



Prediction of Lifelong Learning Tendency Based on University Culture and Academic Buoyancy with the Mediating Role of Academic Self-Efficacy in Female Students

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Abstract

The purpose of the present study was to predict the lifelong learning tendency based on university culture and academic buoyancy with the mediating role of academic self-efficacy in female students of Kashan Islamic Azad University. The statistical population included all female students and the research sample subsumed 350 individuals whom were selected by stratified random sampling procedure. The research method was descriptive research of correlation type. To collect data, Wetzel et al.'s Lifelong Learning Scale (2010), Higgins and Sade's University Culture Scale (1998), Martin and Marsh's Academic Buoyancy Scale (2003) and McIlary and Bunting's Academic Self-Efficacy Scale (2001) were implemented. Pearson's correlation coefficient and path analysis were applied by utilizing SPSS-26 and AMOS-23 for data analysis. The results showed that the path coefficient of university culture to academic self-efficacy was not significant, but the path coefficient of university culture to lifelong learning was significant, and the path coefficient of academic buoyancy to academic self-efficacy and lifelong learning and the path coefficient of the effect of academic self-efficacy and lifelong learning was significant. Also, the coefficient of the indirect path of university culture to the tendency of lifelong learning with the mediation role of academic self-efficacy was not significant, but the coefficient of the indirect path of academic resilience to the tendency of lifelong learning with the mediation role of academic self-efficacy was significant. Also, the results indicated that the model had acceptable goodness of fit. Finally, academic self-efficacy could play an important role as a mediating variable in the relationship between academic buoyancy and lifelong learning.



Extended abstract

Introduction: Lifelong learning offers a holistic approach that goes beyond the traditional boundaries of formal education, encouraging individuals to consider learning as a continuous agent of exploration and growth in a learning culture. In the context of education, culture and learning, academic buoyancy has been defined as a high probability of success in school and learning despite challenging and threatening conditions that are caused by traits, conditions and initial experiences and university culture, the most important personality traits. Related to academic buoyancy are self-efficacy, self-esteem, student commitment and school orientation. Also, the most important school variables that are related to academic buoyancy are academic culture, educational resources, and teachers' experience. In the case of university culture and as an indicator of the presence of norms, values, care in interpersonal relationships and educational opportunities within the university has been considered. According to some researchers, academic self-efficacy measures a individuals' confidence in their ability, so the purpose of the purpose of the present study was to predict the lifelong learning tendency based on university culture and academic buoyancy with the mediating role of academic self-efficacy in female students of Kashan Islamic Azad University.

Method: The statistical population included all female students and the research sample subsumed 350 individuals whom were selected by stratified random sampling procedure. The research method was descriptive research of correlation type. To collect data, Wetzel et al.'s Lifelong Learning Scale (2010), Higgins and Sade's University Culture Scale (1998), Martin and Marsh's Academic Buoyancy Scale (2003) and McIlary and Bunting's Academic Self-Efficacy Scale (2001) were implemented. Pearson's correlation coefficient and path analysis were applied by utilizing SPSS-26 and AMOS-23 for data analysis.

Results: The results showed that the path coefficient of university culture to academic self-efficacy was not significant, but the path coefficient of university culture to lifelong learning was significant, and the path coefficient of academic buoyancy to academic self-efficacy and lifelong learning and the path coefficient of the effect of academic self-efficacy and lifelong learning was significant. Also, the coefficient of the indirect path of university culture to the tendency of lifelong learning with the mediation role of academic self-efficacy was not significant, but the coefficient of the indirect path of academic resilience to the tendency of lifelong learning with the mediation role of academic self-efficacy was significant. Also, the results indicated that the model had acceptable goodness of fit. Finally, academic self-efficacy could play an important role as a mediating variable in the relationship between academic buoyancy and lifelong learning.

Conclusion: By expanding the realm of learning beyond classrooms and conventional assessments, lifelong learning enables students to discover practical applications of academic knowledge in various aspects of life, thereby bridging the gap between theory and practice. Based on the social cognitive framework, it could be expected that the existence of a desirable culture, which expresses the desirability of students' communication with each other, students' communication with professors, norms of mutual respect and educational opportunities, increases students' motivation and desire to learn in their specialized field, and they internalize the motivation and tendency to learn



take a step in the direction of deepening the acquisition of knowledge in this field. Based on this conceptualization, it is believed that by improving the environmental conditions for learning, it is possible to prepare them for better learning both in the classroom and beyond the classroom while influencing the self-regulation of students. Students with academic resilience in the educational environment succeed at a high level despite social, cultural and economic obstacles and problems. In other words, a person's belief in being capable shapes her cognition, attitude, behavior and performance in order to use all her capacities in order to endure in difficult situations.

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