult Education Programme.

The questionnaire method, along with observation and interviews, was used for collecting data. This was supplemented by library work and visits to social education centres and continuing education classes. The questionnaire was administered to some social education workers. Sixty-three neoliterates were interviewed to find out what they did to avoid a relapse into illiteracy. An opinionnaire was sent to forty-six eminent educationists in India to know their opinion about different perspectives of social (adult) education and lifelong education.
The main findings of the investigation were: (i) The concept of lifelong education appeared to be something new to many Indians. (ii) The concept and content of social (adult) education had undergone several changes. (iii) Social (adult) education was a part and parcel of lifelong education and its scope would have to be widened so that it did not remain adult education but really lifelong education. (iv) The National Adult Education Programme was not going beyond literacy education and its progress was not uniform throughout the country. (v) The methods used for teaching adults resulted in wastage and drop-out. (vi) Failure to learn from past experience was one of the main causes of the failure of social (adult) education campaigns. (vii) Success of the National Adult Education Programme required the active involvement of voluntary organizations, trade unions and cooperatives. (viii) The universities in Maharashtra had started recognizing their responsibilities towards the people as far as social (adult) education was concerned. (ix) Awareness was the most essential attribute of any social (adult) education programme. (x) The mass media were very powerful media of instruction. (xi) Illiterate adults joined the social education centres after they realized the importance of education. (xii) The general effect of education received by the neoliterates was that they were able to improve their employment prospects and raise their social status. (xiv) The neoliterates were generally alive to the need for retaining their literacy. (xv) The present concept of social (adult) education met
mostly the first two needs [literacy and social needs] but not the third one, viz., political need of the learners.

Pai (1981) conducted ‘Preparation and Tryout of Curriculum in Environmental Studies leading to Lifelong Education for College Students’. The main objectives of the study were: (i) to help students acquire an awareness of the interrelationships, interaction and interdependence existing between biological and physical aspects of the total environment and sensitivity towards the environment and its applied problems, (ii) to help

Livneh & Livneh (1988) explored, among human service professionals, the characteristics which differentiated between lifelong learners and low participants in learning. The Characteristics of Lifelong Learners in the Professions (CLLP) Survey was administered to human service professionals in Southern New England. The responses (n= 195) of the study participants to the survey were factor analyzed, and the factors orthogonally rotated. Factor scales corresponding to the seven CLLP extracted factors and three selected demographic variables were, then, submitted to stepwise discriminant function analysis. The two groups - lifelong learners and low participants in learning - were found to differ significantly on the discriminant function composed of the following five CLLP factors: Educability, Readiness for Change, Future Orientation, Causation for Learning Participation, and Familial Educational
Background. None of the demographic variables included contributed significantly to group discrimination. The results are discussed regarding their possible implications for identifying and encouraging potential learners for pursuit of continuing education activities.

Tamkin & Hillage (1997) explored the issue of the commitment of individuals to learning throughout lifetime. There is general belief that learning processes produce positive benefits, especially for participants; for this reason, the individuals are willing to invest in lifelong learning aimed at their personal development, although there is no certainty that this investment will actually have a positive effect. On the contrary, benefits for employers are not clearly defined yet, but still they believe that learning development is beneficial.

Brandt (2000) studied “Policies for Lifelong Learning and for Higher Education in Norway: correspondence or contradiction?” and found that in the 1980s and 1990s, universities and colleges became increasingly important in Norwegian policy for lifelong learning. This has been associated with a shift in focus from traditional ‘adult education' to ‘continuing education’ for employment and the economy. Expanding initial education was the prime goal. Continuing education and distance education, however, came more into focus in the 1990s. The lifelong learning challenge to higher education has been more explicitly stated. Lifelong learning in higher education lies at the intersection of three policy fields: adult education, higher education and the labour market. The political
process included some ‘double work’. Representatives of these three fields have participated in commissions on lifelong learning. Their proposals for higher education institutions were generally transmitted to commissions on higher education to be discussed in that context.

