

A Study of Lifelong Learning in Relation to Inspiration in the Context of Bahraini Women

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Abstract

The concept of Lifelong Learning (LLL) has been growing since the early 1960s and has become more important with the adoption of UNESCO standards in the 1970s. Since then, LLL as a concept and practice has grown steadily towards addressing all life related issues in a more comprehensive way and has therefore developed faster in the last decade with the trend towards a knowledge-based society. Today, LLL has become an important factor for socio-economic development where international indicators are used as a measure for societies' progress. In parallel, to the importance of LLL, the need for inspiration in our life is becoming important to the quality of life of individuals and societies. Inspiration is seen to play a role in both economic and social stability. However, little research has been established between the existence of inspiration and LLL. Existing research approaches have not shown how LLL practices play a role in creating inspirational practices. This study aims to address whether LLL practices influence inspiration with special focus on women in society in the context of Bahrain. To ascertain the relationships between LLL and inspiration; both practices were reviewed from both literature and available government published data. A quantitative survey approach was undertaken using a researcher-developed scale, and a total of 146 valid responses were collected from different Bahraini women. The scale developed for this research can be generalised and used as a self-assessment tool for the effectiveness of LLL and inspiration programmes and probably for both genders. The research limitations have been around being undertaken in only one country, with no comparative data with the other gender and therefore it is suggested that the model proposed in this paper is further investigated by future research and perhaps with a longitudinal study.

Keywords: Lifelong Learning, Inspiration, Bahraini Women

Introduction

This research focuses on exploring the relation of Lifelong Learning (LLL) values, practices and programmes as one dimension with the dimension of inspiration which is also represented by values, practices and programmes experienced by the targeted population. The aim of this research is to deliver a study that can be academically generalised for the improvement of both women's LLL and also for understanding whether there is a relation between LLL and inspiration. The sources of data are primary and secondary, so the study investigates the relation of LLL in facilitating the development of Bahraini women's meta cognitive and self-directed learning skills for both working and non-working women. Therefore, an early exploration was undertaken to determine the actual presence and gap of LLL practices in Bahrain. While many economies have been witnessing an unstable environment; inspiration has been growing as an important factor for economic stability. Many organizations throughout the World have adopted LLL as a critical factor for society's development and as part of a comprehensive social welfare system. With the development of women's roles in Arabian society and especially in Bahrain, there has been a new type of challenge relevant to realizing the outcome of women's education regardless of age and role in society. At the same time, in the past few years unemployment of Bahraini women has been increasing dramatically.

With a clear gap in the literature, the relation of LLL and whether it will help to inspire women in Bahrain or even the rest of the World is seen as important for exploration. Based on the background and purpose of this study, a research hypothesis was developed to explore the effect of Lifelong Learning on the inspiration of women (in the context of Bahrain).

Therefore, this research hypothesizes the following:

H: Lifelong Learning is positively associated with inspiration.

Based on the above hypothesis; the following objectives were set:

Objective 1 - to review both the literature and government published data on the subject of Lifelong Learning and inspiration with relevance to women taking Bahrain into consideration.

Objective 2 - synthesis of the different approaches of LLL practices that inspire women's contribution in life.

Objective 3 - develop a scale for measuring LLL's influence on women's inspiration.

Objective 4 – set up a survey that aims to complement the missing data from the first and second objectives.

Objective 5 - reflect and set recommendations based on the data analysis from the earlier objectives that shed more light on the establishment of LLL programmes and practices suitable for inspiring women in Bahrain.

This research will explore the relation between lifelong learning and inspiration: Does lifelong learning have a relation with inspiration in the context of Bahraini women?

