

LIFELONG LEARNING ATTITUDES: CURRENT LEVELS AND STRATEGIES TO PROMOTE LIFELONG LEARNING OF CAMBODIAN UNIVERSITY STUDENTS

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ABSTRACT

Cambodia is one of the developing countries lacking human resources which are the main factors for this country to strive for economic development. Lifelong learning has played a crucial role in helping Cambodia exacerbate its human resource development. This research study aims (1) to investigate the current levels of lifelong learning attitudes of Cambodian university students, (2) to identify the current levels of their lifelong learning attitudes comparing to ages, genders, and educational background and (3) to explore practical strategies to promote lifelong learning attitudes of Cambodian university students. Quantitative and qualitative research has been used in this study. To attain the first and second research objectives, 273 respondents completed the questionnaires by analyzing Means, Standard Deviations, and One-Way ANOVA. The third research objective, the researchers have conducted a semi-structured interview with five key informants by conducting discourse analysis and coding key concepts to construct those strategies. The research findings articulated that lifelong learning attitudes of Cambodian university students are at the average level with mean values lower than 3.49, which implicates a need for strategies to improve this status quo. There are no significant differences with a significant value $\alpha=.05$ in terms of the current levels of lifelong learning attitudes of Cambodian university students compared to their genders. Whereas there are significant differences with a significant value $\alpha=.05$ of the current levels of lifelong learning attitudes of them comparing to their genders and educational background. As a result, there are some strategies suggested by experts to promote lifelong learning attitudes of Cambodian university students are recommended to adult educators, professors, and lecturers to adjust their teaching methodologies and techniques in terms of inside classroom and outside classroom activities, which are the primary catalyst to promote their students' lifelong learning attitudes.

Key Words: lifelong learning attitudes; lifelong learning dimensions; insider classroom activities; outside classroom activities.

1. INTRODUCTION

In the 21st century, abundant issues are emerging, making the world become turmoil and chaos, and two types of threats in human securities have been introduced – traditional securities and non-traditional securities (Swanström, 2010). For instance, traditional securities occurred in the last centuries about wars (World War 1 &2), conflicts, mass killing, and other likes. But, on the other hand, non-traditional securities emerged in this contemporary world, such as environmental problems, terrorists, transnational crimes, natural disasters, and disease epidemics. Recently, the

outbreak of Coronavirus Disease (COVID-19) has become one of the most challenging in national and economic securities (WHO, 2019). Besides, the most prevalent issue is the persistence of poverty and the chronic lack of education in more than half the world (Longworth, 2003).

Most developing countries are still struggling and suffering from those impacts in education, economy, politic, environment, and other aspects (Ait Si Mhamed, 2013). Students must stay updated with those abnormal phenomena and practice lifelong learning attitudes. As lifelong learning attitudes could help the learners stay motivated and curious about the thing happening around them (Shan, 2017). The previous studies manifested that it would be interesting to look at the Cambodian case when talking about lifelong learning because Cambodia is one of the developing countries (Benveniste et al., 2008; Chukwuedo et al., 2021). Importantly, this country has undergone many civil wars and the Pol Pot regime, which devastated its education to zero levels, remaining a lot of illiteracy, disabilities, and senior people (Naron, 2018). In light of lifelong learning in the Cambodian context, it is entirely new and less active in a demeanour which is one of the main challenges for Cambodia to elevate lifelong learning among the students. The problems arise from two main sources: educators and students since both play an essential role in promoting lifelong learning (Department of Non-Formal Education, 2018). For instance, teachers are less proactive in fostering lifelong learning attitudes to their students and practising conventional teaching methodologies (Department of Non-Formal Education, 2014). Cambodian education still sticks with the traditional paradigm in terms of their teaching methodologies, making Cambodian students less independent and autonomous in their learning (MOEYS, 2019). As a result, the majority of Cambodians, especially university students, seem not to obtain lifelong learning attitudes enough towards their learning and long-term learning (Nguon, 2013). Cambodian students seem to see less important of lifelong learning in enhancing their future careers and promoting their skills and knowledge (Heng, 2020). Moreover, it is essential to consider comparing the disparities of gender, ages, and educational backgrounds of Cambodian university students because those factors might affect their lifelong learning attitudes to some extent. For instance, some researches show those people who have high degrees of lifelong learning attitudes are more self-directed than those who have lower degrees (UNESCO, 2011). As a result, this research aims to conduct “A Study on Lifelong Learning Attitudes of Cambodian University Students” to see explore some practical strategies to enhance lifelong learning of university students in Cambodia and give a lesson learnt to other countries in developing their student’s lifelong learning attitudes.