In the last 10 to 15 years, the market with paying customers has played a greater role in Norwegian educational policies for lifelong learning and for higher education. The state subsidies for traditional adult education organisations were reduced and they had to satisfy the market demand for vocational courses. Higher education institutions were allowed to charge fees for commissioned courses, distance education and continuing education but not for long-term courses bordering on initial education, as this was to be offered free by public educational institutions. The institutions and the commissions have been the driving force for greater flexibility in the market, not the government.

Kember (2000) studied evidence from over 90 action research projects on Asian university students exploring among others their motivation to learning experiences. He concluded that they were incited by extrinsic motivation, mainly by the prospect of a successful career, which is commonly accompanied by an interest in the course content; nevertheless, intrinsic motivation, albeit expresses indirectly, existed, too. These students also showed high levels of achievement motivation, which had a less individual and a more collective character, due to the cultural differences between Asian and Western civilization.
A comparative analysis by Schuetze & Slowey (2002) gave emphasis to the institutional factors, which affected the participation of lifelong learners in higher education in ten developed countries (Austria, Australia, Canada, Germany, Ireland, Japan, New Zealand, Sweden, United Kingdom and United States). Although the researchers acknowledge that national differences on culture, tradition and structures differentiate the degree of integration of individuals in the lifelong learning system, they identified common factors that determine their motivation and participation. The majority tended to enrol in non-university institutions and vocationally oriented programs, while flexibility or open access to the programs, usually based on specific personal characteristics and previous achievements, seemed to exercise a positive influence. Practices removing institutional barriers that associated to the mode of study, such as information and communication technologies or flexible course programs, increased students’ potential. The cost of the programs and the lack of financial support also influenced motivation negatively, while the availability of lifelong learning programs not only in higher education institutes, but also to other education providers, broadened opportunities and facilitated participation.

The General Directorate for Education and Culture of the European Union commissioned a survey (CEDEFOP, 2003), in order to define the learning preference of Europeans. The findings show that they recognize the benefits of lifelong learning for personal, social and economic purposes;
it helps people both to cope with change and labour market demands and to have an independent and satisfactory life. They deem it suitable for all ages and more profitable in non-formal contexts; nevertheless, they prefer formal settings for the improvement of their professional skills, obviously emphasizing on official certification. The survey also confirms that those with higher educational and occupational levels are more likely to participate in various forms of lifelong learning. Although individuals underline that money and lack of time due to job and family commitments are major obstacles, they are willing to make a financial contribution, if they believe the benefit to be an exclusively personal one; on the contrary, they do not see work-related learning as solely their responsibility.

**Crosthwaite (2003)** explores the experiences of adult learners who undertake programmes of higher education. The purpose of the study was to uncover the extent to which higher education is responding to the recent policy focus on lifelong learning by meeting learners' needs, and what if any, changes are needed to help adults to continue as lifelong learners. The proposition at the centre of my thesis is that the provision of lifelong learning is problematic for higher education institutions. The study analyses the experiences of a group of adult learners by drawing on a wide spectrum of literature on the policy context for higher education, adult motivation and learning processes, and previous studies of the student experience.

The study reveals that adult learners are drawn to higher education by a range of motives, most significantly for intrinsic and personal benefits
rather than in response to economic and labour market changes. They have differing needs and expectations to young students, and traditional notions of the nature of the student experience do not apply. In a number of respects, the higher education experience presents difficulties for adult learners and changes to address their needs are identified in the areas of admissions and entry to higher education, teaching and learning, learning support, and assessment and feedback. Recommendations to assist higher education to address the lifelong learning agenda are made at policy and sector level and at the level of the institution and department.

Illeries (2003) analyzed data from the Danish Adult Education Research Project (1997-2000), which referred to poorly educated or unemployed adults. He found that their majority entered learning programs because they were forced to do so and not because of their interest to learn; he concluded that adults have little inclination to learn something they do not perceive as meaningful for their goals and set themselves the limits of their learning, if they are allowed. This finding shows that lifelong learning should focus more on adult guidance and motivation.