Literature Review

Introduction to Lifelong Learning and Inspiration

In the early 1990's there was consistent growth in the spread of Lifelong Learning (LLL) as a means for inspiring societies, and since the beginning of this century the Organization for Economic Cooperation and Development (OECD) has adopted the continuing education strategy as a means for social cohesion (Rubenson, 2006 and Lee, 2001). At the same time, the World Bank group endorsed the LLL concept as a means for enhancing opportunities to meet the labour market demands in a knowledge economy. Lifelong Learning (LLL) is seen today as a philosophy that believes it is never too late for learning where learning is a continuous process to be achieved through the life span of an individual or society (European Commission, 2002). LLL is therefore seen as more than an educational tool, but rather an important instrument for meeting a dynamic economy (Biesta, 2012). Indeed, LLL therefore constitutes three elements that make it a unique concept and these are: learning, life and length. The famous quality management guru Edward Deming was one of the earliest thinkers who saw LLL's importance for survival (Fischer, 1999). Moreover, LLL according to Knapper and Crompton (2000) means that continuous and effective learning is practiced as a natural process that might involve social activity and mostly depends on self-directed individual initiatives. Delors (1998) on the other hand refers to LLL as the sustainable acquisition of knowledge, skills and understanding from the cradle to the grave. Additionally, Dunlap and Grabinger (2003) define LLL as intentional learning that people engage in throughout their lives, for personal and professional fulfilment and to improve the quality of their lives.

In an unstable economic, political and social world; where competitiveness, innovation and sustainable change would make a difference; LLL is seen as an important inspiring tool (Dunlap and Grabinger, 2003). LLL is found to indirectly influence people to optimise their capacity for self-direction, discovering their potential to create a metacognitive awareness. Smith and Spurling (2001) mentioned the influence of LLL on psychology, economics, anthropology, sociology and the existence of a new culture where individuals seek and have commitment to learn for both personal reasons and their commitment to society or family. Therefore, it is important to have a good understanding of the definitions of LLL and inspiration.

Definition of LLL

The concept of LLL means many things to different people and often means more than one thing for different researchers in the field. Indeed, LLL is a multi-dimensional concept that, in principle encompasses economic, social and personal dimensions (Biesta, 2006; Field and Leicester, 2003). Leamson (2002) sees LLL as building a combination of two abilities. The first ability is about problem solving which is called procedural knowledge. The second ability coexists with the first ability and focuses on explaining how things are done, called declarative knowledge. Therefore, it is believed that LLL is about the development of behavioural knowledge abilities and not only action based on stored information. Therefore, the knowledge that comes from LLL must be constructed, i.e. it cannot be simply transmitted in the form of classrooms or teaching curriculum.

Rather, LLL needs to be built on both collective and reflective efforts, and not through receiving information and knowledge only. Dunlap and Grabinger (2003) reported how LLL develops many instructional features that facilitate the development of metacognitive and self-directed learning skills. Intentionality, the ability to work with autonomy, responsibility, and motivating learning activities was found to be most important in the work of Dunlap and Grabinger (2003) which created in parallel a spirit of collaboration among learners and therefore helped to create more inspirational reflections. Brookfield (1986) found that LLL teaching methodologies are based on problem-based learning, intentional learning environments, and cognitive apprenticeship. Here LLL was found to be like a cycle of inspiration where being willing to learn will occur when there is a reason to learn, whether it was for employability or being afraid of unemployment or as a way to get more enjoyment (Evans 2003). Interestingly, LLL depends on the learning pace and time which the learner is in charge of. Learning is mainly related to building usable knowledge relevant to professional or unprofessional purposes (Johnsson and Hager, 2008). Garman et al. (2006) proved that LLL helps in self-managing, communication, information sharing, learning, performance improvement and problem solving. The work of Fleming (2001) proposed that learners would build a unique learning style whether it is visual, aural or read, and the right learning styles would help process information using a combination of these modalities.

There are today many “best practice” examples on how LLL has made a difference in all the types of society constructs and especially for women (Smith and Spurling, 2001). For example, UNESCO continuously publishes studies on how literacy, income-generating activities and LLL impact the weak parts of society, including women’s status in developing countries. Therefore, many world leading organisations, including UNESCO, now clearly focus on establishing a LLL strategy as an important driver for inspiring the competitiveness of women, which can contribute to an increase in knowledge-intensive growth. Knapper and Cropley (2000) coined a new term in addition to LLL; called Life-Wide Learning (LWL). LWL is focused on the variety of learning process contexts and its impact on the learner academic, non-academic, formal and informal settings. Due to the specialised nature of LWL, as a subject in itself, it is out of the scope of this study, since it does not add value to the aim of this research.

