When Life Satisfaction among Adult Learners is at Odds with their Attitudes, Willingness, and Perception: Confronting the Self-Directed Learning

Adilu M. Salim

Department of Human Resource Development, Graduate School of Techno-HRD,
Korea University of Technology and Education, 1600-Chungjeol-ro, Cheonan City, Chungnam 330-708, South Korea

ABSTRACT: The purpose of this study has been the exploration of the impact of Self-Directed Learning on adult learners' Life Satisfaction using their attitudes, willingness and perception as intervening variables. It examines ways in which adults learners' perceptions, attitudes and willingness match with the level of happiness and satisfaction that they contribute to their survival. Through deductively hypothesizing the research ideas, analyzing the data and specifying patterns, the study employs a sample of 100 college and university level students from 5 institutions of higher learning. A self-administered survey questionnaire was implemented and scores of the participants' observation were statistically recorded and analyzed. The prediction of Life Satisfaction from Self-Directed Learning with the three subscales using linear regression analysis yielded statistically significant result of $R^2 = 0.293$ (*variation*); F=48.42(*model strength*); and $p < 0.01$(*significance*). The result suggest that, any positive changes in learning that are focusing on Self-Directed Learning and life-long perspective have the potential to show the way to improved life satisfaction of adult learners. The result will also allow for structures of intervention that indirectly influence perceived satisfaction through activities that encourage engagement, thus improving quality life

KEYWORDS: Personality-characteristics, Self-direction, Life-long learning, Zanzibar, adults, meaningful life, learning success.

1 INTRODUCTION

In recent times, the need to tackle the best possible and most effective living and happiness among adults has received much attention greater than before in the field of both Education and Psychology. The excellence and achievement of the so called *high-quality life* has been not only a topic of discussion amongst people but remains as a concern on the heads of thinkers and academicians. Researchers have been studied for something that would really help generating people's more happiness, always desired for an extensive, distinguished and meaningful life, prosperous and adequately capable to also appreciate the life. This is believed to be a remedy that would help them challenge successfully with life's complications, fully understand themselves and the world, and eventually gain self-direction in the process of acquiring knowledge, skills and desired attitudes as adults that they would also transfer to their future age groups.

The communities know practically little about the happiness which is of course resulting from adult learning or the pleasure of curiosity and discovery, or from personal adult development and the ability to continually change oneself in the life-long. Inadequate attention is known to the connections between self-directed adult-learning, perception and attitudes with life happiness and satisfaction. Human beings and adults in particular have tendency of interpreting their impressions into a comprehensible view of their surrounding environment. The human being interprets a stimuli or situation into something meaningful to him or her based on prior experiences. This effect is known as Perception. Lindsay & Norman,(1977) defined Perception as a process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Nevertheless, what an organism interprets or perceives may be significantly different from the real situation existing or that someone's perception may not be thoroughly implicit or understood and this remains as the big challenge of human perception. For instance, I may perceive that, my fellow student to be lazy because he always comes late to school

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when the lectures have started. Perhaps he suffers from a kind of disability and the lecturer knows that and this perception can be an extreme one, since I don't have all of the evidences or realities.

Perception pushes to inspiration or motivation and it is closely related to attitudes. According to Allport (1935), Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related.

When we refer to a person's attitudes, we are trying to explain his or her behavior. Attitudes are a complex combination of things we tend to call personality, beliefs, values, behaviors, and motivations. As an example, we in fact, comprehend when someone seems to or says, "He has a positive attitude toward learning" versus "He has a poor learning attitude." When we talk of somebody's attitude, we are actually referring to the person's emotions and behaviors. Attitudes help us define how we see situations, as well as define how we behave or perform toward the situation or object.

Varied situations in life affect our attitudes. This includes the environment we were brought up in as well as our individual characteristics, capabilities and proficiencies. Individual characters, standards and values also have great effect in their attitudes as well. For example, many of us adult learners may have attitudes toward learning and environment that are similar to the ones inherited from our parents. However these attitudes may change as we gain more understanding of the surrounding environment. Now days, adult learners are seem to be so busy with life and life complications and therefore, not necessarily interested in subjects; instead, they are interested in solving problems and involving in teaching or learning by actions. This seems to be a positive attitude as well as strategic approach to adult learning.

Adults decide making their own situation conducive in the light of their thinking, perception and understanding of what is good or what makes the learners more prosperous. With this truth and reality, I am involved in the point that, what someone believes determines what he/she think or perceives and what he/she perceives or think determines what actions he/she takes.