Jenkins, et al. (2003) found that acquiring qualifications within the school system increases the likelihood of undertaking lifelong learning, but actual lifelong learning programs increases the probability for someone to attend more lifelong learning in the future. Lifelong learning does not seem to have an important effect on earning, but there is strong evidence that it is associated with a higher probability to enable or preserve someone’s
presence in the labour market. At the same time, the authors acknowledged that they did not investigate the individuals’ motivation to participate in lifelong learning, yet they believe that we should expect different outcomes and benefits from lifelong learning programs with differently oriented aims.

Field (2005) explores the question of the relationship between social capital and lifelong learning through the analysis of people’s responses to the 2001 Northern Ireland Life and Times Survey. The findings suggest a clear association between positive attitudes towards lifelong learning and positive attitudes towards a range of different forms of civic engagement; there is also a mutually beneficial association between social capital and lifelong learning with interesting implications for both the individuals and policy-makers, but the extent to which one causes the other remains undetermined.

Hojat, et al. (2006) assessed the validity and reliability of the Jefferson Scale of Physician Lifelong Learning (JSPLL) on 721 physicians affiliated with Thomas Jefferson University Hospital and Jefferson Medical College in the Greater Delaware Valley region around Philadelphia, USA, out of which 444 responded. The study showed internal consistency of the scale as 0.89 and test-retest reliability was 0.91. Male as compared with female were statistically significant with male physicians scoring higher on the scale. Higher academic degree holders (M.D.-PhD) also reported to score higher than those with M.D. and D.O. on the JSPLL. Other specialist
also scored higher than the primary care physicians in family medicine, general internal medicine, and general paediatrics.

**Mihail & Elefterie (2006)** investigated graduates’ perception on a Greek MBA program as well as its impact on their careers through a survey. The respondents revealed their belief that they benefitted from continuing their learning activity; the specific program helped them pursue managerial careers and increase their employability, because they were able to negotiate successfully for new and challenging job positions.

**Brahmi (2007)** explored medical students’ perceptions of Lifelong Learning at Indiana University School of Medicine (IUSM). Semi-structured interviews were conducted at the IUSM. Random number tables and snowballing techniques were adopted for sampling. Results focused on three areas: 1) what characterized LLL practices and attitudes of medical students, 2) how these practices and attitudes differed across the four years of medical school, and 3) how medical students use technology to help them cope with information overload. Most often, differences between students’ perceptions of LLL correlated to whether they were preclinical (first- and second-year) or clinical (third- and fourth-year) students.

Preclinical students spoke more generally about LLL and its role in their education, whereas clinical students related LLL to the practice of medicine and patient care. Although most students agreed that LLL began as an innate curiosity and that childhood influences were significant in their development of LLL, role models at all stages of their education were
deemed extremely important. Medical students’ characterized the Internet as a quick and easy way to access much information but were keenly aware of its limitations, in terms of lack of peer review and reliability. Specific sources were discussed by the students. Implications for information fluency, medical and information science educators are discussed.

**Jauhianen (2007)** conducted a survey in Finland to analyze the attitudes and experiences that ageing people attach to education and learning and also examined aspects of lifelong learning. He demonstrated that individuals with a higher educational background showed a more positive and optimistic attitude towards learning than others; but when they were asked to evaluate it in the case of more concrete issues, such as solving social and employment problems, this highly positive attitude diminished and the effectiveness of learning in human lives was implicitly doubled.

**Klamma, et al. (2007)** reviews current work in pan-European initiatives that impact upon life-long learning via views of professional learning, learner competence and social networking. It seeks to provide an overview of some of the critical research questions for the interdisciplinary field of social software research.

**Reinsch (2007)** studied the relationship among lifelong learning, emotional intelligence and life satisfaction for adults 55 years of age or older. The purpose of the study was to determine what relationship exists between lifelong learning, emotional intelligence and life satisfaction for
older adult learners 55 years of age and older. The hypothesis is that life satisfaction increases with higher levels of emotional intelligence and more involvement in lifelong learning. The study was conducted primarily in the St. Louis metropolitan area. Two hundred and three adults 55 years of age or older participated. The convenience sample was voluntary and gathered from agencies and organization known to this researcher.