Definition of Inspiration

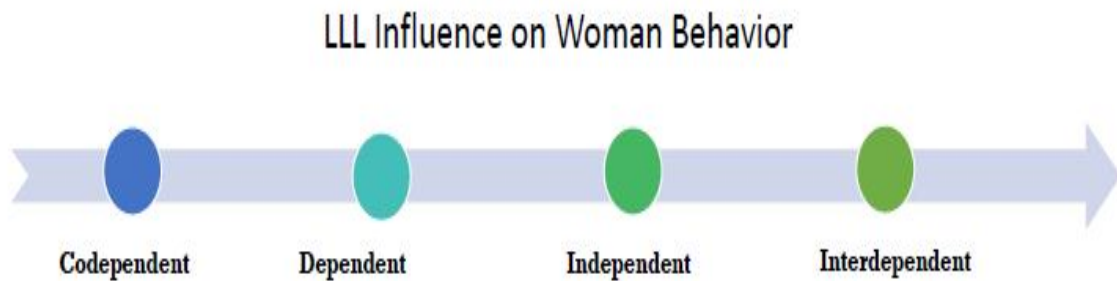
Carpenter (1987) reports that until recently inspiration was seen as a term limited to only prophets, righteous people and unique leaders. Today, the world of inspiration is spreading to all countries, generations, genders, communities regardless of the limitations of where, when, how and who limitations (Thrash and Elliot, 2004). Inspiration is defined as the ability to identify the upper limit of the human being within us, thus enhancing our ability to discover our “leap” through dismantling the foundation of the problem (Hendrick, 2009). Through inspiration a person, or a society, is thrived to sustain abundance, love and creativity. Inspiration is seen by many researchers today to play the role for capturing and harnessing ideas; therefore elevating the motivational state that compels individual ability to a creative state (Christensen et al., 2010; Thrash et. al., 2010; Thrash and Elliot, 2004). Inspiration is not any more about motivation for higher performance, it is becoming a core value for evaluating things (Hart, 1998). Inspiration is more needed today especially with the instability of the social, economic and political environment, since it has the ability to build a common purpose among diverse communities (Iverson, 2011; Hart, 1998). When we inspire people we can involve them in the implementation of a needed social transformation. A true inspiration gives a sense of independence and an ability to be autonomous and unique. An inspired person means today he/she can be more self-serving, participative and self-confident (Hart, 1998).

Lifelong Learning as a Value that Creates Behaviour

Behaviour refers to how individuals do things that are beneficial to their organizations or societies even if it is not identified by the formal reward system (Organ, 1988). Bolino and Turnley (2003) consider LLL has the ability to extract our behaviour that goes beyond the assigned duty. Indeed, LLL is seen as a tool for enhancing social surroundings and openness to the claims of others (Podsakoff and MacKenzie, 2006). Moreover, LLL has a crucial role within the strategies of empowerment, since its mandate is to provide targeted individuals with necessary skill-sets (Tuschling and Engemann, 2006). Jenkins (2004) argued that LLL can prevent skills depreciation for women who have had long breaks from paid employment and for those who missed out on an initial education or may require lifelong learning in order to obtain essential basic skills. Therefore, LLL is seen more to be a value that creates positive behaviours and especially for the weaker part of society. Interestingly, LLL as a learning behavioural change tool influences the learner to learn from others and with others.

The learner in LLL continually seeks new learning experiences or opportunities to improve knowledge and skills. A learner in LLL is expected to analyse, synthesise and/or apply what is learned and not just absorb or memorise information. The lifelong learner is expected to have a positive behaviour that leads him/her to openly share what they know because they understand that such communication and networking gives access to more information. Lifelong learning can also play a major role in changing people's behaviour if it is embedded in education. With LLL well addressed in women's education we can ensure more self-determination and self-responsibility (Tuschling and Engemann, 2006). Engeldinger (1992) wrote that one of the most important learning outcomes of science literacy education is lifelong learning. Holden (2010) believes that it would be difficult to attain positive learning outcomes if students do not believe that what they are studying is of any real benefit to them. Therefore for LLL to succeed, students must perceive LLL barriers while they are in study and work to clarify them. Based on the work reviewed here, the literature is found to support the claims of LLL being a tool for shifting women's behaviour from being totally dependent (i.e. co-dependent) towards being inter-dependent as shown in Figure 1.

