International Journal of Basic and Applied Sciences, 14 (3) (2025) 17-25

International Journal of Basic and Applied Sciences

Website: www.sciencepubco.com/index.php/IJBAS
https://doi.org/10.14419/fnjvy221
Research paper

Psychological Aspects of The Concept of Longlife Learning: Motivation Vectors

Yuliia Shevchenko [1] *, Liudmyla Lysenko [2], Olha Horina [3], Nataliia Postoiuk [4], Iryna Vakulyk [5]

[1] Bohdan Khmelnytsky Melitopol State Pedagogical University, Zaporizhzhia, Ukraine
[2] Volodymyr Vynnychenko Central Ukrainian State University, Kropyvnytskyi, Ukraine
[3] Dnipro State University of Internal Affairs, Dnipro, Ukraine
[4] Institute of Applied Language Studies, University of West Bohemia in Pilsen, Pilsen, Czech Republic
[5] National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine
**Corresponding author E-mail: scientistua@ukr.net*

Received: June 11, 2025, Accepted: July 2, 2025, Published: July 14, 2025

Abstract

The article aimed at the theoretical analysis of motivation factors in lifelong learning from a psychological perspective. This research is based on qualitative methodology. The main toolkit consisted of content analysis and grounded theory elements. It was shown that a more thorough understanding of learning helps people see lifelong learning as having an interest in improving communities and society in addition to having an economic focus. Findings show that at the heart of continuous learning lies intrinsic motivation. Namely, the internal drive fuels individuals to seek out new knowledge without the need for external rewards and fear of external punishment. Lifelong learning and lifelong education should be clearly distinguished. Institutional factors of lifelong learning motivation are negative ones, 'factors of fear', while personal factors of motivation are positive ones, 'factors of opportunities'.

Keywords: *Extrinsic Motivation; Foreign Language Learning Motivation; Intrinsic Motivation; Language teaching; Lifelong Learning.*

1. Introduction

The psychology of lifelong learning investigates the reasons behind, methods for, and advantages of lifelong learning. It looks at how people approach learning, what motivates them to participate, and how learning experiences affect their mental health. In essence, it is about knowing how to best encourage and support people's natural desire to learn and develop. In turn, a crucial psychological component that propels people to always pursue knowledge and development is lifelong learning motivation. Its success depends on a mix of self-control, curiosity, and a growth mentality, and it is driven by both internal and external influences [21]. However, it is important to distinguish between lifelong learning and lifelong education, as Billett [6] correctly states.

There is a need for a more thorough, lucid, and knowledgeable explanation because lifetime learning is frequently portrayed in national and transnational government papers as being consistent with and limited to lifelong education. State and local governments, educational institutions, and companies must effectively deploy their resources to support and encourage lifelong learning if they are to do so. Recognizing the components of such learning and focusing support on it are therefore essential, in part because lifelong learning is not a concept that is restricted to deliberate educational activities [39;40]. According to Schuller and Watson [35], even though lifelong learning and lifelong education are two different ideas, they are frequently used interchangeably in policy documents and when discussing education. Furthermore, these authors and organizations invariably give lifelong education precedence over lifelong learning, which is detrimental to the process of defining what lifelong learning is. Furthermore, if these two ideas are confused, statistical data about the state-of-the-art in lifelong learning may be distorted. For instance, according to Eurostat's 2018 data, 11.1% of adults engage in lifelong learning, although the percentages vary greatly by nation (see Figure 1).

Copyright © Yuliia Shevchenko et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

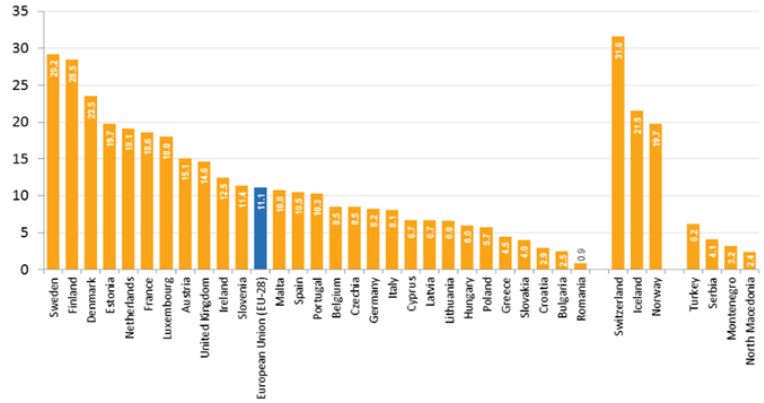


Fig. 1: Adult Participation in Learning in EU Countries (% of Population Aged 25-64) [1].

At the same time, according to the Pew Research Center for 2016, 73% of American adults identify as lifelong learners, and 74% of adults are personal learners, meaning they have engaged in at least one of the many activities available to them in the last 12 months to increase their knowledge of a topic that interests them personally (see Figures 2 and 3). 36% of all individuals, or 63% of working adults, are categorized as "professional learners" (i.e., having attended a course or obtained further training in the past 12 months to enhance their job skills or knowledge linked to career progression), according to Horrigan [23]. Reading, enrolling in classes, and going to gatherings or events according to their interests are some examples of these activities.

These educational activities happen in several places. Numerous educational endeavors are frequently associated with the internet. Nonetheless, it remains true that more students choose to seek knowledge offline rather than online.

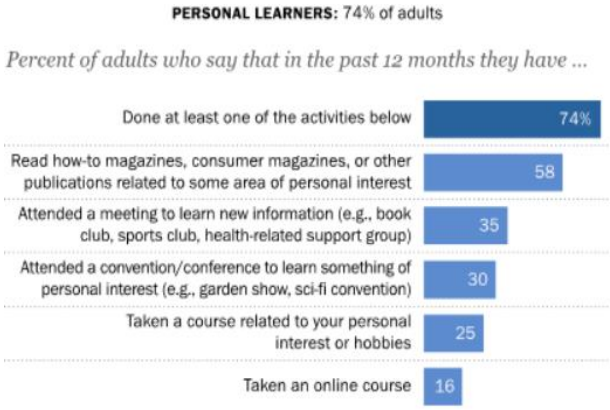


Fig. 2: Percent of American Adults Who Say That in the Past 12 Months They Have Done at Least One of the Activities Specified [23].