Research Objectives

To promote lifelong learning attitudes of Cambodian university students, three research objectives have been put forward:

- (1) To investigate current levels of lifelong learning attitudes of Cambodian university students.
- (2) To identify the current levels of lifelong learning attitudes of Cambodian university students comparing to their ages, genders, and educational background.

- (3) To explore some strategies to promote lifelong learning attitudes of Cambodian university students.

2. LITERATURE REVIEW

The term lifelong learning extensively was used in educational terms, which becomes one of the cliché words in academia (Knapper et al., 2010). However, learning continues from the cradle to the grave (Malcom S. Knowles et al., 2005). Therefore, some educators have embraced the concept to justify providing instruction and courses after formal education has accomplished. There are four pillars of lifelong learning: learning to be, learning to do, learning to think, and learning to live together in a harmonious way (UNESCO, 2001). Besides, learning should not be lifelong, but also should it be life-wide, which is that learning cannot be defined only in formal educational institutions. Nevertheless, it instead sees taking place in a wide variety of settings, including the workplace, voluntary association, and recreational environment (Merriam, Caffarella, & Baumgartner, 2007).

Some educators, such as Candy et al. (1994), have debated how to achieve lifelong learning in higher education. Moreover, they argue that lifelong learning is an essential component in instilling students regarding the wisdom of the day in terms of knowledge and skills in different fields and equips the learners with the generic ability to guide their learning throughout their lives and in the wide variety of situations that they will encounter after leaving formal education (Knapper&Cropley, 2000). Alvin Toffler (2018) stated that the illiterate of the 21st century would not be those who cannot read and write, but those who cannot learn, unlearn and relearn. Based on his perspective, being an educated person or literate keeps learning new things and abolishing unnecessary old stuff (Corppetts, 2010). Therefore, never stop learning is the fundamental concept of lifelong learners. According to the Department of Non-Formal Education (DNFE) of the Ministry of Education, Youth and Sports in Cambodia, National Policy on Lifelong Learning just came into force in August 2019 (Royal Government of Cambodia, 2019). One of the primary purposes of this national policy is to ensure access to individuals, families, and society's rights, freedom, and happiness in responding to the job market in the new context (Department of Non-Formal Education, 2014). For instance, the constitution of the Kingdom of Cambodia stated in Article 65 that “the state shall protect and upgrade citizen rights to quality education at all levels and shall take necessary steps for quality education to reach all citizens” (Royal Government of Cambodia, 2007). It means that the government should take a leading role to provide equitable quality education to all Cambodian citizens regardless of their genders, ages, and religions (Royal Government of Cambodia, 2009). MOEYS has its vigorous effort to provide by-all-mean opportunities for everyone to have access to education through launching illiteracy campaigns (Department of Non-Formal Education, 2015).

2.1 Lifelong Learners in the Cambodian Context

In a general term, to be considered an adult, they should be at least in ages between 15 to 18 years old, who can live and make the decision independently (Chukwuedo et al., 2021). In Cambodian, students are in university at least 15 to 18 years old (Statistics, 2019). During those ages, they legally get married and make their decision. It is the essence that they should be mature enough to live far away from their families in searching for the best universities (Heng,

2017). As life in the university is not the same as in high school, particular ways of learning and living, the students have to work harder on their study and sometimes the time constraint and deadlines. Therefore, students must change the learning paradigm and routine from passive learner to proactive learners with reservoirs of experiences (Nguon, 2013).

2.2 Concepts of Lifelong Learning Attitudes

Some scholars and adult educators have attempted to define the terms of lifelong attitudes to reach their consensuses. Lifelong learning attitudes refer to the feeling, spirit, and the way we think as critical, independent, and self-directed persons, affecting their behavior and actions (Harrison et al., 2002).

According to Longworth (2003), he has divided four main types of learners, such as (1) activists refer to the learners who like learning by doing and actively participate in the learning processes, (2) reflectors, who like learning by watching other’s actions and make a reflection before taking any actions, (3) theorists, who like learning through theories, and they know the meaning of those theories clearly and (4) pragmatists, who need practical knowledge and techniques from someone with experiences before making any actions. Furthermore, to be a lifelong learner, they must have self-esteem and self-efficacy, which are the fuel to keep burning their continuous education (Lawrence, 2000). According to Knowles (1975), there are six main assumptions to be a lifelong learner: the need to know, self-directed, the lifetime of experience, relevancy oriented, problem-centred, and intrinsic and extrinsic motivator. Paulo Freire (1970) believes in the power of human beings who can learn by using conscientization, and the learners should have a depth of critical reflection. It relates to the use of critical thinking and rationale to put the problems into solutions. In contrast, Malcom Knowles (1980) immersed in the conviction of adult learning and self-directed learning.