Figure 1: The Influence of LLL on Women's Behaviour



Mechanism of Lifelong Learning and Inspiration

Leamson (2002) considers declarative knowledge needs to be developed if lifelong learning is to be enabled. The message here is hopeful because neurophysiological studies demonstrate that brain development continues throughout life. Such cognitive development cannot, however, be made quickly and easily. Therefore, it can be concluded that LLL helps in the development of mental analysis and evaluation of the possibility to take proper decisions in life. This happens when LLL builds a critical lens and makes us respect the differences of this point of view. With LLL observation grows richer and more complex thus giving the learner a gradual basis to move from deductive thinking to inductive thinking (Kolb, 1984). The word "inspiration" is relevant to mental stimulation as a new dimension in our lives. These thoughts help to fill the body with ideas which can then flourish. Inspiration is the process that lets humans rediscover their potential and stimulate their capacity, so that it can trigger their innovation and learning while enhancing their ability, quality, quantity and/or variety of contribution. Dekel (2009) also considers inspiration as a functional approach to creative practice. Additionally, LLL is a source of inspiration for women. Learning involves more than only knowledge that can be represented in the form of propositions or sentences 'knowing that' it is about inspiring people to the extent that they work to develop a better comprehensive form of knowledge towards 'knowing how' or 'strategic knowledge' (Hintikka, 1997). Indeed, LLL causes an inspiration that enhances our capacity to learn and make our passion for learning stay with us for life. As Leamson (2002) noted LLL inspiration helps us to be ready to face neurological trauma's that we might encounter during our life.

Learning creates a mechanism of change in behaviour that makes a person step out of their areas of expertise. Through LLL our ability to deal with and solve life problems becomes more mature since consistent learning helps one identify more problems through generating alternative solutions. Also, LLL helps one to implement a solution and evaluate the results of the solution. Through LLL the stage for decision making is set and enables the analysis of alternatives and their possible consequences more possible. Leamson (2002) suggested LLL depends on the development of cognitive skills; however such skills cannot be picked up from only courses or workshops. Cognition developed by LLL helps to enhance the capacity for accurate apprehension and understanding (Leamson, 2002).

Different researchers conclude that people can get smart by learning more, even if when we are children when we read more we become better readers and this in turn builds our ability to learn more (Leamson, 2002; Cunningham and Stanovich, 1998). The work of Lave and Wenger (1991) identified that learning, learners and knowledge are part of the natural process of social beings. LLL as a scheme for life can be attained by different approaches. The European Report on Quality Indicators of Lifelong Learning published by the European Commission (2002) describes fifteen indicators classified into four areas that describe LLL approaches. The first approach is the “skills, competencies, and attitudes area” and contains literacy, numeracy, new skills for the learning society, learning-to-learn skills, active citizenship skills, and cultural and social skills (Love, 2011). The second approach is about the “access and participation area” which contains access to lifelong learning and participation in lifelong learning. The third approach is about the “resources for lifelong learning area” which contains investment in LLL, educators and learning, and ICT (information and communications technology) in learning. The fourth approach is about the “strategies and system development area” which contains strategies for LLL, guidance and counselling, accreditation and certification, and quality assurance. McIntosh (2005) considered LLL approaches that focus on ‘human capital’ that target essential teaching and vocational skills, development of ‘questioning attitudes’, development of ‘social justice’ that focuses on LLL of marginalised and minority groups; the ‘reflective learning’ model characterised by the phrase ‘learning how to think’ and the ‘compensatory model’ which is concerned with providing opportunities for learners to remedy deficiencies in their knowledge, and the ‘humanistic model’ which is concerned with broadening learners’ horizons and developing their minds.