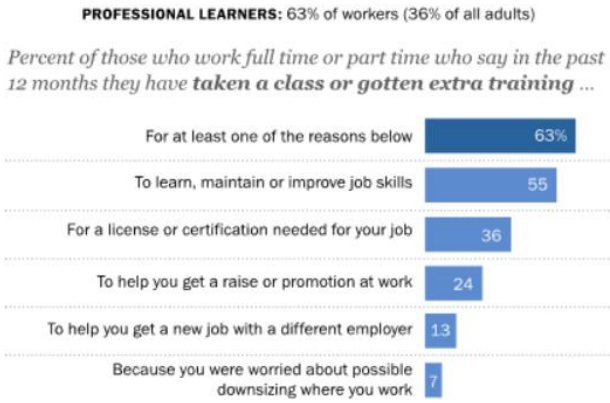


Fig. 3: Percent of Americans Who Work Full Time or Part Time Who Say in the Past 12 Months They Have Taken a Class or Gotten Extra Training [23].

The comparison of the data from Eurostat and Pew Research indicates a sharp difference in percentage, and it is unlikely to be related to the European and American contexts. Rather, the difference is due to different visions of lifelong learning – namely, in the institutional perspective in the EU and the personal perspective in the USA.

Learning throughout one's life is an individual process. On the other hand, lifelong learning is an institutional reality that is a result of and implemented by society, typically through the provision of specific types of experiences [7]. Individuals continuously learn throughout their lives as they think and behave, in part because they participate in educational institutions and programs. However, these initiatives only make sporadic contributions throughout people's lives. When these two ideas - , lifetime learning and lifelong education, - are confused, a basic categorical error is made [5]. One consists of a personal fact and practice: it is started and carried out by individuals, most often in ways that are unique to them and influenced by their life experiences or ontogenetic development [6]. The other (lifelong learning) is a collection of experiences that are created in the social environment and show up as social recommendations that consist of certain forms, norms, and practices with the aim of bringing about specific types of changes in individuals (learning). Teachers and instructional designers, for instance, who purposefully create these kinds of experiences, recognize this by mentioning the experiences' desired results.

These two ideas are therefore different and not interchangeable. Furthermore, psychological factors and motivation are important, particularly in lifelong learning.

Globalization and increased digitization are speeding up societal developments. People are pushed to continuously learn new skills and information to keep up with the quickly changing labor market and society. They must be lifelong learners to fulfill this requirement [19]. The concept of lifelong learning is wide and can be operationalized at both the individual and societal levels. Lifelong learning involves both behavioral and attitudinal components at the individual level [3]. It entails having the capacity to both adapt to and continuously learn new information throughout one's life [35]. According to Wielkiewicz and Meuwissen [50], it involves a constant desire to learn and calls on people to take charge of their education by recognizing their knowledge gaps, employing functional and adaptable learning techniques, and being capable of taking charge of their learning.

Ayvaz-Tuncel [4] examines the elements that encourage and discourage academics from being lifelong learners. He contends that, although the individual requires learning, the surrounding circumstances can either promote or impede achieving this need. Other people's attitudes and behaviors may have an impact on our learning process as social beings, just as much as our own. It is concluded that if colleagues are receptive to learning and teaching and facilitate knowledge exchange, this environment promotes lifelong learning. Sometimes the duties (such as different lectures) that an individual is saddled with help the learning process. Beneficial role models surrounding individuals, social relationships built by adults, knowledge exchange with colleagues, and colleagues' propensity to develop themselves all have a beneficial impact on engagement in lifelong learning. Despite our desire to develop ourselves in personal and social domains, some of our obligations and requirements might impede our progress. Academics are required to do a variety of tasks simultaneously, including lecturing, research, and administrative jobs at institutions. The findings of this study clearly show that needs such as lecture load, administrative obligations, and family responsibilities all have a detrimental impact on becoming lifelong learners. Furthermore, unfavorable attitudes among coworkers are one of the barriers to lifelong learning.

Moustakas [30] aims to uncover all the elements that are both motivators and barriers to Rhodes residents' engagement in lifelong learning programs. To achieve this goal, issues related to adult education are addressed through respondents' statements, while an attempt is made to find distinct criteria among persons of different genders and ages. Following a study of the respondents' answers, it was discovered that learning is widely regarded by the island's residents as a stepping stone to overcoming whatever obstacles they may face. Regarding the differences in age and gender statements, it is discovered that the most significant differences relating to the reasons for motivation are attributed to social and environmental grounds, whereas statistically significant differences are found in terms of the obstruction reasons, which are financial and work-related.

Those who are lifelong learners typically pursue new information and experiences regularly and willingly; in other words, they are not driven by any outside incentives. They typically look for knowledge that goes beyond conventional classroom instruction and includes experiential learning from personal experiences [28].

Conradty and Bogner [10] argue that classrooms lay the groundwork for lifelong learning. When kids reject active involvement in the classroom, this vital channel alerts and raises issues, such as why both students and instructors suffer high levels of stress at school. How can we create a self-motivated lifestyle while experiencing the euphoric absorption of creative flow? Sixty years of comprehensive study have demonstrated the importance of motivation, particularly in cognitive performance. However, a structural difficulty persists: traditional instruction is frequently viewed as a passive fate devoid of active learning opportunities. Conradty and Bogner [10] launched the Starwalker program to transform traditional instruction into thoughtful and stimulating methods. Their research focuses on the convergence of emotional intelligence (EI) within a teacher's professional development endeavor, exploring factors such as flow, emotional intelligence, and self-efficacy. It demonstrates the critical function of EI in increasing student motivation and well-being. To address the concerns of high dropout rates and disruptive behavior, a transformational teaching method was chosen, based on an open-minded coaching mentality. A helpful and accommodating learning environment was promoted by encouraging personal experiences and recognizing emotional intelligence-based abilities. Aside from emphasizing the need for complete teacher training, the goal was to build a teaching habit that promotes students' emotional intelligence, self-efficacy, and general well-being.