Furthermore, Jack Mezirow (1993) believes in the frames of references of the learners, which means people learn new things to modify and influence their frames of references. Rosemary Caffarella(1987) also mentioned a lifelong learning attitude, which is self-direction that adult learners keep learning due to a sense of purpose. It means that they have a clear goal in their learning.

To make those concepts easy and less complicated, the table was designed to summarize and synchronize them by rating and listing the concept of lifelong attitudes mentioned by each author. Those concepts of lifelong attitudes in the table will contribute to the development of research instruments. Therefore, those concepts of lifelong attitudes from each author have presented as articulated in table 01.

Table 1: Synthesizing the concepts of lifelong attitudes

The Lifelong learning attitudes of the learners	Malcom Knowles (1980)	Jack Mezirow (1991)	Paulo Freire (1970)	Rosemary Caffarella (2007)	Norman Longworth (2003)
1. They have high levels of critical thinking skills.	√	√	√	√	√

The Lifelong learning attitudes of the learners	Malcom Knowles (1980)	Jack Mezirow (1991)	Paulo Freire (1970)	Rosemary Caffarella (2007)	Norman Longworth (2003)
2. They have a sense of direction.	√			√	√
3. They learn from experiences and problems.	√	√	√	√	√
4. They like learning by making their own plan. (Self-planned learning)	√			√	√
5. They learn something using the process of conscientization.			√		√
6. They are self-directed learners.	√	√		√	√
7. They are active citizens.					√
8. They will learn when they face a disoriented dilemma situation.		√			
9. They have responsibilities for their learning.	√			√	√
10. They are technology literacy. (Information location)				√	√
11. They keep curiosity and self-awareness	√	√	√	√	√
12. They are independent and less fragile.	√		√		√
13. They are self-evaluation.	√	√		√	√
14. They are flexible and adaptive learners.	√			√	√

Based on this table 01, it has manifested the attitudes of lifelong learners which have synchronized the ideas of lifelong learning and adult educators such as critical thinking skills, self-direction, self-planned learning, self-directed learning, conscientization, active citizens and learners, facing a disorienting dilemma, self-responsible learning, locating information, self-awareness and curiosity, independent learners, self-evaluation, and adaptive learning strategies.

2.3 Educational Strategies to Promote Lifelong Learning Attitudes

Some scholars, adult educators, and practitioners have mentioned strategies and mechanisms to promote lifelong learning attitudes. For example, eight processes have indicated some strategy and mechanism to promote lifelong attitudes as in the follows (Malcolm S. Knowles et al., 2005):

- Preparing the learners: give sufficient information for the learners, help them develop realistic expectations, and lets them think about the learning content.
- Establishing a conducive climate for learners: relaxed, trusting, mutual respect, informal, warm, collaborative, supportive, openness, and others.
- Creating a mutual planning mechanism: involving the learners in planning their learning activities to build their learning commitment.

- Diagnosing the needs of the learners: understanding the needs of the learners, which could help the learners to perform better and actively participate in the class.
- Setting of objectives: negotiating between the learners and facilitators in setting the goals and their learning objectives.
- Designing a pattern of learning experiences: developing their learning programs started from the problems, which the learners can learn from the experiences of solving the issues.
- Conducting learning activities: operating the learning programs and activities through experiential techniques rather than transmittal techniques.
- Evaluating learning programs: conducting through mutual re-diagnosis of needs and reciprocal measurement of programs.

In educational strategies, adult educators have emphasized two main parts: inside and outside classroom activities (Galbraith, 2004). In the inside classroom activities, the contents, methods, resources, and evaluation are the main elements to promote lifelong learning attitudes to the learners. The contents come from the real problems and curiosity of the learners, which could be tangible benefits to contribute to the personal development of the learners and help put their issues into solution (Lawrence, 2000). Moreover, having a precise teaching method is essential to enhance learners' lifelong learning attitudes by actively engaging them in classroom activities. For instance, learning contracts, reflection journals, debating, case studies, and storytelling are the most popular techniques for adult educators to foster lifelong learning attitudes (Lawrence, 2000; Osborne et al., 2007). Teachers can use all available resources in the classrooms to teach students, particularly organizing any activities by using reservoir experiences of the learners and other tangible resources like lab, library, conference hall to encourage the learners to put their learning concepts into the practices (Merriam, Caffarella, & Baugartner, 2007). Adult learners need to evaluate learning between the facilitators or teachers and students to measure learning achievement and improve the weakness of their learning (Malcolm S. Knowles et al., 2005). Hence, the learners will be able to control their learning, which is a catalyst to foster their lifelong learning attitudes.