Life satisfaction has been an important area of study for psychologists and sociologists in recent decades. Human individuals have hunted for the key to maximum life satisfaction and happiness through theoretical thought, pleasure-looking for, material possessions and in various additional ways. In recent times, this curiosity has developed considerably. Because of its link with quality of life, gerontologists have found it especially fruitful to explore life satisfaction among adults. The search for life satisfaction or happiness has become one of the main focuses of psychology; it is fundamental to positive, educational psychology for as well as other social sciences (Layard, 2005). Like self-directed learning, life satisfaction is hard to define and this has contributed to certain difficulties in studying the concept. Research has examined life satisfaction variously as a one-dimensional and a multi dimensional phenomenon, an objective and subjective measure, an indicator of present and lifetime well-being, and a social and psychosocial phenomenon. Learning efforts have been shown to be having a relationship to life satisfaction, but the exact association is not clear.

Life satisfaction, defined as a positive perspective on past and present life activities, is considered an indicator of subjective wellbeing and overall quality of life (Choi, 1986; Liu & Guo, 2008, Soonrim Suh, et al. 2012). WHO (2004) defines life satisfaction as a personal assessment of one's condition, compared with an external reference standard or to one's own aspiration and ambition. Life satisfaction constitutes significant aspect of wellbeing and widely used to measure subjective wellbeing of children and adolescents (Huebner, 2004).

Understanding the life satisfaction of adult individuals is particularly important for identifying individuals who are experiencing a quality of life that is less than optimal (Keister & Blixen, 1998). Readiness or willingness for self-direction according to Guglielmino,(1977) is the extent to which individuals perceive themselves to have the attitudes, abilities, and personality characteristics needed for self-direction in learning.

Few people these days would argue against the importance of understanding and hence becoming more self-directed in learning particularly for the youngsters in colleges and universities. Many new entrances are now days flown in higher learning institutions in developing countries but, the question in mind is how this human resource is better oriented in their individual learning development perspective. These human workforces are competitive advantage and a crucial, but also uncertain and expensive resource. They have their own *Attitudes, Willingness,* and *Perception* on life and satisfaction. So in order to sustain and optimize a competitive economic growth and effective learning in self-direction, it is important to consider the contribution of the individuals' personality characteristics and interpretations when unleashing the individuals more sort of choice in their learning process. There is therefore a persistent need for the process of learners and learning behavior and self-direction idea fulfills significant part of this process.An adult learner or an individual person can realize his or her learning requirements to identify learning proficiencies and capabilities as adult learners and therefore to define a self-directed procedure for learning.

1.1   PURPOSE AND SIGNIFICANCE

This investigation aims at exploring the association of Life Satisfaction with attitudes, willingness and perception in Self-Directed Learning (SDL) perspective among the adult learners. It examines the impact of the individual characters on *Life Fulfillment* or satisfaction of the individuals in light of self-direction of learning. The study will therefore, examine ways in which adults learners' perceptions, attitudes and willingness match with the level of happiness and fulfillment that they contribute to their survival. It will investigate the impact by sampling from adult learners in five higher learning institutions in Zanzibar that are nationally registered and established for providing learning at university or college level. It has been observed recently the expansion of education and training sector in Zanzibar as a government strategy for realizing and tackling the fact that, the most vital component is its workforce's knowledge and skills in this world of innovation and competitiveness. In a very short period, observed transformation and progress occurred in capacity development with respect to opening new training institutions of higher learning in Zanzibar as well as escalating competition and promotion. However, this revolution resulted to our youngsters (referred to *Vijana-in Swahili*) in, not only spending much time waiting for limited employment opportunities from public and private institutions but the concern of having minimal self-directed competency is constantly observed. A part from increasing efforts from the government to the institutions for offering competitive trained workforce individuals, in fact some of these newly entrants in job market remain pretty much unemployable in the eyes of competitive employers. These workforce individuals find themselves hanging about in Zanzibar streets and corners with no bearing on the challenge or come up with plans for constant learning in life with its likely features. Most of the youths seem to be incapable of sorting, nurturing and escorting their own life decisions which undoubtedly boosted from acquired life-long and self-directed learning skills. This idea also makes them to remain steadily dependent or burdening the whole system.

As these adult learners then spend considerable time after graduation until they get employed, the impact of learning approach and understandings on the learners' life satisfaction should be examined.