The study included three inventories: The Lifelong Learner Perspectives Inventory, the Emotional Skills Assessment Process Inventory and the Life Satisfaction Inventory. Collectively, these self-report inventories contained 98 statements on interpersonal communication, decision making, leadership, drive strength and self-esteem. They also include statements on trust is it relates to a person's perception of self as a learner, attitudes and beliefs related to involvement in educational activities, and life satisfaction.

Regression analysis was used to determine the relationships of lifelong learning perspective and emotional intelligence to life satisfaction. The control variables of age and living arrangement explained only 3 percent of the variance in life satisfaction (not statistically significant). In contrast, emotional intelligence and lifelong learning perspective accounted for a significant amount of the variance in life satisfaction ($R^2$ change = 0.26, $p<0.000$), after controlling for age and living arrangement. Upon inspection of the regression coefficients for these variables, emotional intelligence was found to be the most significantly associated with life
satisfaction ($B=0.516$, $p<0.001$). Lifelong learning perspective had a significant bivariate relationship with life satisfaction, and was also significantly related to life satisfaction, but not as significantly as emotional intelligence.

Stenfors-Hayes, Griffiths & Ogunleye (2008) recognized lifelong learning as an important tool to reduce social exclusion, but out of the many investigations into the provision of lifelong learning in Europe none has yet sought to examine the specific situation of mental health care service users. This study examines the provision of lifelong learning for this disadvantaged group; it identifies current policies and explores the access to, and nature of, lifelong learning practices for mental health care service users in eight European countries. Data have been collected through a literature and policy review and through questionnaires completed by mental health practitioners in the eight countries. The study found broad compliance amongst the eight countries with the Lisbon policy goals on lifelong learning, but evidence of specific lifelong learning provision for mental health care service users is patchy and sporadic. The study identified the main benefits of, and the barriers to, the participation in lifelong learning for mental health care service users from the viewpoint of mental health professionals and practitioners. The implications for practice were described, and suggestions for actions were made for improving the lifelong learning provision for the target group.
Hojat, Veloski & Gonnella (2009) mailed a survey in 2006 to a national sample of 5,349 alumni of Jefferson Medical College who graduated between 1975 to 2000 excluding 59 that were deceased during the period of the survey; 3,195 responded. The respondents were classified as full-time clinicians (n=1,127) and academic clinicians (n=1,612). The other 456 respondents were involved in administration or research, and were excluded from the analysis. No significant difference was observed between scores of JeffSPLL (Revised Jefferson Scale of Physician Lifelong Learning) on age and years after graduation. Also, difference between male and female; and among ethnic minority groups compared with the rest of the sample was not statistically significant. Physicians who also had combined M.D.-PhD degrees obtained significantly higher mean score than the rest of the sample. Similar pattern was also observed in both full-time and academic clinicians.

Boutsouki (2010) discussed the role of lifelong learning in the personal and professional lives of an individual, as well as on the socioeconomic trends and practices in the global context. Self-constructed structured questionnaire was employed on students of six postgraduate programs in Social and Economic Sciences at the University of Macedonia, located at Thessaloniki, Greece. The study was conducted to ascertain how the postgraduate students evaluate the role of lifelong learning in the personal, social and economic life of individuals and how that affects their learning choices. Further, influence of personal characteristics, such as
gender, sex, social origin, and professional status, on their assessment was also addressed. Reasons that would lead to attend lifelong learning programs and the obstacles involved in their participation were also explored. Altogether 108 postgraduate students participated in the study. The study reported that neither previous experience, originating from various undergraduate studies, nor family status were an obstacle in their choice to continue their studies. The study reports that individuals from well-educated family of a higher professional status tend to continue their studies at a higher level, with much more ease and determination; and those from lower educational and professional status seem subconsciously motivated to continue studying by their parents’ aspiration for higher attainments, in order to validate their social and employment status.