On the other hand, outside the classroom activities refer to community projects, homework, assignments, and other extra curriculum activities (Osborne et al., 2007). It is vital to allow the students exposed to the real world and environment. They can take that opportunity to interact with the community people personally and have an actual practice. Once students work on their projects, they increase their sense of direction and responsibility and make their own decision with critical judgment (Galbraith, 2004). Hence, teachers must focus on two main elements (inside and outside classroom activities) to promote lifelong attitudes of the students.

3. RESEARCH METHODOLOGY

Quantitative and qualitative research methodology has been carried out in this research study. It is crucial to investigate the current levels and compare current levels of lifelong learning attitudes of Cambodian university students through quantitative data. For quantitative data, the online survey is employed to achieve the first and second research objectives. After receiving and analyzing the first and second objectives, the researchers have used results from quantitative

data to draft strategies and conducted a semi-structured interview to confirm the validity of those strategies to achieve the third research objective.

3.1 Participants

The participant of the first and second research objective is to study with Cambodian university students, which are studying around 121 universities. Those students are studying in various fields of study and having degrees ranging from Associate Degree to PhD. Degree. Moreover, the participant of the third objective is Cambodian lecturers and professors in the Cambodian universities. Also, they have experienced in their teaching for more than 03 years of their teaching careers.

3.2 Sampling Design

The researchers used a random sampling technique by posting online questionnaires through Facebook Application and Facebook Messenger, which provide equal chances for Cambodian university students to fill in the survey. As a result, there are approximately 273 respondents voluntarily participating in online surveys. By so doing, every Cambodian university student can participate in the study. Furthermore, the researcher has used a purposive sampling method to select the key informants in the third research objective. The research has purposively selected 05 lectures or professors in the Cambodian universities to validate the proposed educational strategies based on the following criteria:

- Must be an adult educator, professor, and lecturer in the universities.
- Have an interest in promoting lifelong learning attitudes of the students
- Have working experiences in their teaching careers and academia for at least 03 years.

3.3 Data Collection

There are three main steps, which the research has conducted data collection as in the following:

- (1) In the first step, the researcher has collected both primary and secondary data. The data were retrieved from adult education books, websites (UNESCO, UNDP, and DVV), journals, and articles for the secondary data. The criteria for selecting secondary data are academic books and papers talking about promoting lifelong learning attitudes of adult learners, and well-known and widely accepted by adult educators.
- (2) In the second step, for the primary data, the researcher has conducted an online survey adopted from the original questionnaire of Cropley&Knapper in 2000 by using Google Form to disseminate those questionnaires by posting on Facebook and Facebook Messenger participate in answering those questions. Due to the outbreak of the COVID-19, the researcher conducted this research study for roughly three months with many challenges since the whole country was the curfew regulation.
- (3) The research has conducted a semi-structured interview with five key informants around one week in the last step.

3.4 Data Analysis

The first research objective, after receiving all the data from the participant, the researcher analyzed the data from Google Form and SPSS program by studying Means (\bar{x}) and Standard Deviations (SD) to understand the current situation and levels of lifelong learning attitudes of Cambodian university students. The researchers study the current levels of lifelong learning attitudes of Cambodian university students by using descriptive statistics such as \bar{x} and SD as follows:

- Mean score of 4.50 – 5.00 refers to the highest level of their LLL attitudes.
- Mean score of 3.50 – 4.49 refers to the high level of their LLL attitudes.
- Mean score of 2.50 – 3.49 refers to the moderate level of their LLL attitudes.
- Mean score of 1.50 – 2.49 refers to the low level of their LLL attitudes.
- Mean score of 1.00 – 1.49 refers to the lowest level of their LLL attitudes.

Regarding the second research objective, the researchers analyzed data from the questionnaires using One-Way ANOVA to identify current levels of lifelong learning attitudes of Cambodian university students compared to their ages, genders, and educational backgrounds.

Third research objectives, the researchers have drafted the strategies to enhance lifelong attitudes of Cambodian university students based on literature review and results of the first and second research objective. In addition, the semi-structured interview results have been analyzed through discourse analysis and coding the main critical concepts of experts.

4. RESEARCH RESULTS

4.1 Current levels of lifelong learning attitudes of Cambodian university students

The investigation of Cambodian university students' current levels of lifelong learning attitudes has been analyzed and synthesized from secondary and primary data. The first step of analyzing and synthesizing the secondary data has given preliminary thoughts for the researcher regarding the concepts and theories of lifelong learning. Those concepts and methods are self-directed learning, andragogy, transformative learning, and pedagogy of the oppressed. In a similar vein, those concepts and theories are vital information to study on the primary. The researchers have utilized a standard survey developed by Cropley&Knapper in 2000 to analyze the current situation and levels of lifelong learning attitudes of Cambodian university students, as demonstrated in table 2.