In fact we learn from the theories and implications that, if someone has essential or intrinsic motivation to learn, he/she would be more successful at self-directed learning, if he/she is not having extrinsic motivation, he/she would need someone to correctly push him/her to learn (i.e. the guidance and facilitation of a teacher) or may be less successful at self-directed learning and hence less competitive at work and in his survival. The fact that many of us adult learners face various obstacles that can impact our overall state of wellbeing, some of us are able to cross these difficulties through self-learning efforts, while others find themselves less well equipped to cope with such concerns. Then, how can the characteristic of the learners affect self-directed learning? The importance of this study is that, it will make a significant contribution to the community of Zanzibaris and to the knowledge concerning self-direction in learning by analyzing and correlating personality characteristics of self-directed learners, especially behavioral, perceptional and attitudinal characteristics. This construct will provide a base from which to seek information on further vital issues concerning self-direction in learning and life satisfaction of self-directed learners.

1.2   LITERATURE PERSPECTIVE

Self-directed learning (SDL) is a relatively new concept to adult education; so far it only began to arise as a key research focus in the field since the early 1970's.

Self-direction as well in learning has been one of the fastest-growing and most-researched areas of education for the past 40 years, and the realization is spreading that SDL is an essential skill for the 21st century and has now days discussed along with lifelong concept of learning. In times of rapid change, the central drive for diagnosing the learning needs, locating learning resources, and carrying out and evaluating the learning logically must come from the individual him/herself; we really do not have mentors who can follow us throughout our lives, pointing out what learning is needed and how to obtain it. The self-directed learning of individuals is the basic building block of strong families, organizations, communities, and countries. As educators and socio-economic stakeholders we are now challenged to prepare our students for a future we cannot even predict. If we do not fully and vigorously prepare our students to be self-directed, lifelong learners, we are doing them a serious damage and impairment (Abeles, 2010; UNESCO, 2009; Guglielmino, 1978, 2008; Knowles, 1975, Lucy Madsen Guglielmino, 2013).

The groundwork upon which self-directed learning has been reinforced is usually associated with the principles of humanistic philosophy and also psychology. A variety of approaches have been used to study the phenomenon. These studies can be categorized as either Tough, (1971),used learning projects as an approach to study self-directed learning trend, Passmore (1986) employed qualitative technique, Garrison (1997) came up with self-monitoring (i.e the prcess whereby the learners monitor, evaluate and regulate their cognitive learning strategies) or self-directed learning. Kalish

(1995) described successful living and aging as a way of life that is socially desirable for the age group, a maintenance of middle-age activities, a feeling of satisfaction with one's present status and activities and a feeling of happiness, fulfillment and satisfaction with one's life. Obviously, successful aging bears some relationship to life satisfaction, especially as considered in definitions. Leonard (1981-82) has addressed the relationship between the two variables by viewing life satisfaction as a major constituent of successful living or aging.

Several studies suggest that learners' life satisfaction is associated with many variables such as maturity and gender (Goldbeck *et al*, 2007), everyday life (Lindberg and Swanberg, 2006), economic condition of the family (Ravens-Sieberer *et al*, 2009), and affiliations with relatives or parents (Wong *et al,* 2010).

As found by Guglielmino,L.M (2013), life fulfillment or satisfaction does correlate with higher levels of self-directed learning. The same result has been found by Brockett (1991) and Curry (1983)

On the other hand, the need for SDL has been presented, it is important to establish that Self-Directed Learning Readiness (SDLR) is a developable ability that appropriate interventions can increase learner readiness for self-directed learning. Whereas there are a number of ways to assess SDL skills and attitudes, the SDLR Scale is by far the most frequently used assessment (Merriam *et al,* 2007). Several studies have also shown correlations of Self-Directed Learning Readiness with academic achievement. Some examples: Gabrielle (Gabrielle *et al.,* 2006) introduced optional supplemental technology-based materials to 784 students enrolled in required courses at a military college and found that those who accessed the modules had increases in levels of readiness for SDL and higher grade averages than a control group and a second experimental group that had the opportunity to use the strategies, but did not access them. Long (1991), also using a sample of undergraduates, found a positive relationship between overall grade point average and SDLRS scores, concluding that, Attitudes toward learning as measured by the SDLRS positively interact with quality of performance.