Heiser (2010) undertook a research work to identify the attitudes of two Northwest Ohio UAW locals regarding participation in lifelong learning, and utilization of online learning strategies within a union environment. The study was a quantitative descriptive study that utilized cross sectional survey research design. The data collection instrument for this study consisted of a 24-item survey that was posted online as a web survey and also distributed in hard copy format to two UAW locals in Ohio. The population included a wide range of workers who were diverse in terms of race, gender, levels of education and skills. A sample of n = 74 responded to questions designed to investigate attitudes of union members towards lifelong learning, union-led learning, and online learning.
Independent variables were age and education level, and dependent variables consisted of responses to survey questions. A chi-square statistical test was performed to determine if there were any associations between responses and the independent variables. No statistical significance was found, but there was a positive response over the range of ages and education level demonstrating support for lifelong learning, union-led learning and online learning.

Holdon (2010) showed that university students have positive attitudes towards lifelong learning. The results of the study indicated that students reported that lifelong learning is necessary for their individual and professional development in their lives.

Kirby, et al. (2010) attempted to develop a generic lifelong learning scale, conceptually underpinned by the constructs originally articulated by Edgar Faure (1972) and those who further extended his work, in particular the work of Candy et al., (1994) and Knapper & Cropley (2000). In constructing items for the measure, five dimensions were considered: goal-setting; application of knowledge and skills; self-direction and self-evaluation; information location; and learning strategy adaptation. Fourteen questions long “Lifelong Learning Questionnaire” was created with a moderate level of reliability. The participants in the study were 309 final-year students at Queen’s University (n=168) and Saint Lawrence College (n=136), out of which 5 did not reported their institution. Both institutions are located at Kingston, Ontario, Canada. One way ANOVA was performed
by the researchers to determine the relation of lifelong learning with the variables considered for the study. It was found that chronological age, gender and grade average did not show significant effects on lifelong learning. College and university students differed for lifelong learning, with university students scoring higher on the scale. The correlation was also reported with study process questionnaire, lifelong learning is positively related to deep and achieving learning and negatively related to surface learning.

**Sahin, Akbasli and Yelken (2010)** conducted a study to determine the level of prospective teachers in terms of lifelong learning key competences. “The Scale of Key Competences for Lifelong Learning” (SKCLLL) developed by the researchers having twenty-three items were applied to 415 prospective teachers attending to the final grade of the Faculty of Education of Selcuk University in Konya, Turkey. It has been found that gender is not an effective factor in terms of the prospective teachers’ lifelong learning key competences. No significant difference has been found in terms of the sub-branches. The field where prospective teachers feel that they are the least competent is communication in native language.

**Wetzel, et al. (2010)** evaluates the Jefferson Scale of Physician Lifelong Learning (JeffSPLL) adapted for administration to medical students. The Jefferson Scale of Physician Lifelong Learning-Medical Students (JeffSPLL-MS) was administered to 732 medical students in four
classes. Factor analysis and t-tests were performed to investigate its construct validity.

Maximum likelihood factor analysis identified a three-factor solution explaining 46% of total variance. Mean scores of clinical and preclinical students were compared; clinical students scored significantly higher in orientation toward lifelong learning (P < 0.001).

**Arsal (2011)** investigated the lifelong learning tendencies of the prospective teachers in the light of the Bologna Process in Turkey. The subject of the study were 210 fourth grade prospective teachers in the education faculty of a university located in the city having about one hundred thousand population in the north of Turkey. The results of the study showed that the lifelong learning tendency of prospective teachers were positive and high. Also, the results showed that the effects of gender and department to lifelong learning tendencies were statistically not significant.

**Meerah, et al. (2011)** conducted a study in the National University of Malaysia (Universiti Kebangsaan Malaysia, UKM) to test the validity and reliability of the Lifelong Learning Questionnaire developed by Kirby *et al.*, (2010) in the Malaysian context. Third year student from the faculty of Education participated in the study. A total of 69 completed questionnaires were returned, out of which 65 were included in the study, 5 were excluded as it had missing data. The translated version reported low validity and reliability; and hence not ready for use in the Malaysian
population. Results from the study showed difference between male and female students, with female showing a stronger tendency towards lifelong learning. No significant differences were found between students of different programs of study.