Psychologists summarize ten characteristics of lifelong learners [36]:

1) Growth mentality. This idea was created by Carol S. Dweck, who highlights the idea that intelligence, talents, and abilities are not established from birth but rather may be developed via perseverance and hard work. A person with a growth mindset prioritizes lifelong learning and seeks out challenges for personal development; these two traits are intrinsically connected. One of the most valuable aspects of this mindset is that it considers losses as opportunities to learn and improve rather than failures. Individuals with this mentality also appreciate work because they understand that abilities and intelligence are gained via persistent effort [17]. A person who is satisfied with their professional career yet continues to take courses and training in other areas to develop new talents and polish current ones is an example of this. They see workplace obstacles as an opportunity to learn and grow, rather than a negative thing.
2) Curiosity. A hunger for knowledge and learning is a powerful motivator for lifelong learners. They are curious about their surroundings and frequently question them rather than simply accepting them. They seek encounters that broaden their perspective on the world and increase their knowledge.
3) Self-discipline. The ability to control one's emotions, ideas, and conduct in the face of temptation while pursuing objectives and dreams. On our quest to become lifelong learners and pursue constant and voluntary knowledge, we may confront numerous temptations and distractions. As a result, the capacity to see past these temptations is critical; otherwise, one may avoid this road.
4) Being open to new experiences. Research [3; 44] suggests that openness to new experiences is highly linked to creativity, intellectual curiosity, and cognitive exploration. Some people are constantly eager to participate in unusual experiences and are not frightened to attempt anything new. These people are lifelong learners who are constantly seeking new experiences. These experiences do not have to be grandiose; they can simply be a willingness to try new foods or activities.
5) Resilience. Resilience is the ability to endure any adversity in life. Adversity is something that everyone faces in life; nevertheless, lifelong learners can recover rapidly. If they face a setback in life, they quickly recover. They do not necessarily see their setbacks negatively, but rather as opportunities to learn and improve. This character not only allows them to maintain an optimistic attitude on life, but it also enables them to learn and grow.
6) Critical thinking. This enables people to make informed decisions. Lifelong learners prefer to critically scrutinize the material offered to them rather than simply accepting it. It enables people to critically question things, thereby expanding their knowledge and skills. Aside from critically examining external information, they also critically evaluate their thinking patterns and behaviors, which allows them to discover areas for improvement moving forward [18].
7) Intrinsic motivation. Intrinsic motivation is defined as being motivated to achieve a goal from within rather than for an external reward. A person pursues a goal because the act of pursuing it provides happiness and motivation. Intrinsic motivation promotes a real desire to learn and develop skills. It provides for better consistency in learning.

8) Adaptability. The ability to adapt to new conditions is an essential skill for lifelong learners who must traverse an ever-changing world. Adaptability allows people to effectively deal with changes and new expectations. Adaptable lifelong learners are more motivated and capable of learning new skills and competences when job markets change and technology advances.
9) Persistence. Being a lifelong learner necessitates constant learning, and the ability to be persistent in one's goals is critical. Persistence enables individuals to commit to long-term goals throughout time, as well as through persistent effort and focus.
10) Reflective practices. To do better in the future, reflective practice is essential, which requires assessing one's previous experiences. Reflective practices are crucial because they help individuals discover what works for them and what does not, allowing them to continue to adapt and grow.

It is interesting to note that the 2004 research by Hammond presented results from a field study on how learning affects health. 145 people participated in in-depth biographical interviews to examine the effects of lifelong learning. Twelve group interviews with practitioners were also conducted to get their opinions on how learning impacts their students. Numerous health outcomes, such as well-being, protection, and recovery from mental health concerns, and the capacity to handle potentially stressful events, such as the onset and progression of chronic illness and disability, were enhanced by participation in lifelong learning. The relatively instantaneous benefits of learning on psychological characteristics, including self-efficacy, self-esteem, purpose and hope, competencies, and social integration, acted as a mediating factor for these effects. By pushing boundaries – a process that is essential to learning – learning produced these psychosocial skills [22]. Other studies also show that lifelong learning can benefit mental resilience and age-related cognitive decline [2]. Research continually shows a substantial correlation between adult learning and better health. A survey conducted by the National Institute of Adult Continuing Education (NIACE) discovered that 80% of adult learners experienced positive changes in their feelings of well-being or self-esteem because of learning [42]. The influence of adult education on mental health is especially notable. A comprehensive study published in the International Journal of Lifelong Education showed consistent evidence that adult learning activities were related to lower levels of sadness and anxiety [31]. Adult learning provides chances for personal development that go much beyond the acquisition of specific skills. Personal development may help people identify their life's passions and purpose, as well as attain their goals. People who have a strong sense of purpose are more likely to have pleasant emotions, better physical health, and higher life satisfaction.

OECD experts discuss "The Triangle of Lifelong Learning": methods, motivation, and self-belief [34]. Pires [38] emphasizes the role of adult motivation in lifelong learning processes. The author discusses some of the findings from a survey conducted by an interdisciplinary team and funded by the Portuguese government, which focused on the educational and career trajectories of postgraduates from a collection of Portuguese universities. The study seeks to comprehend adult perspectives on learning, particularly adult motivational dynamics toward future learning within the context of lifelong learning processes as well as to determine which types of motivation are more relevant for this group of adults, as well as the impact of factors such as gender, age, and professional activity on the motivational process. The author correctly asserts that there is a dearth of studies and research on adult motivations and expectations for learning, education, and training, particularly from a lifelong and life-wide viewpoint. Their motivations, interests, and requirements are rarely explored in depth, even though they play an important role in their desire for and involvement in education and training programs.

Scholars have stressed the importance of motivation in lifelong learning since the 1990s and the first decade of the twenty-first century. Although the characteristics of a lifetime learner have not been thoroughly explored, Dunlap and Grabinger [17], adult education scholars, define the lifelong learner as possessing the capacity for self-direction, metacognitive awareness, and a tendency toward lifelong learning. McCombs [27] clarifies the relationship between motivation and the lifelong learner by stating that the motivated person is a lifelong learner, and the lifelong learner is a motivated person. These, and almost all descriptions of a lifelong learner, emphasize the role of motivation. It is seen as the most important trait, as the others are "insufficient if learners are not disposed to engage in lifelong learning" [17]. Conventional wisdom holds that even if people have the necessary skills to learn, they will not employ them unless they are motivated to do so. Motivation, therefore, is the key to lifelong learning.

Astrom et al. [3] include motivation as a component of their designed "lifelong learner compass". In addition to motivation, the "compass" includes self-reflection, openness, and curiosity.