1.3 THEORETICAL BACKGROUND

The more significant and strongly satisfying for adult learners and adult learning is to have the backup of everyday life together with colleagues as they seek to improve their knowledge and their useful information tanks. It is essential; however, not to treat adult self-directed learners the same as one would students of young or adolescent age. The impression of self-directed learning can be unclear to students and other individuals who are interested in having more self-direction when they are learning. Some individuals reflect that being a self-directed might mean that he or she does not have any contact with other people or that an individual has to perform all educational preparation and learning tasks before starting a course of study.
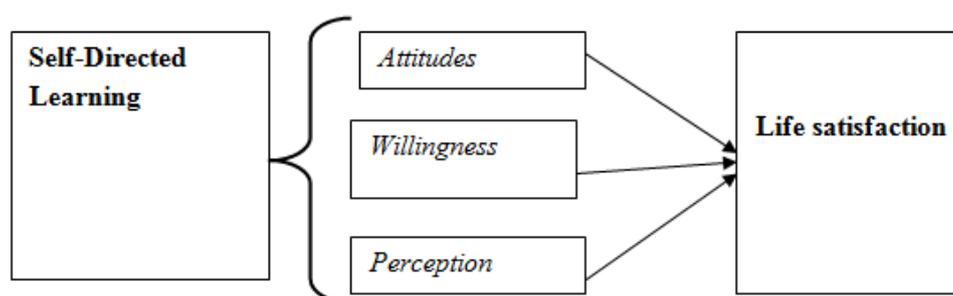
The above theoretical structure has been constructed to portray an association between the Self-Directed Learning and learners' satisfaction, in the presence of other variables. It has been observed in the literature that self-directed learning which is oriented in a life-long learning perspective, has an impact on variables like learners' attitudes, willingness and perception. These variables ultimately stimulate life satisfaction of the learners.

Knowles (1970) developed the theory that adult learning is different from the learning of children. Knowles offered his ideas in "the Modern Practice of Adult Education"; Andragogy Versus Pedagogy. *Knowles* will be known for helping trainers, program facilitators and educators understand that adults learn differently from youngsters and children and that, trainers should use a different process to facilitate that learning. Malcolm Shepherd Knowles (1913 - 1997) was a, possibly innermost figure in US adult education in the second half of the twentieth century. Knowles's work was a significant factor in readjusting adult educators from merely educating or enlightening our people with skills, knowledge and attitudes but to fully helping them learn instead.

In a Cognitive perspective, humans are assumed to have the capacity to process and organise information in their mind. It is concerned less with visible behaviour and more with the thought processes behind it. Cognitive inquiry gives us a clue on why mature learners tend to desire self-directed learning actions. This is also according to the working assumption of Knowles,(1970) that adult learning is grounded in the fact that learners become increasingly self-directed as they mature. According to *Gureckis* and *Markant(2012)* research from cognition offers several explanations that help to account for the advantages of self-directed learning. For example, self-directed learning helps us optimize our educational experience, allowing us to focus effort on useful information that we don't already possess and exposing us to information that we don't have access to through passive observation. The active nature of self-directed learning also helps us in encoding information and retaining it over time.

The reaction in literature reveals that, the adult learners always have their objective primarily to better themselves by becoming more academically pleasing and to have opportunities for self-exploration and development. This target on the other hand, is more holistic and self-improvement-oriented than the goal of a good career in life. This encompasses an academic growth that obviously includes knowing more about the real world and community challenges which include social experiences and interactions that help them grow and mature in all dimensions of their life. This is actually a physically powerful goal for the learners in self-exploration and being agents of positive change in society.

On the other hand, many literatures don't specifically address the meaning of learning and most authors talk on simple meaning which only implies some type of achievement in learning. Conversely, this could be seen as an important concern related both to the extent of learners' interactions with detailed instructive situations as well as an extensive, more theoretical view of long-term learning and cognitive development. This investigation defines learning success as the feature intended to be seen from the perspective of achievement in individual chores as well as the learner's subjective perception of their experience networking with the real situation existing

2 MATERIAL AND METHODS

PROCEDURES, DESIGN, DATA COLLECTION TOOLS AND ANALYSIS

This qualitative investigation is conducted between March and August in 2014 and involves students from 5 higher learning institutions in Zanzibar Tanzania. The convenient sample of 100 enrolled adult learners was drawn from these institutions and a self-administered questionnaire was used as the central data collection approach. These subjects of the study represent different genders, age, socio-economic status, academic year of learning, academic faculties and departments across the learning institutions. The age of the learners range from eighteen to thirty-eight and include both part-time and full time learners. Some of these students are attending college or university right after graduating from high school, vocational or technical institutions while others are recurring after spending some years as employees in labor force.

