The Impact of Digitalization on Adult Learning: Exploring the Roles of Readiness, Internal Motivation, Self-Efficacy, And Long-Term Orientation

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Abstract

The evolution of educational processes and the increasing use of digital technologies have transformed adult learning in both formal and informal contexts. Digitalization offers adults flexible, individualized, and accessible learning experiences that enhance engagement and self-directed learning. This study investigates the impact of digital education technologies on adult education, focusing on the mediating roles of readiness, internal motivation, self-efficacy, and long-term orientation. Grounded in andragogical principles, contingency, the research explores how digital tools support intrinsic motivation and self-regulation in adult learners. We've used a quantitative correlational study with a randomly selected sample of at least 250 adults from different economic sectors (education, agriculture...) in ?zmir and ?stanbul, Türkiye. We have collected our data through validated instruments, including the Digital Self-Efficacy Perception Scale, Self-Directed Learning Readiness Scale, and Intrinsic Motivation Scale. Statistical analyses such as correlation and SEM with moderating effect using Jamovi 8.7. The study aims to contribute to the literature by providing a multidimensional understanding of how digitalization influences adult learning outcomes and by offering evidence-based recommendations for improving lifelong learning practices through effective use of digital technologies.

Keywords: Adult Education; Internal Motivation; Long-Term Orientation; Readiness; Self-Efficacy