Lifelong Learning Environment

The European Commission (2002) report defined LLL indicators that would help to develop a suitable learning environment. The report focused on skills, competencies, and attitudes for the learning society, learning-to-learn, active citizenship and cultural and social skills. Also, the report emphasised the importance of access and participation in the LLL area, and focused on developing resources as types of educators and types of ICT (information and communications technology) in learning; and LLL strategies. The UNESCO Institute for Lifelong Learning released a report in 2013 calling for all countries to focus efforts in promoting adult education policy within a LLL perspective through putting more governance structures and processes in place, financing of adult learning and education. The learning environment caters to multiple sensory channels and information processing to become more effective (Kearsley 2000). Through LLL people are aware of their individual strengths and weaknesses and as learners they become more motivated to learn (Coffield et al., 2004). Rose (1999) also viewed that the LLL environment needs educational policies that will help the unemployed to become active in the labour market by developing their information technology skills. Finland is one of the most developed countries that managed to create a leading environment for LLL. Even Finland’s welfare system is set to ensure that public services, such as libraries and schools, are not only established in cities, but also in rural areas. Finland uses Information and Communication Technology (ICT) as a means of helping to keep rural areas alive. This investment has “paid off” since by establishing good basic services and educational opportunities for all citizens Finland has created a good basis for its socio-economic development, where all potential resources and innovations can be utilised as promoters of competitiveness and welfare (Fu Chang, 2012). Barker (1998) defined the LLL environment in Canada to fall into three categories starting with removing barriers to LLL while having clear career advancement schemes and business development that women experience. Also, Barker (1998) believes that the uniqueness of the Canadian LLL experience comes from its ability to enable women to counteract systemic barriers where possible and the ability to influence the changing attitudes that reinforce those barriers. Canadian LLL is known to have priorities for LLL action which include implementing a gender-based analysis in the creation of new policies and programmes, and the Prior Learning Assessment and Recognition (PLAR) methodology as a practical tool to expand women’s access to training and to employment. The literature clearly shows a knowledge gap in addressing the influence of LLL on inspiring women in life. The next sections of this paper will therefore address the knowledge gap found in the literature by further exploring the relation between women’s LLL and inspiration in the context of Bahrain.

Research Methodology

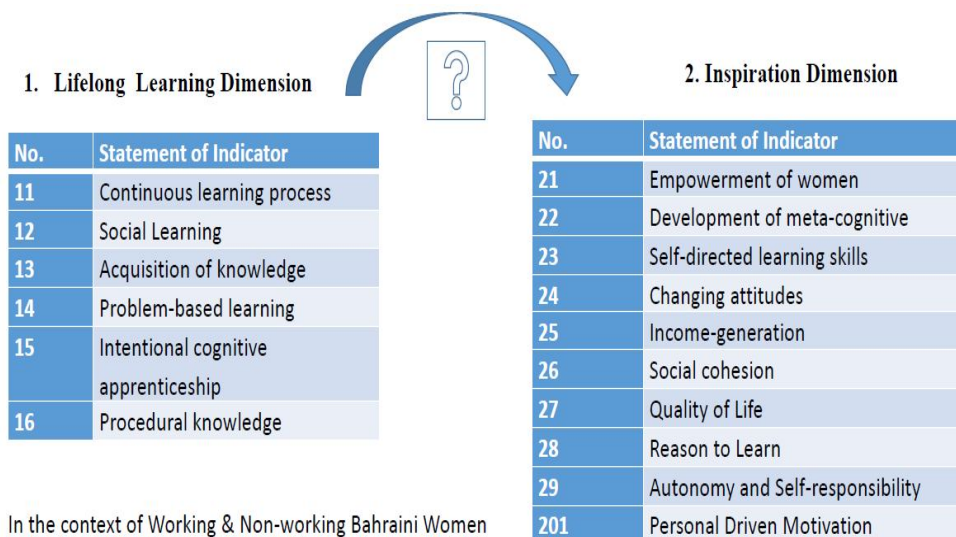
As shown from the literature review, the available secondary data on LLL and/or inspiration of women in Bahrain is very limited. Therefore, this research uses a quantitative approach to address the missing gap in the literature.

This means the current study investigates perceived LLL current practices and their relation with inspiration practices through a tested self-developed questionnaire focusing on Bahraini women. Both primary and secondary data have been used for a comprehensive picture about lifelong learning among Bahraini women, and its influence on women’s inspiration, since the primary data will serve the purpose of understanding from the perspective of women and the secondary data will help to illustrate facts and figures pertaining to the issue. Beside this the secondary data was very limited especially in the area of inspiration with relevance to Bahraini women. Therefore primary data was collected through a survey design. The research strategy commenced with a piloted survey followed by the main survey. In order to enhance the study instrument’s validity and reliability early steps were taken in approving the main survey through an expert panel made up of 3 academics. This survey looked at the different existing relationships between LLL programmes and inspiration in order to find out which created a change toward inspiration in the women that would enhance their self driven behaviour or inner empowerment. The scope of the survey covered working status and sector as well as the age group 13 years and above. For sampling purposes the following formula was used.