The survey items having close ended questions made in Likert-type scales and the participants had to specify their level of agreement based on a scale from *strongly agree to strongly disagree*. Orientations to Self-Directed Learning questionnaire was used to evaluate orientations in Self-Directed Learning. The Survey was condensed to include demographic questions, and those that specifically related to learners perceptions, beliefs, willingness and attitudes. Life satisfaction was measured by the satisfaction with life scale developed by Diener (1985). The items in this scale also ask participants to indicate their level of agreement ranged from 1 to 7. Consent was obtained from all participants before starting the process of filling the questionnaires. The general study approach used is correlation and cross-sectional design.

The variables studied in this investigation are as shown in the table below:

Independent Variable	Dependent variable	Intervening variables
Self-Directed Learning (X)	Life satisfaction (Y)	Perception (y_1) Willingness (y_2) Attitudes (y_3)

The variables were justified and analyzed as shown here under with hypothesis depiction and interpretations

Hypothesis1: Impact of Self-Directed Learning on learners' Life Satisfaction $Y = \beta_0 + \beta_1 X$

This means, Life Satisfaction = $\beta_0 + \beta_1$ (Self-Directed Learning)

H_0 : There exists no impact in Life Satisfaction from Self-Directed Learning

H_1: There is a positive impact in Life Satisfaction from Self-Directed Learning

Hypothesis 2: Impact of Self-Directed Learning on Learners' Perception

$y_1 = \alpha_0 + \alpha_1 X$, This means, Perception = $\alpha_0 + \alpha_1$ (Self-Directed Learning)

H_0: There is no impact in Perception from Self-Directed Learning

H_1: There is impact in Perception from Self-Directed Learning

Hypothesis 3: Effect of Willingness on Life Satisfaction

$Y = \lambda_0 + \lambda_1 y_2$, This means, Life Satisfaction = $\lambda_0 + \lambda_1$ (Willingness)

H_0: There is no impact in Life Satisfaction from Willingness

H_1: There is considerable impact in Life Satisfaction from Willingness

Hypothesis4: Effect of Self-Directed Learning on Learners attitude $y_3 = \beta_0 + \beta_3 X$, This means, Learners attitude= $\beta_0 + \beta_3$ (Self-Directed Learning)

H_0: There is no impact in Learners attitude from Self-Directed Learning

H_1: There is considerable impact in Learners attitude from Self-Directed Learning

Hypothesis 5: Impact of learners' perception on Life Satisfaction

$y_1 = \kappa_0 + \kappa_1 Y$, This means, learners' perception = $\kappa_0 + \kappa_1$ (Life Satisfaction)

H_0 **:** There is no impact of Learners' perception on Life Satisfaction

H_1: There is impact of Learners' perception on Life Satisfaction

Hypothesis 6: Impact of Learners' attitude on Life Satisfaction

$y_3 = \mu_0 + \mu_1 Y$, this means,

Learners' attitude = $\mu_0 + \mu_1$ (Life Satisfaction).

H_0: There is no impact of Learners' attitude on Life Satisfaction

H_1: There is considerable impact of Learners' attitude on Life Satisfaction

3 RESULTS AND ANALYSIS

For the 100 questionnaires distributed equally in the five institutions (20 questionnaires each), 79 questionnaires were returned fully filled and 5 questionnaires were excluded from the analyses due to missing values in their responses. The response rate was calculated and found to be:

$$\frac{\text{Answered questionnaires}}{\text{Total questionnaires}} \times 100 = 84\%$$

The following tables show the demographic data of the respondents to make comparisons among the age and gender of the subjects using the nominal scale. Analysis on data examined the differences among gender (male vs. female) and age categories. Female learners dominate the learning institutions and the age range of 23-27 seems to be in foremost.

Gender:

Five institutions	
Males	32 (40.5%)
Females	47 (59.5%)
Total	**79** (100%)

Age:

Five institutions	
18-22	17
23-27	28
28-32	20
33-37	8
38 and above	6
Total	**79**
Mean age	21.3
Standard deviation	3.75

The target population for this study involves college and university students as adult learners. Specifically, the learners enrolled from the following 5 higher learning institutions in Zanzibar, Tanzania. The table specifies the projected number of participants per institution. The reason for selecting this group is mainly due to perception in many Zanzibar citizens that, existing youths' means of life is associated with risk deeds, less engagement and fulfillment. So the study targets these participants so as to see if Self-directed learning orientation influences their level of life satisfaction.