Furthermore, studying a foreign language is a worthwhile lifelong undertaking that provides several benefits, ranging from cognitive enhancement and better cultural knowledge to improved communication and professional opportunities. It is an ongoing process of learning and development that offers opportunities for growth and progress throughout one's life. According to Deveci [15], learning a foreign language can be a lifelong task, and it must be approached from a lifelong learning perspective. However, learners may not always be prepared for this technique. It is critical to understand where students stand in their learning orientations and to take this into account when developing educational activities. To help language learners progress, it is vital to assess their readiness for lifelong learning (LLL).

Furthermore, because of the expanding influence of transnational migration and globalization, many countries now include multilingualism in their education strategies. According to the European Commission's suggested definition, multilingualism is the ability of people, groups, or societies to communicate using more than one language [8]. Multilingualism ensures individual mobility, personal progress, and more chances for lifetime learning, which can significantly influence overall lifelong motivation. In his monograph, Darnault [12] explores the motivational dynamics entwined with lifetime foreign language learning trajectories, considering the combination of lifelong motivation and foreign language acquisition. He looks at the elements that create and maintain motivation over the course of a learner's life. By adopting a complexity approach, it sees motivation as a long-term, human process that changes over time because of life experiences, decisions, and events.

According to Mendes et al. [28], lifelong learning is a continuous, self-directed quest for knowledge to advance personally. Even though people are always learning from their environment, lifelong learning is distinguished by three main characteristics: a) going beyond the basic knowledge and abilities required to function in society; b) being motivated by personal initiative and self-direction; and c) originating from a desire to better oneself. Fundamentally, lifelong learning is a proactive approach to skill development, requiring a dedication to remaining up to date on developments in a variety of fields and adjusting to changing technical and societal environments.

Despite its allure, not everyone has a mindset that supports continual learning. It frequently requires a large time and effort commitment to update current abilities or learn new ones. To develop and become an expert, people may need to commit to long periods of hours, months, or even years. Furthermore, pursuing lifelong learning may involve financial considerations because people may spend money on resources like educational institutions, teaching aids, or qualified mentors to help them along their path of knowledge acquisition. It may also mean sacrificing other forms of rewards, such as leisure or social activities that conflict with the learning process. We intend to investigate how individual differences in sensitivity to rewarding and aversive incentives impact the value of control allocation for the decision to engage and stay committed to the learning goal by defining lifelong learning as the presentation of various learning opportunities with a mix of aversive and appealing motivations.

Meanwhile, despite its increasing relevance, lifelong learning motivation mechanisms have not received extensive scrutiny, highlighting the need for further investigation in this area.

2. Method

The research is based on qualitative methodology. The main toolkit consisted of content analysis and grounded theory elements. While content analysis focuses on extracting categories from data, grounded theory is a qualitative method that uses systematic analysis to find patterns and meanings in data to produce new theories. We combined these two methods to reveal theoretical provisions and practical implications of lifelong learning and to distinguish it from lifelong education, that is, to distinguish between institutional and personal motivation vectors within the phenomenon of continuous learning.

In the first stage of research, we applied Consensus and Semantic Scholar AI-based academic search engines, making a bibliometric search in scholarly databases. This allowed us to identify 180 articles devoted to the psychological aspects of lifelong learning within the motivation field. Then we manually processed abstracts in this array of articles and, based on the application of the grounded theory approach, identified several categories for final sampling. The categories formulated based on grounded theory application and used for final selection included the following: lifelong learning difference on lifelong education; digital technologies in lifelong education; lifelong learning motivation factors; lifelong learning environment; global lifelong learning; lifelong learning implications for curricula; lifelong learning barriers. Using these categories, we searched the scientometric databases ScienceDirect, Wiley, MDPI, JSTOR, ERIC, and EBSCO. Also, a Google search was conducted. In total, we selected 50 publications to be included in the sample. The sequence of source selection is depicted in Figure 4 below:

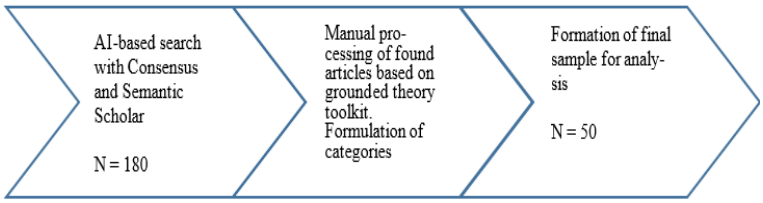


Fig. 4: The Sequence of Source Selection.

3. Results and discussion

Given the rapid rate of social, technological, environmental, and economic change in the twenty-first century, students must pursue lifelong learning. Policymakers need to make sure that kids have the attitude and resources necessary for long-term personal and professional development in addition to the abilities required for academic achievement.

Students' attitudes about learning are crucial, though. Both intrinsic and instrumental (or extrinsic) motivation are crucial for a student's capacity to stick with their studies. The delight of learning itself is the source of intrinsic motivation, whereas the desire for a quantifiable result - , such as improved grades or a good job, - is the source of instrumental motivation. Students who find learning enjoyable are more likely to use learning strategies successfully and interact meaningfully with the subject matter. Research indicates that students are more likely to use important learning strategies when they are driven by both academic objectives and personal fulfillment. For instance, proactive study practices, including making connections between new and existing knowledge and actively participating in debates, are associated with both intrinsic and instrumental motives [47]. Kappen et al. [25] suggested specific categorization of intrinsic and extrinsic motivations (see Figure 5).

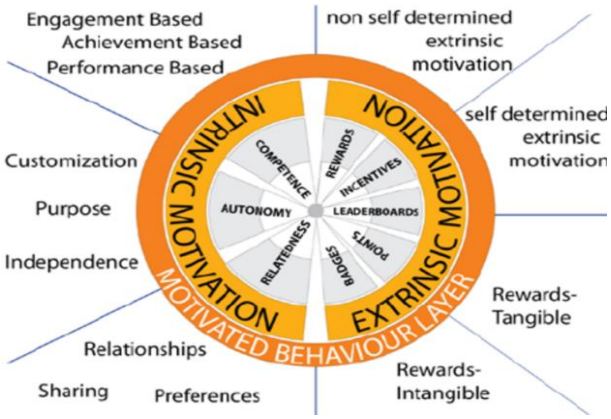


Fig. 5: Categorization of Intrinsic and Extrinsic Motivations [25].