**Muliira, et al. (2011)** made a case-study of Uganda’s National Hospital to assess the Nurses' Orientation Toward Lifelong Learning. The quality of nursing care in developing countries is poor, and attempts to improve it through continuing education programs are under way. Nurses' orientation toward lifelong learning has not been explored, despite its potential effect on the success of such programs. The Jefferson Scale of Physician Lifelong Learning (JSPLL) was used to measure orientation toward lifelong learning among 200 nurses at Uganda's national hospital. Most participants had fair orientation (52%) toward lifelong learning (JSPLL mean score = 36.8 ± 7.2) and rated their skills in self-directed learning as good or excellent (44%). Reported barriers included patient workload, lack of mentors, lack of library resources, and lack of computer skills. Nurses' orientation toward lifelong learning was significantly associated with professional experience (p < 0.05), age (p <0.05), and education level (p < 0.01). In Uganda, nurses' orientation toward lifelong learning remains low.

**Rowland (2011)** explored how high stakes testing and test preparation programs have influenced 12th-grade students’ attitudes about education and lifelong learning. The study was informed by Vygotsky’s
social constructivist theory which posits that shared experiences help shape a person’s attitudes about the context of his or her environment. Data were collected from three focus groups (total of 16 participants) and 9 in-depth individual interviews conducted at 3 high schools. Data were audio taped, transcribed, and then analyzed through three cycles of coding: initial coding, focused coding, and establishing themes. Results indicated that students reported negative attitudes about their formal education but were optimistic about lifelong learning. Students perceived current test preparation practices as ineffective, that high stakes tests are not an accurate measure of students’ academic capabilities, high stakes tests have an unjustifiable influence on students’ futures, real-world learning is more likely to occur after high school and, external pressures to perform well on high stakes tests are counter-productive. Understanding students’ expectations and ideals about education and lifelong learning can guide educators and policy makers in providing learning experiences in high school that better prepare students for their social responsibilities as college students, workers, and citizens.

*So & Shek (2011)* conducted a study on ‘Elder lifelong learning, intergenerational solidarity and positive youth development: the case of Hong Kong’. Elder lifelong learning has been promoted worldwide under different modes for upgrading quality of life of elders and actualizing successful aging. With multiple objectives, some modes of the elder lifelong learning program attempt to simultaneously address the social
issues of age-segregation and negative perceptions of older people by adopting an intergenerational approach. Such an approach links the two non-biological generations—the young and the old—together purposefully for nurturing intergenerational solidarity and integration. Although program evaluation studies demonstrate the positive impacts and effects of an intergenerational approach on older people, its impact on young people is not well-researched. This paper explores intergenerational solidarity generated from the intergenerational-mode elder lifelong learning program in Hong Kong and argues how it contributes to positive youth development.

**Uzunboylu & Hursen (2011)** conducted a study on 300 secondary school teachers who were randomly selected from North Cyprus, Turkey. A 51-item long “Lifelong Learning Competence Scale (LLLCS)” was developed by the authors through factor analysis and reported a high reliability.

**Witt & Lill (2012)** described the study of learner perspectives on lifelong learning and construction industry skills requirements in Estonia. 123 participants participated in the study, of which 118 students were from Tallinn University of Technology while 5 were from Tallinn College of Engineering. Most of the students reported that the extent to which they acquire ‘awareness of ethical, cultural and ecological issues’ were insufficient and were also insecure of their future employment. Mandarin Language skills were considered as likely to be more important in the
future. Russian Language skills were valued significantly more highly by employed respondents than those not employed.

**Kiran Singh (2014)** in a paper titled ‘A Study of Role of NGO’s in Lifelong Learning in the Valley Districts of Manipur’ stated that Adult Education in Manipur was started at the government level in the name of social education since 1953-54. The beginnings of social education during first plan period had been affected through social education. As such social education in Manipur was introduced during 1956-57 in continuation of opening of Thoubal Community Development Block.