State University of Zanzibar	Zanzibar University	University College of Education Zanzibar	Zanzibar Institute of Financial Administration	College of Health Sciences
20	**20**	**20**	**20**	**20**

The descriptive analysis of the data in table 1, all variables have standard deviation less than 1,showing the normal distribution existing in the data. This indicates that, Pearson correlation test can be applied for testing the existing associations among the variables.

Table 1: Descriptive statistics

	N	Min.	Max.	Mean	Std.Dev.
SDL	79	1.98	4.69	3.425	.8925
Perception	79	2.32	4.85	3.153	.7625
Attitude	79	2.00	4.25	3.351	.7751
Willingness	79	1.87	4.21	2.971	.6221
Life satisfaction	79	1.90	4.36	2.952	.6521

The table 1 also shows that SDL diverges from 1.98 to 4.69 with a mean of 3.425 and deviation of 0.8925 from the mean. Perception ranges from 2.32 to 4.85 with an average value of 3.153 and a standard deviation of 0.7625. Attitude varies from 2.00 to 4.25 with a mean of 3.351 and a standard deviation of 0.7751. Willingness shows range between 1.87 and 4.21 with standard deviation of 0.6221 and mean of 2.971. Life satisfaction as the ultimate target ranges from a minimum value of 1.90 to a greatest value of 4.36 with an average value of 2.952 and standard deviation of 0.6521

The correlation between all the study variables is shown in the table 2 in terms of its strength as well direction. The table shows that, there exists a positive association between SDL and Perception with strength of 48.6%. Perception and Life satisfaction are related positively with strength of 51.1% and the relationship between SDL and attitude is positive with 45.5% strength.

The positive correlation between Willingness and Life satisfaction is 77.3% and the positive association exists between SDL and Life satisfaction which is 51.2% strong. Each and every one of the associations are significant at 1% level of significance (2-tailed)

Table 2: Pearson Correlation

	SDL	Perception	Attitude	Willingness
Perception	0.486(**)			
Attitude	0.455(**)	0.532(**)		
Willingness	0.421(**)	0.561(**)	0.692(**)	
Life satisfaction	0.512(**)	0.511(**)	0.761(**)	0.773(**)

**Correlation is significant at 0.01 level (2-tailed)

In testing the predetermined hypothesis, the statistics which include coefficients and variables of the hypotheses are shown in table 3. The R^2 represents magnitude of the coefficient of determination and it explains to what extent the variation in the dependent variable is explained by the identified independent variable. The P-value enlightens the significance of all of the coefficients and T-value shows how the regression model results as a good predictor of the dependent variable. The F-test shows the total strength of the model.

THE EFFECT OF SDL ON LEARNERS' LIFE SATISFACTION (HYPOTHESIS1)

Life Satisfaction = $\beta_0 + \beta_1$ (Self-Directed Learning)

The significant and positive association is observed in this hypothesis. The β_0 of 1.321 describes that, that, if value on SDL is zero, learners' Life Satisfaction will be 0.642. The magnitude of β_1 in the regression table is 0.642 that indicates 1% increase in SDL brings 64.2% increase in learners' Life Satisfaction. The T-value for this hypothesis is 2.89 which represent SDL as good predictor of Life Satisfaction. The value of F-test shows that the model's strength is 48.42.The magnitude of R^2 is 0.293 which indicates SDL account 29.3 % variation in learners' Life Satisfaction and this can be viewed as there might be other factors that bring variation of 70.7% in the outcome variable.

Table3: Regression analysis results

Predetermined Hypothesis	Constant	Coefficient	R^2	T	P-Value	F
1. SDL Vs. learners' Life Satisfaction	1.321	.642	.293	2.89	.000	48.42
2. SDL Vs. Learners' Perception	1.215	.852	.325	3.20	.002	52.23
3. Willingness Vs. Life Satisfaction	.821	.362	.251	1.92	.001	51.20
4. SDL Vs. Learners attitude	.368	.621	.562	4.25	.000	50.25
5.learners' perception Vs. Life Satisfaction	.288	.763	.258	5.21	.004	69.21
6. Learners' attitude Vs. Life Satisfaction	.986	.582	.452	6.52	.000	39.26