According to Cook and Artino [9], there are several theories of motivation. One popular theoretical model in learning research is the self-determination theory (SDT) framework, which describes the difference between internal and extrinsic motivation [39]. Joy and interest are the driving forces behind intrinsically motivated actions, such as engaging in an activity because it is inherently fulfilling. Activities or actions that are motivated by factors other than the intrinsic enjoyment of the activity are referred to be extrinsically motivated [39]. The four subcategories of extrinsic motivation, introjected regulation, identified regulation, integrated regulation, and external regulation, - reflect the extent to which behaviors are regulated internally or externally and fall on a continuum from controlled to autonomous types of motivation. External regulation, which reflects actions motivated by, for instance, external reward or punishment, is at the most controlled and externally regulated end of the spectrum. Integrated regulation is at the most independent and internalized end of the extrinsic incentive scale. It illustrates the kind of drive that is sparked when someone can relate to and appreciate an activity. SDT describes amotivation, or understanding a lack of motivation, as a third dimension in addition to the intrinsic and extrinsic dimensions [39]. Situational conditions and present situations impact whether an individual is motivated by intrinsic or extrinsic factors, but it can also be connected to more consistent personal inclinations, such as the extent to which an individual is motivated by intrinsic vs extrinsic factors in the workplace or school.

According to certain operationalizations of lifelong learning [32], the intrinsic drive to learn is essential for lifetime learning. According to van der Burgt et al. [14], a greater level of work intrinsic motivation has also been linked to more favorable views on pursuing lifetime learning within one's career, indicating that it is a significant determinant for adult learners' lifelong learning.

Those who sought learning for personal or professional purposes in the last 12 months cite a variety of reasons for their decision, according to the Pew Research Center study noted above. According to personal learners, individuals pursued knowledge and skill development for both selfish and self-serving motivations [23]:

- Eighty percent of self-directed learners claim that they looked for knowledge on a subject that piqued their interest to learn something that would make their life more interesting and satisfying.
- 64% said they wished to learn something to help others more successfully.
- 60% said they have some free time to pursue their interests.
- 36% desire to transform their pastime into something that earns revenue.
- 33% wanted to study something that would help them keep up with the academics of their children, grandchildren, or other kids in their lives.

Employees who enrolled in classes or obtained further training during the previous 12 months cited a variety of reasons, including job instability and career advancement [23]:

- 55% of full- or part-time employees said that they participated in work or career training to maintain or improve their job skills. This is equivalent to 87% of professional learners indicating this as the reason they wanted to improve their abilities.
- 36% of all workers report conducting such research to earn a license or certification required by their job. This equates to 57% of professional learners who indicated this reason.
- 24% of all employees said they wanted to enhance their abilities to get a raise or promotion. 39% of professional learners expressed this rationale.
- 13% of full- and part-time employees expressed a desire to pursue a new job with a different company. This accounts for 21% of professional learners who stated this explanation.
- 7% of all employees are concerned about potential job cuts at their current employer. This translates to 12% of professional learners who provided this reason.

When considering the psychological components of lifelong learning and the motivations that drive it, social psychology is particularly useful. Regmi [39] conceptualizes the three structural components of the lifeworld (culture, society, and personality) as the social foundations of learning, based on Habermasian concepts of learning as cultural reproduction, learning as social integration, and learning as socialization. Considering the United Nations' proclamation of lifelong learning as one of the Sustainable Development Goals, he advocates for the development of policies to address the cultural, socioeconomic, and individual problems that each country faces. One of the important conclusions of this analysis is that lifelong learning plans that do not consider the role of the family and community in preparing individuals to form interpersonal relationships are ineffective at improving social integration. However, this does not imply that curricular information should be supplanted with community knowledge. This means that formal educational institutions might reorient their teaching and learning methodologies to the students' real-world setting. Furthermore, more institutions that offer non-formal and informal modes of learning should be founded and strengthened.

Indeed, Olasehinde's [35] research examines the impact of lifelong learning on community growth, focusing on how the ongoing acquisition of skills and knowledge promotes societal progress, inclusion, and flexibility. The project investigates the methods by which lifelong learning fosters community participation, economic growth, and social cohesion. It also dives into the hurdles that communities experience while implementing lifelong learning methods and provides solutions to overcome them. The study found that communities that embrace lifelong learning models had better rates of creativity, employment, and civic participation, which drives long-term growth.

Active lifelong learning policies appear to have gradually replaced active labor market strategies in Asia. Lifelong learning and adult education are becoming more and more regarded as strategic investments with a heavy focus on the job market. At the cost of "liberal" and "free" adult education, - that is, education for democracy, culture, quality of life, and overall welfare - , job-related career orientation of adult learning is becoming more and more prevalent.

Interestingly, in Japan, a lifelong promotion law was adopted.

The Lifelong Learning Promotion Law contains three key policy agendas:

1) To support the establishment of a "top-down" system for the planning of lifelong learning in each prefecture, which is the administrative unit equivalent to an English county. This effectively involved both administrative devolution and centralization as the county level took up responsibility for creating and delivering opportunities for lifelong learning from the national and local governments.
2) To promote collaboration between commercial industry and the public and non-profit sectors in the creation of a society that values lifelong learning.
3) To encourage participation in lifelong learning by the Ministry of International Trade and Industry. This has boosted private sector initiatives and regulations for industrial lifetime learning.

Teslim [44] also emphasizes the importance of social inclusion through lifelong learning in varied societies where language obstacles, economic inequities, and cultural differences can cause social fragmentation. In these situations, lifelong learning initiatives that enhance multicultural awareness and digital literacy have been demonstrated to minimize isolation and boost community cohesion. Furthermore, lifelong learning efforts aimed at older persons or those with minimal formal education frequently result in increased civic participation, which helps to create a more active and informed citizenry. Learning foreign languages is an important component of lifelong learning that provides several personal and professional benefits. It encourages lifelong learning, improves cognitive abilities, and promotes cultural understanding.