Formula for sampling: $(Z\text{-score})^2 * SD (1-SD) / (\text{margin of error})^2$
 where Z-score 95% = 1.96, SD .5, margin of error +/- 8%
 based on the formula the sample size was calculated as:
 $(1.96)^2 * .5(1-.5)/(.08)^2 = 150$

Therefore 200 copies of the questionnaire were randomly distributed by email, and by hand, to women in government organizations and the private sector, and the sample included working and non-working women. Working women were from both the private and public sectors as well as members of NGOs. The response rate was 73% which was 146 respondents, 10 were rejected because only demographic data were filled. From the response received, data was gathered and analyzed via statistical methods using the Statistical Package for Social Sciences (SPSS) version 20.0. Based on the synthesis of the literature in relation to various scales focusing on the repeated queries of both LLL and inspiration as separate dimensions as well as the identified constructs in relation to LLL and inspiration, and due to the lack of the availability of one questionnaire that measures both variables, the questionnaire developed for this study composed of the following sections: demographics, LLL and inspiration. All the scales were developed to reflect the dimension and constructs of both LLL and inspiration scales verified by the literature, reflected in Figure 2.

Figure 2: The Main Scales Developed for both LLL and Inspiration



Correlation analysis was used to draw a line of best fit through the data of the two variables, since the Pearson correlation coefficient indicates how far away all these data points are to this line of best fit, in order to explore the association between LLL and women’s inspiration (Zikmund, 2003).

Research Findings and Analysis

Primary data was collected through the distribution of 200 survey questionnaire forms which were randomly distributed by email and hard copy to woman in government organizations and the private sector. Some 156 completed surveys were received, and 10 were rejected due to being incomplete. Measures adopted for the statistical analyses were Cronbach alpha and cross-correlation to address reliability and validity within acceptable criteria for the three dimensions: demographics, LLL and inspiration. Since the questionnaire follows a holistic approach, the overall Cronbach for each dimension is important since all the questionnaire constructs internally are consistent. Hence, the Cronbach test helped to check the consistency of the internal constructs and also gave direction whether they are related with each other. The Cronbach alpha procedure was calculated for the two main dimensions of the survey to explore the influence of LLL as per the research objectives. The procedure helped to correlate the independent variables to the dependent variables based on a different nominal scale (Neuman, 2003). Table 1 show that the lowest Cronbach alpha is 0.673 for the LLL dimension which is considered to be above average. The higher the reliability of the test the higher the correlations will be, which means that the LLL dimensions are highly correlated.

Table 1: LLL Reliability Statistics

Cronbach's Alpha	N of Items
0.673	6

The reliability showed that the inspiration dimension is 0.793 which means it is highly correlated, as shown in Table 2.

Table 2: Inspiration Reliability Statistics

Cronbach's Alpha	N of Items
0.793	10

The overall alpha coefficient was also calculated for the entire questionnaire variables to measure the internal consistency estimate of the general idea of the two dimensions. The logic of this step was to have an estimate of the holistic influence of LLL practices on generating inspiration practices. The Cronbach alpha for all the LLL and inspiration dimensions was found to be 0.848 which means it is highly reliable as shown in Table 3.

Table 3: LLL and Inspiration Dimensions Reliability Statistics

Cronbach's Alpha	N of Items
0.848	16

Therefore, it can be deduced that the internal consistency for the survey as a whole, with Cronbach alpha of 0.848, is very good and can be highly accepted. With the reliability for the Women's Lifelong Learning and Inspiration Questionnaire (WLLLIQ) which is 0.848 one could say that the two dimensions of the questionnaire are highly correlated. Validity analysis was carried out to measure the survey effectiveness in measuring what is supposed to be measured according to the research hypothesis and objectives. Therefore it was sought to ensure that the results accurately reflect the concept being measured through considering the validity.

A correlation was conducted to examine the relation between LLL and inspiration.