Table 2: Lifelong Learning Attitudes of Cambodian University Students

Items	Lifelong learning attitudes of Cambodian university students	Mean (\bar{x})	S.D	Interpretation
Dimension 01: Goal Setting				
1	I prefer to have others plan my learning.	2.94	1.4	Students are actively planning their learning activities at a moderate level.
6	I seldom think about my learning	2.03	1.1	Students do not care about their

Items	Lifelong learning attitudes of Cambodian university students	Mean (\bar{x})	S.D	Interpretation
	and how to improve it.			learning and having self-improve at a low level.
7	I feel I am a self-directed learner.	3.75	1.1	Students consider themselves as self-directed learners at a high level.
9	I love learning for its own sake.	3.63	1.2	Students desire to learn just for knowing at a high level.
14	When I learn something new, I try to focus on the details rather than on the 'big picture.'	3.45	1.2	Students who like focusing on small perspectives have a narrow mindset at a moderate level.
Conclusion		3.16	1.2	Students' goal setting is moderate level.
Dimension 02: Application of Knowledge and Skills				
5	I am able to impose meaning upon what others see as a disorder.	3.33	0.9	Students have high critical thinking at a moderate level.
10	I try to relate academic learning to practical issues.	3.25	1	Students try to put the concepts into practice at a moderate level.
12	When I approach new material, I try to relate it to what I already know.	3.71	0.9	Students can link their new knowledge to the existing one at a high level.
Conclusion		3.43	0.9	Students' application of knowledge and skills is at a moderate level.
Dimension 03: Self-direction and Evaluation				
8	I feel others are in a better position than I am to evaluate my success as a student.	2.99	1.2	Students evaluate their successes as lower than others at a moderate level.

Items	Lifelong learning attitudes of Cambodian university students	Mean (\bar{x})	S.D	Interpretation
13	It is my responsibility to make sense of what I learn at school.	3.94	1	Students have a sense of duty for what they have learned at a high level.
Conclusion		3.46	1.1	The student's self-direction and evaluation are at a moderate level.
Dimension 04: Locating Information				
11	I often find it difficult to locate information when I need it.	3.25	1.1	Students have trouble locating and searching for new information at a moderate level.
Conclusion		3.25	1.1	Student's locating information is moderate level.
Dimension 05: Adaptable Learning Strategies				
2	I prefer problems for which there is only one solution.	2.45	1.3	Students do not want to solve problems with many solutions at a low level.
3	I can deal with the unexpected and solve problems as they arise.	3.26	1	Students have a high ability to solve unseen problems at a moderate level.
4	I feel uncomfortable under conditions of uncertainty.	3.68	1.1	Students are not flexible enough with unstable situations at a high level.
Conclusion		3.13	1.3	Students' adaptable learning strategies is at a moderate level.

The first dimension of Cambodian students lifelong learning attitudes has a moderate level (\bar{x} =3.16, SD=1.2) of goal setting. Item 01 of student's goal setting showed that students are actively planning with their learning activities at a moderate level (\bar{x} =2.94, SD=1.4). Item 06 demonstrated that students do not care about their learning and having self-improve at a low level (\bar{x} =2.03, SD=1.1). Item 07 found that students consider themselves as self-directed learners at a high level (\bar{x} =3.75, SD=1.1). Item 09 showed that students desire to learn just for knowing at a high level (\bar{x} =3.63, SD=1.2). Item 14 articulated that Students who like focusing on small perspectives have a narrow mindset at a moderate level (\bar{x} =3.45, SD=1.2). The

application and knowledge, and skills are the second dimensions of lifelong learning attitudes of Cambodian university students is at a moderate level ($\bar{x}=3.43$, $SD=0.9$). Item 05 showed that students have high critical thinking at a moderate level ($\bar{x}=3.33$, $SD=0.9$), and item 10 found that students try to put the concepts into practice at a moderate level ($\bar{x}=3.25$, $SD=1.0$). Item 12 manifested that Students can link their new knowledge to the existing one at a high level ($\bar{x}=3.71$, $SD=0.9$).