Adult education being a basic human right aims at eradicating illiteracy in the age group of 15-35 years so that there is development in the economic, political and social spheres of life. Various programs and policies are implementing to enhance literacy in the country from time to time. Likewise, in Manipur also the implementing agencies of adult education namely the Directorate of Adult Education, Government of Manipur, NGO’s and the Department of Adult Continuing Education and Extension, Manipur University are working to bring about Total Literacy in the state. However, there are problems and difficulties which slow down the progress of the adult learners in rural areas are one of the major hindrances in the field of adult education. There arises the need and importance of NGO’s to cater to the needs of the rural adults since the NGO’s, being
organizations of local youths had direct contact with the adult learners thereby helping in solving the problems faced by the adult learners.

Nine Non-Governmental Organizations took up the initiatives of eradicating illiteracy in the age group of 15-35 year since 1973 in Manipur. Those NGO’s were: The Manipur Rural Institute Society, (MRIS), Tera Bazar Sapam Leirak, Imphal; The Manipur Vocational Institute (MVI), Mekola Bazar; The Rural Development Organization (RDO), Lamsang Bazar; The Manipur Adult Education Association (MAEA), Keisampat LeimaramLeikai, Imphal; The Rural Development Society (RDS), Wangjing; The Wangjing Women and Girl’s Society (WWAGS), Wangjing; The Citizen Volunteer Training Centre (CVTC), Palace Compound; The Manipur Schedule Caste Welfare Association (MSCWA) Phayeng; The State Resource Centre (SRC), Hatta, New Checkon; The South Eastern Rural Development Organisation (SERDO), Sangai Yumpham.

Pype et al. (2014) in ‘Health care professionals’ perceptions towards lifelong learning in palliative care for general practitioners: a focus group study’ opines that there is a growing need for palliative care. The majority of palliative patients prefer their general practitioner (GP) to organize their palliative home care. General practitioners need a range of competences to perform this task. However, there has been no general description so far of how GPs keep these competences up-to-date.
The present study explores current experiences, views and preferences towards training and education in palliative care among GPs, palliative home-care professionals and professionals from organizations who provide training and education.

Five focus groups were brought together in Belgium, with a total of 29 participants, including members of the three categories mentioned above. They were analysed using a constant comparison method.

The analysis revealed that undergraduate education and continuing medical education (CME) while in practice, is insufficient to prepare GPs for their palliative work. Workplace learning (WPL) through collaboration with specialized palliative home-care nurses seems to be a valuable alternative. The effectiveness of undergraduate education might be enhanced by adding practical experience. Providers of continuing medical education should look to organize interactive, practice-based and interprofessional sessions. Therefore, teachers need to be trained to run small group discussions.

In order to optimize workplace learning, health care professionals should be trained to monitor each other’s practice and to provide effective feedback. Further research is needed to clarify which aspects of interprofessional teamwork (e.g. professional hierarchy, agreements on tasks and responsibilities) influence the effectiveness of workplace learning.
Precisely, the researcher after extensive search could locate thirty six studies from 1980 onwards till 2014. Review suggests that such a problem seems to be new area of study among social scientists as little empirical work on Lifelong Learning in general and attitude towards Lifelong Learning in particular has been done so far both locally and globally. Only five studies was found to be related to the present study viz., those by Holdon (2010); Kirby et al. (2010); Boutsiouki (2010), Arsal (2011) and Meerah et al. (2011). Few studies on lifelong learning have also been found to be conducted on human service professionals (e.g. Livneh & Livneh, 1988), physicians (e.g. Hojat et al., 2006), prospective teachers (e.g. Sahin et al., 2010; Arsal, 2011), secondary school teachers (e.g. Uzunboylu & Hursden, 2011), nurses (e.g. Muliira et al., 2011) and medical students (e.g. Brahmi, 2007; Hojat et al., 2009; Wetzel et al., 2010). No empirical study was found at the national or state level in India. All the five relevant studies mentioned above are done abroad. It is expected that the present study would fill up the lacunae in this area of research.

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