H: Lifelong Learning is positively associated with inspiration

In general the results show that there is a positive correlation between all LLL characteristics and the inspiration dimension. This means that the LLL characteristics were positively associated with the inspiration dimension. Besides, for all inspiration dimensions there was a positive correlation in relation to the LLL index. There was a positive significant correlation between the LLL index and inspiration index, as shown in Table 4. The survey results show a positive significant correlation between 'taking pauses many times' and 'being self-empowered' where $P < 0.05$. This significance is repeated for all the constructs of LLL and the inspiration dimensions except for Q11 'taking pauses to see the lessons learned from past experience' and Q25 'more life learning has brought me more economical gain' which show a negative correlation between them, but with a weak strength of -0.021 since it is close to 0, and could not be statistically significant i.e. $P > 0.5$. The results also show that whatever times women take pauses it is not statistically correlated with any economic gain or even to come back as a family.

Also, the results show that 'learning through interaction' has a positive correlation with 'redesign goals' as part of inspiration. A significant positive correlation is also seen between 'self-guided LLL' and 'come back as a family'. 'Making important decisions after considering previous experience' as part of the LLL dimension is found to have a significant positive correlation with 'self-empowered' and 'the ability to redesign or adjust with life goals'.

Table 4: Correlations between the LLL index and Inspiration Index

		indexlll	indexIns
Indexlll	Pearson Correlation	1	.640**
	Sig. (2-tailed)		0
	N	146	146
indexIns	Pearson Correlation	.640**	1
	Sig. (2-tailed)	0	
	N	146	146

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

The respondent direction shows that mean scoring is nearly 4 and above taken to represent an agreement with most of the LLL and inspiration dimensions.

Discussion & Conclusion

The results discussed in this paper show that there is a strong correlation between the two main dimensions of this research, lifelong learning and inspiration. This means in the context of this research that if LLL practices are established they can enhance women's inspiration whatever their working status, working sector or even age. However, it has been noted that there is significance between women's age and LLL which needs to be further studied in detail. Since most LLL and inspiration depends on 'learning through doing' and 'self-empowerment', this confirms Tuschling and Engemann (2006) who emphasize that LLL has a crucial role within the strategies of empowerment because the LLL mandate provides targeted individuals with the necessary skill-sets, and Sharples (2000) who found that LLL continually updates the knowledge and skills to face the challenges of daily life, therefore empowering the capacity of self-managing professional development. Therefore one can confirm the importance of a LLL programme in creating a better vibrant independent society starting with women in Bahrain, if LLL practices are established. This research study draws the finding that Lifelong Learning is strongly and positively correlated with inspiration. This confirms the hypothesis. The relation was significant which means women are inspired by LLL, in the context of Bahrain.

This study provides better understanding on how some of the LLL practices contribute to inspire Bahraini women, and will help decision makers in planning and implementing more focused LLL programmes and practices. Therefore this research confirms that LLL practices influence inspiration practices for Bahraini women in different age groups regardless of whether they are working, not working or retired and whether they are in public, private or the NGO sector. As with any research study there are limitations that need to be clarified for future research. Taking the limitations of time and the scope of this research, this study has the following limitations that need to be clarified for future research:

1. This research focused on Bahraini women. Therefore, it has been undertaken in one country and for a specific nationality with a limited sample size of less than 200 participants.
2. Even though this study focused on LLL and its inspiration, it did not address whether LLL practices inspire women to aim for economic gain as UNESCO mentioned, or manage to enhance their autonomy (Tuschling and Engemann, 2006). This research excluded the role of LLL for inspiration to promote women's happiness through learning, i.e. by raising self-esteem, increasing socializing and broadening a person's horizon (Mackney, 2006).

Further research needs to study in depth whether formal learning, non-formal learning or in-formal learning inspire women more or whether LLL practice through 'learning by doing', for example, or 'by interaction' inspire women more. Also, it is recommended that future research should address whether LLL practices make positive differences in women's life or the quality of their life and to their children's prospective as Aldrige and Tuckett (2004) mentioned. Besides future research needs to confirm if LLL practices change women's attitudes, and let them manage their negative feelings as Miller (2005) argued.

Since research is now being undertaken on the subject of LLL from different developing countries, it is recommended to use this research as a comparative reference. Further utilisation of the data can be used for Structural Equation Modelling (SEM) to understand the direction of the relationship between LLL and inspiration which was beyond the scope of this study.

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