Moreover, self-direction and evaluation is the third dimension is at a moderate level ($\bar{x}=3.46$, $SD=1.1$). Item 08 found that students evaluate their successes as lower than others at a moderate level ($\bar{x}=2.99$, $SD=1.2$), and item 13 showed that students have a sense of duty for what they have learned at a high level ($\bar{x}=3.94$, $SD=1.0$). The fourth dimension about locating information is at a moderate level ($\bar{x}=3.25$, $SD=1.1$) because item 11 showed that students have trouble locating and searching for new information at a moderate level ($\bar{x}=3.25$, $SD=1.1$). Lastly, adaptable learning strategies of the fifth dimension is at a moderate level ($\bar{x}=3.13$, $SD=1.3$). Item 02 manifested that students do not want to solve problems with many solutions at a low level ($\bar{x}=2.45$, $SD=1.3$). Item 03 found that students have a high ability to solve unseen problems at a moderate level ($\bar{x}=3.26$, $SD=1.0$). Item 04 demonstrated that students are not flexible enough with unstable situations at a high level ($\bar{x}=3.68$, $SD=1.1$).

In a nutshell, according to the statistical numbers of each table above, which have manifested five dimensions of lifelong learning attitudes of Cambodian university students, there are average and moderate levels of their lifelong learning attitudes. For instance, there is only the second dimension (Application of knowledge and skills), which high levels in their lifelong learning attitudes. On the contrary, the rest dimensions are at the moderate levels, in which there is a need for proper strategies to enhance lifelong learning attitudes of Cambodian university students.

4.2. The comparison of current levels of lifelong learning attitudes of Cambodian university students with their ages, genders, and educational background

Based on this table 3, there are no significant differences between males and females regarding the current levels of lifelong learning of Cambodian university students. It indicates that current levels of lifelong learning attitudes of female Cambodian university students are not different comparing to male Cambodian university students.

Table 3: The levels of lifelong learning attitudes of Cambodian university students compared to their genders

Independent Samples Test	
Levene's Test for Equality of Variances	t-test for Equality of Means

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
		Lower							
LLL Attitudes	Equal variances assumed	1.54	0.21	1.49	271	0.136	1.29	0.86	-0.4
	Equal variances not assumed			1.52	267	0.128	1.29	0.84	-0.37

According to the result of ANOVA of table 4, there are significant differences among their ages with current levels of lifelong learning attitudes of Cambodian university students with significant value $\alpha=.05$. This result demonstrates that the current levels of Cambodian university students' lifelong learning attitudes vary based on the student's ages.

Table 4: The levels of lifelong learning attitudes of Cambodian university students compared to their ages

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0	31	0	1.165	.02
Within Groups	0	236	0		

Based on table 5 shows significant differences among their educational levels with the current levels of lifelong learning attitudes of Cambodian university students with a significant value $\alpha=.05$. It means that lifelong learning attitudes of Cambodian university students are determined by their educational background.

Table 5: The levels of lifelong learning attitudes of Cambodian university students compared to their educational levels

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	232.668	5	46.538	1.424	.03
Within Groups	8728.63	267	32.692		

In conclusion, there are no significant differences with a significant value $\alpha=.05$ in terms of the current levels of lifelong learning attitudes of Cambodian university students compared to their genders. Whereas there are significant differences with a significant value $\alpha=.05$ of the current levels of lifelong learning attitudes of them comparing to their genders and educational background.

4.3. Strategies to Promote Lifelong Learning Attitudes of Cambodian University Students

Strategies to promote lifelong learning attitudes of Cambodian university students have been drafted according to the literature review, the first and second research objectives, and semi-structured interviews with 05 Cambodian experts. The strategies focused on five dimensions as goal setting, application of knowledge and skills, self-direction and evaluation, locating information, and adaptive learning strategies as follows:

Goal Setting

To promote their students' goal setting, the internal and external classroom activities must be considered by adult educators to adjust ways of teaching.

Internal or inside classroom activities to enhance students' goal setting:

The inside classroom activities consist of content, methods, materials or resources, and evaluation used to improve students' goal setting. For example, expert 01 stated that,

"Teachers can utilize a learning contract to improve Mathematics students by allowing them to set their goals in terms of topics they will explore" (Expert 01, 2020).

By using a learning contract, teachers facilitate students to understand the problem with a clear purpose; they can use all available resources to study their problems to attain their goal setting. Furthermore, students can measure and evaluate their successes and failures by presenting to the classes or writing a report.

Outside classroom activities:

There are some outside classroom activities which the learners attend to enhance their goal setting, as mentioned by expert 03 and 04,

"Students can join or develop projects with having a clear goal, such as teaching English or Mathematics in the community" (Expert 03 & 04, 2020).

In this sense, teachers can ask students to develop a project related to what they have learned from their learning contract. Then they can apply that knowledge and experiences to advance their goal setting.