In this vein, it is convenient to note that the idea of becoming a rational person stems from the notion of rationality advocated by Enlightenment scholars like Kant. Scholars like Weber, who attempted to critique rationality, encountered difficulties in explaining the role of rationality in a society. Habermas distinguished between two major types of rationality: instrumental rationality and communicative rationality. This more comprehensive interpretation of learning helps to better understand lifelong learning as not only having an economic focus but also an interest in improving communities and society. With the assumption that becoming a rational person entails upgrading knowledge and skills to become more competitive, instrumental rationality has dominated decisions about educational policy in a culture ruled by market imperatives and individualism. Their actions are solely intended to improve the subjective reality. Lifelong learning should aim to make people responsible for not only their subjective world but also the social and objective realms, since only rational people can become responsible individuals. In other words, if education is meant to help people become more socially adept, then the major goal of socialization is to enable them to communicate so that the lifeworld may continue to coordinate with the other three worlds. This type of

coordination cannot be established through stimulus-response-mediated interaction, also known as gesture-mediated interaction. Since language serves as a medium for both understanding and the development of interpretive skills for carrying out communicative acts, it can only be achieved through interaction mediated by language.

One type of learning focuses more on understanding oneself and how one interacts with others than it does on control. The humanities and social sciences, such as history, economics, sociology, psychology, law, and literature, are influenced by this interpersonal understanding of education. This is not a comprehensive list. More interactive and discussion-based teaching strategies, including role-play, case studies, simulation, and procedures that encourage empathy and help students see things from another person's point of view, are used to teach this learning. Both communicative and instrumental learning are taught and assessed differently [20].

Lacerda Matos et al. [26] examine how intrinsic motivation (IM) mediates the association between lifelong learning (LLL) and life satisfaction (SWL) in a Portuguese population aged 55 and over. The MSSP Lifelong Learning Scale (MSSP-LLS) had to be modified and validated for this reason. The study has a cross-sectional temporal span and is quantitative. A convenient (non-probabilistic) sample was employed. The WielkLLS and LLTS scales were translated and modified for the Portuguese population, yielding the MSSP LLL. A three-dimensional structure consisting of 13 items was determined by the exploratory and confirmatory analysis: the need for new learning (NL), skills development (SD), and motivation for learning (ML).

In general, various motivating theories apply to lifelong learning. These ideas explain the elements that motivate people to learn throughout their lives, whether for personal or professional growth. Key ideas include Self-Determination Theory, which stresses internal motivation and basic psychological needs, and Goal Orientation Theory, which promotes mastery over performance objectives. Furthermore, Expectancy-Value Theory, Social Cognitive Theory, and Attribution Theory provide insights into the motivation for lifelong learning. At the same time, modern approaches to motivation in lifelong learning stress self-direction, individualized learning experiences, and the incorporation of learning into real-world situations. These theories differ from traditional models in that they focus on the needs, aspirations, and experiences of the individual learner, as well as the role of intrinsic motivation and social relationships.

To acquire a better understanding of the similarities and contrasts between these famous ideas, Urhahne and Wijnia [48] provide an integrative framework based on an action model. The fundamental paradigm is purposely simple, with six stages of action: circumstance, self, aim, action, outcome, and repercussions. Motivational components from each major theory are linked to these variables throughout action, demonstrating primarily differences and, to a lesser extent, similarities. In the integrative model, learning outcomes are a common sign of goal-directed behavior. Recent meta-analyses have shown an empirical association between the motivational constructs of the six basic theories and academic attainment. They give evidence that each hypothesis has explanatory relevance for student learning.

There is a lot of conflicting, inconsistent, and inconsistent empirical data regarding lifelong motivation. What drives tourist managers to participate in education and training was examined by Starc et al. [43]. Motivators, including knowledge enhancement, ability testing, improved reputation, professional growth, and job achievement, were most mentioned by the managers polled. Dejoux and Charrière-Grillon [13] investigated why French managers might want to take a Massive Open Online Course (MOOC). The findings demonstrated that personal fulfillment was a stronger motivator for managers to enroll in the MOOC than corporate objectives. Cukanovic-Karavidic et al. [11] found that the primary motivation for Serbian agriculture managers and professionals to engage in educational programs was professional growth. Nessel and Drewniak [32], who conducted interviews with Polish sports managers, discovered that the primary source of their motivation for pursuing further education in football management was extrinsic.

The fear of being disadvantaged and "catching up" with younger colleagues, the possibility of promotion, the fear of being fired, peer competition, management pressure, worries about diminished authority and credibility, and the fear of a diminished self-image are all considered motivation factors of lifelong learning (i.e., institutional, extrinsic motivators), according to a variety of data from case studies and real practice analysis [15]. At the same time, lifelong learning motivation factors include things like increasing one's knowledge, testing one's skills, improving one's reputation, professional growth, job success, helping others, transforming a hobby into a "normalized" skill, and the like (that is, personal, intrinsic motivators). Thus, institutional factors of lifelong learning motivation are negative ones, 'factors of fear', while personal factors of motivation are positive ones, 'factors of opportunities'. Intrinsic motivation comes from within and is related to the need for self-esteem and self-confidence. It includes the desire to satisfy one's curiosity, to enjoy one's work, and to provide greater service to society. On the other hand, extrinsic motivation to learn is related to external factors such as expected financial rewards, promotions, social benefits, threats of punishment, and the need to compete. Understanding motivation is critical to explaining learners' achievements and intentions to participate in lifelong learning.

In this line, building effective lifetime learning programs necessitates an emphasis on student needs, interesting material, and flexible delivery options. Clear objectives, realistic application opportunities, and accessibility are all critical components. Furthermore, creating a culture of continual feedback and reflection is critical for long-term learning and development.

Strategies for designing continuous learning experiences could include the following:

1) Adaptive Learning routes: Using data and analytics to design tailored learning routes that adjust to the learner's progress and requirements.
2) Social and Collaborative Learning: Integrating systems that allow for peer learning, information sharing, and collaborative problem solving.
3) Gamification and Reward Systems: Integrating gamified components to increase engagement and incentivizing learners to reach milestones.
4) Just-in-Time Learning: Giving students the tools and knowledge they need when they need them so they can deal with pressing issues.

Importantly, learning content should be relevant to the learner's work and career ambitions. Learning resources should be freely available across several platforms, allowing for seamless learning on the road. AI-driven platforms can analyze individual learning patterns to offer personalized content recommendations, and the possibilities of such platforms should be a vector for further research.