THE EFFECT OF SDL ON LEARNERS' PERCEPTION (HYPOTHESIS2)

Perception = $\alpha_0 + \alpha_1$ (Self-Directed Learning)

The regression outcome demonstrates that the value of α_0 is 1.215 and this clarifies if SDL is zero then Learners' Perception will be 0.852. The value of α_1 in the regression chart is 0.852 and this indicates 1% change in predictive variable SDL can change the variable Learners' Perception up to 85.2%. Consequently, if SDL is increased by 1%, this will result in increase of usefulness by 85.2%. This relationship is positive and significant as shown by small p –value of 0.002. The value of F -test shows that the model's strength is 52.23.The value of R^2 is 0.325 that clarifies SDL accounts 32.5% variation in Learners' Perception and this can be viewed that there might be other factors that bring variation of 67.5% in the outcome variable. The T-value for this hypothesis is 3.20 that represents SDL is good predictor of the outcome variable.

THE EFFECT OF WILLINGNESS ON LIFE SATISFACTION (HYPOTHESIS 3)

Life Satisfaction = $\lambda_0 + \lambda_1$ (Willingness)

The outcome shows the magnitude of λ_0 is 0.821 and this also explicates that, when the learners' Willingness is zero, Life Satisfaction will be 0.821. The value of λ_1 in the regression table is 0.362 and indicates 1% increase in Willingness brings 36.2% increase in Life Satisfaction. The T-value for this hypothesis is 1.92 which represent learners' Willingness as good predictor of Life Satisfaction. The value of F-test shows that the model's strength is 51.20. This association is positive and significant. The magnitude of R^2 is 0.251 which makes clear that Willingness account 25.1 % variation in Life Satisfaction and this can be viewed as there might be other factors that bring variation of the rest 74.9 % in the outcome variable.

THE EFFECT OF SDL ON LEARNERS ATTITUDE (HYPOTHESIS 4)

Learners attitude= $\beta_0 + \beta_3$ (Self-Directed Learning)

Regression results show that the value of β_0 is 0.368 which tell us that when SDL is zero, Learners attitude will be 0.368. The value of β_3 in the table is 0.621 that indicates 1% change in predictive variable SDL, can change outcome variable Learners attitude up to 62.1%. And so, if SDL is increased by 1%, this will result in increase of effectiveness by 62.1%. This correlation is significant and positive as shown by very small p –value of 0.000. The value of R^2 is 0.562 that explains SDL accounts 56.2% variation in Learners attitude and this can be viewed that there might be other factors that bring variation of 43.8% in the outcome variable. The T-value for this hypothesis is 4.25 that represents SDL is good predictor of outcome variable. The magnitude of F-test shows that the model's strength is 50.25.

THE EFFECT OF LEARNERS' PERCEPTION ON LIFE SATISFACTION (HYPOTHESIS 5)

Learners' perception = $\kappa_0 + \kappa_1$ (Life Satisfaction)

The outcome shows the magnitude of κ_0 is 0.288 and this also explicates that, when the learners' Life Satisfaction is zero, Learners' perception will be 0.288. The value of κ_1 in the regression table is 0.763 and indicates 1% increase in Life Satisfaction brings 76.3% increase in Learners' perception. The T-value for this hypothesis is 5.21 which represent learners' Life Satisfaction as good predictor of Learners' perception. The value of F-test shows that the model's strength is 69.21. This association is positive and significant. The magnitude of R^2 is 0.258 that makes clear that Life Satisfaction account 25.8 % variation in Learners' perception and this can be viewed as there might be other factors that bring variation of the rest 74.2 % in the outcome variable.

THE EFFECT OF LEARNERS' ATTITUDE ON LIFE SATISFACTION (HYPOTHESIS 6)

Learners' Attitude = $\mu_0 + \mu_1$ (Life Satisfaction).

The results show that the value of μ_0 is 0.986 and this value clarifies that, if Life Satisfaction is zero, Learners' Attitude will be 0.986. The value of μ_1 in the regression table is 0.582 that specifies 1% increase in Life Satisfaction conveys 58.2% increase in Learners' Attitude. This correlation is significant and also positive. The value of R^2 is 0.452 and tells that Life Satisfaction account 45.2 % variation in Learners' Attitude and this can be viewed as there should be other factors that convey variation of 54.8 % in the outcome variable. The value of F-test shows that the model's strength is 39.26. The T-value for this hypothesis is 6.52 which represent Life Satisfaction as good predictor of Learners' Attitude.