Application of Knowledge and Skills

Application of knowledge and skills is one of the most critical dimensions of lifelong learning attitudes, and inside and outside room activities must be implemented as follows:

Inside classroom activities to promote students' application of knowledge and skills:

The experts pointed out that,

“Once students have a precise goal setting, teachers can promote their application of knowledge and skills by providing chances for students to apply what they have learned into reality. In the Chemistry classroom, the teacher teaches students how to treat contaminated water.” (Expert 02, 03, &05, 2020)

Likewise, teachers should not focus only on teaching students about theories and concepts of water treatment but also on students working in the laboratory.

Outside classroom activities:

Besides, students can evaluate their knowledge and skills through outside classroom activities as the teachers can bring students to the community to investigate the problem of the community's water. Then they can apply their knowledge and skills to put the community's issues into the solution. Consequently, teachers can promote student's application of knowledge and skills by teaching them to focus more on problems rather than the content of the units and providing them more chances to do projects or other extra curriculum activities.

Self-Direction and Evaluation

Self-direction and evaluation must be by teachers and adult educators through inside and outside classroom activities.

Inside classroom activities to promote students' self-direction and evaluation:

According to expert 04 said that,

“In the classroom, teachers should try to boost students' self-efficacy and give them a sense of direction by inspiring students to share their ideas” (Expert 04, 2020).

For example, in an English-speaking class, teachers can establish debating or public speaking activities by allowing them to choose any topics of their interests and use available resources to perform their activities. Everyone has an equal chance to make comments and suggestions on how to improve their speaking skills as a part of their self-assessment.

Outside classroom activities:

For outside classroom activities,

“Students can join the speaking English clubs, seminars, and workshops to improve their speaking skills” (Expert 04 &05, 2020).

Therefore, teachers can enhance students' self-direction and evaluation by inspiring them to believe in their learning abilities and encouraging them to share their thoughts with others.

Locating Information

In regardless of locating information, it is crucial to think about inside and outside classroom activities.

Inside classroom activities to promote student's locating information:

To foster Cambodian university students' abilities in locating information based on the experts pointed out that,

"Teachers can help students to strengthen their locating information via promoting their critical thinking and analytical skills" (Expert 03 &05, 2020).

In English writing classrooms, teachers should not teach students only how to write English grammatically correct in sentences. Teachers should also concentrate on teaching students how to locate accurate information with analytical ideas. Moreover, the teachers should extend their teaching activities by letting students share and exchange their ideas with their classmates to help them analyze and synthesize information. In tandem, students have a chance to evaluate successes and failures with their peers.

Outside classroom activities:

On the other hand, outside classroom activities, students can join in any training and workshop to enhance their locating information abilities. Therefore,

"Teachers need to encourage students to think out of the box, critically and analytically, as well as join training programs to promote their propositioning information skills" (Expert 01, 02 & 04, 2020).

Adaptive Learning Strategies

The teachers in Cambodian universities need to foster students' adaptive learning strategies to improve students' lifelong learning attitudes.

Inside classroom activities to promote student's adaptive learning strategies:

In the classroom, teachers should modify their teaching methods and activities to be more flexible to fit the current situation as well as to maximize their learning outcomes. For instance,

"Blended learning is more flexible manners, which combine the concepts of learning in the class and online" (Expert 02, 2020).

During the outbreak of Covid-19, once the school has been closed, students can continue their learning through the online platform and other social media without postponing their study. Thus, teachers should allow learners to work collaboratively with other members in the class and outside the classroom. Therefore, students can attain their learning at any time, in any place, and any circumstances.

Outside classroom activities

Cambodian university students can attend outside classroom activities through participating in workshops, seminars, community-building activities, and other social programs. Based on the expert 03, he stated that,

“To help students cultivate adaptive learning strategies, teachers must introduce various activities outside the classroom, such as field trips, cultural exchange, charity events, and peer-learning activities” (Expert 02, 2020).

As a result, teachers and adult educators must diversify their learning activities to promote students' adaptive learning strategies as steppingstones towards their lifelong learning attitudes enhancement. Those strategies emphasize on inside and outside classroom activities which are suggested by experts to promote and enhance Cambodian students' goal setting, application of knowledge and skills, self-direction and evaluation, adaptive learning strategies.

5. DISCUSSION

The research results of this study suggest that the current levels of lifelong learning attitudes of Cambodian university students and proposed educational strategies to promote lifelong learning attitudes of Cambodian university students. Notably, the research results are generic to the existed literature review and suitable for the Cambodian context.

It appeared that most of the dimensions of lifelong learning attitudes of Cambodian university students are at moderate levels. The previous study manifested that students were a bit passive and lacked self-direction and evaluation because teachers have not demonstrated the actual purposes of their learning (Chivoïn, 2015). It implied that Cambodian students have an average level of lifelong learning attitudes, which is crucial for them to attain lifelong and life-wide learning. The previous study showed that students did not obtain enough self-direction and purpose in their learning (Malcom S. Knowles et al., 2005).