4. Conclusion

Lifelong learning must have its educational agenda that does not instrumentalize ways of reproducing the economy and society, but rather, through dialogue, offers a transformative and critical engagement with society and how we live together as critical and active citizens. This is achieved without detaching from the economy. Deeply ingrained in the psychology and philosophy of education, the concept of lifelong learning is somewhat counterposed to formal notions of the duration and substance of mandatory education. It emerges about several questions emerge regarding the future and the learning society. Its many connotations are all unified by the notion that education beyond the basic level should be valued. Regardless of the causes of the current and projected rise in learning, the notion that people should continue to learn throughout their lives has gained traction and is now more widely accepted and evident. It is viewed as the foundation for

individual growth and enrichment, the means of adapting to change, and the capacity to fully engage in the demands of a more complex workforce and the requirements of increasingly complex societies. Lifelong learning shouldn't be viewed as a novel approach to education or a new set of rules. It ought to become the guiding principle of all educational settings where "learning" occurs.

References

[1] *11.1 % of adults participate in lifelong learning (2019). Eurostat. https://ec.europa.eu/eurostat/web/products-eurostat-news/-/ddn-20190517-1.*
[2] Allen, D. (2025). *Learning a Living: The importance of lifelong learning*. Grin Verlag.
[3] Åström, E., Eriksson Sörman, D., Sörqvist, P., & Ljungberg, J. K. (2025). The lifelong learner's compass: Cultivating attitudes with self-reflection, openness, curiosity and motivation. *Adult Education Quarterly*, 0(0). https://doi.org/10.1177/07417136241312174.
[4] Ayvaz-Tuncel, Z. (2018). Factors Supporting and Preventing Academics from Becoming Lifelong Learners. *International Journal of Higher Education, 7*(4), 55-62. https://doi.org/10.5430/ijhe.v7n4p55.
[5] Barros, R. (2012). From lifelong education to lifelong learning. Discussion of some effects of today's neoliberal policies. *European journal for Research on the Education and Learning of Adults*, 3(2), 119-134. https://doi.org/10.3384/rela.2000-7426.rela0071.
[6] Billett, S. (2018). Distinguishing lifelong learning from lifelong education. *Journal of Adult Learning, Knowledge and Innovation*, 2(1), 1–7. https://doi.org/10.1556/2059.01.2017.3.
[7] Biney, I., Nixon, P., & De Zwaan, R. (2023). *Lifelong learning: Perspectives, opportunities and challenges*. Nova Science Pub.
[8] Calafato, R. (2019). The non-native speaker teacher as proficient multilingual: A critical review of research from 2009-2018. *Lingua*, 227, 1-25. https://doi.org/10.1016/j.lingua.2019.06.001.
[9] Cook, D.A., & Artino, A.R. Jr. (2016). Motivation to learn: an overview of contemporary theories. *Medical Education*, 50(10), 997-1014. https://doi.org/10.1111/medu.13074.
[10] Conradty, C., & Bogner, F. (2024). Learning How to Flow: Paving the Way for Lifelong Learning. In: F. Paloma (Ed.). *Lifelong Learning - Education for the Future World*. https://www.intechopen.com/chapters/89014. https://doi.org/10.5772/intechopen.114171.
[11] Cukanovic-Karavidic, M., Karavidic, S., & Pejanovic, R. (2018). Agro-economic development based on the economy of knowledge, business and social skills. *Economics of Agriculture*, 65(3), 1241-1257. https://doi.org/10.5937/ekoPolj1803241C.
[12] Darnault, B. (2025). *Lifelong motivation and foreign language learning: Perspectives from later life*. Multilingual Matters. https://doi.org/10.21832/9781800419537.
[13] Dejoux, C., & Charrière-Grillon, V. (2016). How digital technologies are revolutionising the training function in companies: An exploratory study of a population of managers attending a MOOC. *Revue de Gestion des Ressources Humaines*, 102, 43-59. https://doi.org/10.3917/grhu.102.0042.
[14] der Burgt S. M. E., Kusurkar R. A., Wilschut J. A., Tjin A. T. S., Croiset G., Peerdeman S. M. (2019). Medical specialists' basic psychological needs, and motivation for work and lifelong learning: A two-step factor score path analysis. *BMC Medical Education*, 19(339), 1–11. https://doi.org/10.1186/s12909-019-1754-0.
[15] Deveci, T. (2015). A comparative study of the lifelong learning propensities of English language learners: nationality, gender and length of study. *Learning and Teaching in Higher Education Gulf Perspectives*, 12(1), 2-25. https://doi.org/10.18538/lthe.v12.n1.185.
[16] Dukić, G. (2023). Managers and lifelong learning: An analysis of motivation and motivational factors. *Management,* 28(2), 57-71. https://doi.org/10.30924/mjcmi.28.2.5.
[17] Dunlap, J.C., & Grabinger, S. (2003). Preparing students for lifelong learning: A review of instructional features and teaching methodologies. *Performance Improvement* Quarterly, 16(2), 6-25. https://doi.org/10.1111/j.1937-8327.2003.tb00276.x.
[18] Dwedk, C. (2006). *Mindset: The new psychology of success*. New York: Random House Publishing Group.
[19] Ennis, R. (2018). Critical thinking across the curriculum: A vision. *Topoi*, 37(4). https://link.springer.com/article/10.1007/s11245-016-9401-4. https://doi.org/10.1007/s11245-016-9401-4.
[20] European Council (2018). Council Recommendation of 22 May 2018 on key competences for lifelong learning. https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01).
[21] Fleming, T. (2020). Models of lifelong learning: An overview. In: M. London (ed.). *The Oxford Handbook of Lifelong Learning*, 2nd Edition (pp. 35-55). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780197506707.013.3.
[22] Hammond, C. (2004). Impacts Models of Lifelong Learning: An Overviewof lifelong learning upon emotional resilience, psychological and mental health: Fieldwork evidence. *Oxford Review of Education,* 30(4), 551–568. http://www.jstor.org/stable/4127165. https://doi.org/10.1080/0305498042000303008.
[23] Horrigan, J. (2016, March 22). Lifelong learning and technology. *Pew Research Center*. https://www.pewresearch.org/internet/2016/03/22/lifelong-learning-and-technology/.
[24] Illeris, K. (2016). *Lifelong learning as a psychological process*. Routledge.
[25] Kappen, D., Nacke, L., Gerling, K., Tsotsos, L. (2016). Design strategies for gamified physical activity applications for older adults. Proceedings of the Hawaii International Conference on System Sciences HICSS-49. https://www.researchgate.net/publication/289130418_Design_Strategies_for_Gamified_Physical_Activity_Applications_for_Older_Adults. https://doi.org/10.1109/HICSS.2016.166.
[26] Lacerda Matos, J. F., Silva, V. H., Silvestre, P., & Pinto, A. M. G. (2025). Life satisfaction and lifelong learning: the role of intrinsic motivation and adaptation of the MSSP lifelong learning scale. *International Journal of Lifelong Education*, 44(3), 306-329. https://doi.org/10.1080/02601370.2024.2435355.
[27] McCombs, B.L. (1991). Motivation and lifelong learning. *Educational Psychologist*, 26(2), 117-127. https://doi.org/10.1207/s15326985ep2602_4.
[28] Mendes, A., Greiff, S., & Bobrowicz, K. (2024). Approaching lifelong learning: An integrated framework for explaining decision-making processes in personal and professional development. *Trends in Neuroscience and Education*, 35, 100230. https://doi.org/10.1016/j.tine.2024.100230.
[29] Motulsky, S., Gammel, J., & Rutstein-Riley, A. (2020*). Identity and lifelong learning: Becoming through lived experience*. Information Age Publishing.
[30] Moustakas, L. (2018). Motivation and Obstacles to Adult Participation in Lifelong Learning Programs: The Effect of Gender and Age. *Open Journal for Educational Research, 2*(1), 45-56. https://doi.org/10.32591/coas.ojer.0201.04045m.
[31] Narushima, M., Liu, J., & Diestelkamp, N. (2018). Lifelong learning in active ageing discourse: Its conserving effect on wellbeing, health and vulnerability. *Ageing & Society, 38*(4), 651-675. https://doi.org/10.1017/S0144686X16001136.
[32] Nessel, K., & Drewniak, D. (2020). Motivations (for) and outcomes of continuing professional education in football management: An exploratory study. *Polish Journal of Sport and Tourism*, 27(2), 3-7. https://doi.org/10.2478/pjst-2020-0007.
[33] Ng B. (2019). Identifying the profile of a potential lifelong learner. *New Waves Educational Research & Development*, 22(1), 1–13. https://files.eric.ed.gov/fulltext/EJ1229347.pdf.
[34] OECD (2024). *The triangle of lifelong learning: Strategies, motivation, and self-belief*. https://www.oecd.org/content/dam/oecd/en/publications/reports/2024/11/the-triangle-of-lifelong-learning_784f5de5/45ec682f-en.pdf.
[35] Olasehinde, T. (2024). *Lifelong learning and its influence on community growth: A comprehensive analysis*. https://www.researchgate.net/publication/384970778_Lifelong_Learning_and_Its_Influence_on_Community_Growth_A_Comprehensive_Analysis.
[36] Parisi G. I., Kemker R., Part J. L., Kanan C., Wermter S. (2019). Continual lifelong learning with neural networks: A review. *Neural Networks*, 113(May), 54–71. https://doi.org/10.1016/j.neunet.2019.01.012.
[37] Pearse, M., & Dunwoody, M. (2013). *Learning that never ends: Qualities of a lifelong learner*. R&L Education. https://doi.org/10.5771/9781475805321.