4 CONCLUSION AND IMPLICATION

The aim of this study has been to look at the impact of Self-Directed Learning on adult learners' life satisfaction in Zanzibar. The investigation was conducted with a primary hypothesis stating that there exists no positive impact in Life Satisfaction from Self-Directed Learning. There were also other hypotheses in line with the study subject. Data was collected through survey questionnaires. The outcome of this study signifies that Self-Directed Learning explains life satisfaction while perception, attitudes and willingness explain the involvement and influence in the distinguished learning. Life satisfaction among adult learners was found significantly associated with Self-Directed Learning attitudes, perception and willingness. This result suggest that positive changes in learning institutions that are focusing on Self-Directed Learning have the potential

to show the way to improved life satisfaction of youths in life. This investigation also helps our community to resolve the crack between what is supposed to happen and what is currently happening among our most wanted targets and levels of understanding of life for youths. This is actually a physically powerful goal for youths in self-exploration and so being agents of positive change in society. I believe that, resolving life perception and unemployment challenges among youths or fresh graduates is of great importance and one of the best tools would be allowing future studies to go further deep inside on the association between life satisfaction and different learning patterns. This would facilitate the formation of new intervention alternatives geared directly toward the factors responsible for attaining greater levels of life satisfaction and perception. It would also allow for structures of intervention that indirectly influence perceived satisfaction through activities that encourage engagement, thus improving level of good quality life. The findings of this study also suggest that Self-Directed Learning perspective and the need for life-long learning must be recognized as a critical component and discussed in multi-dimensional viewpoint under institutional plans and national curriculum composition. In addition, occupational development needs must be sustained all the way through the learners' learning span even before actually beginning career profession. With restrictions of excluding family status of the adult learners participated in this study which can be associated with their life satisfaction, further research is recommended to include the family wealth and other contributing factors in the model.

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APPENDICES

Life Satisfaction Questionnaire (Developed from Diener et al. (1985)

1. In numerous means and ways, my life is next to my ideal
Strongly disagree   1   2   3   4   5   Strongly agree
2. Apart from of what I am doing, time passes quickly
Strongly disagree   1   2   3   4   5   Strongly agree
3. My living conditions are excellent
Strongly disagree   1   2   3   4   5   Strongly agree
4. I am totally satisfied with my life
Strongly disagree   1   2   3   4   5   Strongly agree
5. To this point, I have achieved the important things I want in life
Strongly disagree   1   2   3   4   5   Strongly agree
6. If I could revive my life, I would not change a thing
Strongly disagree   1   2   3   4   5   Strongly agree
7. In comparison with the majority of my friends and peers, I consider myself successful in life
Strongly disagree   1   2   3   4   5   Strongly agree
8. Some people seem to be so happy in general and are enjoying life by self-governing
Strongly disagree   1   2   3   4   5   Strongly agree
9. What I do is important for society
Strongly disagree   1   2   3   4   5   Strongly agree
10. My life serves a higher purpose
Strongly disagree   1   2   3   4   5   Strongly agree

Self-Directed learning Questionnaire

1. *I love learning new things all the time*
Strongly disagree   1   2   3   4   5   Strongly agree
1. *I think higher education is necessary for my professional development*
Strongly disagree   1   2   3   4   5   Strongly agree
2. *I have no curiosity in learning different subjects other than my profession*
Strongly disagree   1   2   3   4   5   Strongly agree
3. *A person can learn at any age*
Strongly disagree   1   2   3   4   5   Strongly agree
4. *I want to learn something new only when I need to.*
Strongly disagree   1   2   3   4   5   Strongly agree
5. *I would like to learn if there will be benefit that I can see; otherwise I am not interested in learning.*
Strongly disagree   1   2   3   4   5   Strongly agree
7. *If I develop a financially comfortable life in my future, I do not want to further struggle to for improvement any more*
Strongly disagree   1   2   3   4   5   Strongly agree
8 *It is not necessary to attend any course because internet is offering everything*
Strongly disagree   1   2   3   4   5   Strongly agree
9 *If there is anything that's stuck in my mind, I somehow find a way to learn it*
Strongly disagree   1   2   3   4   5   Strongly agree
10 *I think people should carry on learning lifelong instead of only throughout the school years*
Strongly disagree   1   2   3   4   5   Strongly agree