Surprisingly, the findings of this study suggest that there are no significances of lifelong learning attitudes of Cambodian university students comparing their genders. On the other hand, there are significant differences of Cambodian university student's lifelong learning attitudes comparing to their ages and educational background. Although there are no particular differences when comparing the genders current levels of their lifelong learning attitudes, there is much difference among Cambodia higher education in terms of their lifelong learning attitudes due to Cambodian culture, education system, and social orientation (Nguon, 2013). However, Malaysian and European students in higher education indicated that males tend to have higher lifelong learning attitudes than females (Kirby et al., 2010; Meerah et al., 2010). As the research results manifested average levels of lifelong learning attitudes of Cambodian university students, it is valuable and helpful for Cambodian teachers to adjust their teaching styles and methods to promote their students' lifelong learning attitudes. Strategies to promote lifelong learning attitudes of Cambodian university students have aligned with the existing literature, which talked about self-direction, application of knowledge and skills, self-direction, and evaluation, locating information, and adaptive learning strategies. One Cambodian expert stated that,

“It is not easy to promote lifelong learning attitudes in the Cambodian due to social, economic, and cultural factors” (Expert 02, 2020).

Some people still do not give much value to education in the Cambodian context, but money first (Daily, 2010). Moreover, as a developing country with a small population, most people live under the poverty line, which is an obstacle for them to pursue their lifelong learning.

Furthermore, there are a few actions regarding promoting lifelong learning in Cambodia, and in Cambodian culture, most people do not like reading books (Chanphalla, 2019). However, there is a progressively quantitative increasing number of promoting reading and writing habits (Trustbuilding, 2011). In addition, most Cambodian lecturers and professors graduated from abroad, which could change the teaching paradigm to be more modern and have more experience in teaching adult students (Chivoïn, 2015). On the other hand, the previous research demonstrated that outside classroom activities are not in good progress because most students just spend time in the class due to the length of units and time constraints. Plus, Cambodian universities still lack technology and transportation to send students to perform and practice their knowledge outside the classroom (Heng, 2017). Hence, we can see that some of the research findings are consistent with the existing literature review regarding the lifelong learning attitudes of university students while some findings are emerging, which could contribute to the development of lifelong learning attitudes of Cambodian university students and other countries in the future

6. CONCLUSION

This research study has employed quantitative and qualitative methods to investigate current levels of lifelong learning attitudes of Cambodian university student, to identify the current levels of lifelong learning attitudes of Cambodian university students comparing to their genders, ages, and education background, and to explore strategies to enhance lifelong learning attitudes of Cambodian university students.

The research results revealed that the current levels of lifelong learning attitudes of Cambodian university students are at the moderate level. Moreover, there are no significant differences of the current levels of Cambodian university student's lifelong learning attitudes comparing to their gender while there are significant differences of the current levels of Cambodian university student's lifelong learning attitudes comparing to ages and educational background.

In conclude, due to the moderate level of Cambodian university students' lifelong learning attitudes, there are some strategies suggested by the experts which emphasized on inside and outside classroom activities to student's goal setting, application of knowledge and skills, self-direction and evaluation, adaptive learning strategies.

7. RECOMMENDATIONS

7.1 Recommendations from research results:

After conducting this study, the results of this research have implicated and demonstrated as in the follows:

- (1) It gives a depth understanding to professors and adult educators regarding the current levels of lifelong learning attitudes of Cambodian university students, which are in the average levels. Once they acknowledge the current levels of their students' lifelong

learning attitudes, they can use this information to adjust their teaching methodology and techniques to boost their students' lifelong learning attitudes in Cambodia and other countries.

- (2) Remarkably, there are no significant differences among their gender, ages, and educational backgrounds compared to Cambodian university students' lifelong learning attitudes. This information is a new finding and contributes to adult educators knowing that everyone can develop their lifelong learning attitudes as long as the students receive the suitable teaching methodology and techniques from them.
- (3) The strategies to promote lifelong learning attitudes of Cambodian university students provide adult educators and professors as a piece of general information and guideline to redesign their teaching methodology both inside and outside classroom activities. Once they can enhance students through those five dimensions of lifelong learning attitudes, their students will augment their lifelong learning attitudes, leading them to become lifelong learners.

7.2 Recommendations for further studies:

As this research study has studied just about current levels of lifelong learning attitudes and strategies to promote lifelong learning attitudes of Cambodian university students, the researchers suggest the prospective researchers and scholars to develop models or design programs to train educators to promote lifelong learning attitudes of Cambodian university students.

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