[38] Pires, A. (2009). Higher education and adult motivation towards lifelong learning. An empirical analysis of university post-graduates perspectives. *European Journal of Vocational Training*, 46(1), 129-150. https://www.cedefop.europa.eu/files/etv/Upload/Information_resources/Bookshop/570/46_en_Pires.pdf
[39] Regmi, K. (2020). Social foundations of lifelong learning: a Habermasian perspective. *International Journal of Lifelong Education*, 39(2), 219–233. https://www.researchgate.net/publication/341108774_Social_foundations_of_lifelong_learning_a_Habermasian_perspective. https://doi.org/10.1080/02601370.2020.1758813.
[40] Ryan, E., & Deci, E. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61, Article ID: 101860. https://doi.org/10.1016/j.cedpsych.2020.101860.
[41] Schuller, T., & Watson, D. (2009). *Learning through life*. Londres: Niace.
[42] Schuller, T. (2017). *The Paula Principle: How and why women work below their level of competence*. Scribe Publications.
[43] Starc, J., Rodica, B., & Konda, I. (2014). Training and educating managers in tourism. *Hotel and Tourism Management*, 2(2), 7-21. https://doaj.org/article/cf4e5ac48be047cf803526d62c39790b.
[44] Teslim, B. (2024). *Lifelong learning and its impact on local communities*. https://www.researchgate.net/publication/384936279_Lifelong_Learning_and_Its_Impact_on_Local_Communities.
[45] Trinh, M. (2019). Learning identity, flexibility, and lifelong experiential learning. In: *Oxford Research Encyclopedia of Business and Management*. Oxford University Press. https://doi.org/10.1093/acrefore/9780190224851.013.187.
[46] Vakulyk, I., Vasylyshyna, N., Vyselko, A., Lakhmotova, Yu., Ponomarova, M. (2023a). Organization of students' independent work for learning English in the modern conditions of digital education: comparative context of China and Europe. *Ad Alta*, 3(2), 63-73. https://www.webofscience.com/wos/woscc/full-record/WOS:001027993900010.
[47] Vakulyk, I., Voskoboinikova, H., Haharin, M., Chabaiovska, M., Dovzhuk, V., Tomashevska, M. (2023b). Globalization of the education space in EU countries and Great Britain through radical information reform. *Revista Amazonia Investiga*, 12(65), 29-38. https://doi.org/10.34069/AI/2023.65.05.3.
[48] Urhahne, D., Wijnia, L. Theories of Motivation in Education: an Integrative Framework. *Educational Psychology Review, 35*, 45. https://doi.org/10.1007/s10648-023-09767-9.
[49] Vandercook, Q. (2023). *The secrets of motivation: Examining intrinsic and extrinsic orientations in gifted and ld students*. Grin Verlag.
[50] Wielkiewicz R. M., Meuwissen A. S. (2014). A lifelong learning scale for research and evaluation of teaching and curricular effectiveness. *Teaching of Psychology*, 41(3), 220–227. https://doi.org/10.1177/0098628314537971.