EUDAIMONIA AND LIFELONG LEARNING MOTIVATION

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Summary. *Lifelong learning is a self-driven endeavor for knowledge, intricately entwined with personal development. This concept embraces all learning spectra, including informal and non-formal modalities, thereby catalyzing cognitive and emotional development, resilience, and well-being. Motivation responds to adaptive strategies amidst life's hurdles. Self-regulation, which encapsulates strategic goal-setting and intrinsic motivation, is pivotal in steering perpetual growth. Interweaving learning and self-regulation create a pathway towards an enriched existence, epitomizing the quintessence of eudaimonia. Motivation, and cognitive-emotional enrichment, approaches, such as experiential learning, reflective practices, becomes imperative. As individuals traverse through life, societal norms, and self-actualization, this synergy culminates in a resilient and perpetually progressive human experience, where challenges metamorphose into valuable opportunities for learning.*

Keywords: *lifelong learning, self-regulated learning, goals, motivation, goal setting, eudaimonia, meaningful learning*

Lifelong learning is the process of creating meaning in life. This is not a repetitive process with no point, but one that reaches stated goals and then proceeds further toward complex problems that the person needs to answer to feel fulfilled. Lifelong learning and self-regulation contribute to the cognitive and emotional enrichment, progress, and resilience of human well-being. facing challenges, learning skills and thereby transforming the self, motivation is achieved. There must be difficulty and even pain in the education process, which is usually softened by a guide. This is part of the multifaceted aspect of motivation, created from the transformative power of continuous learning, which includes self-regulation in setting and achieving goals, which then all contribute to meaning in life.

There is a dynamic interplay between lifelong learning and self-regulation, where people must make decisions, they have avoided in the past, to overcome the

obstacles in their path. An instructor cannot do the work for the person, otherwise nothing is accomplished. When facing difficulties, the importance of patience and suffering becomes apparent. Patience is required to achieve success in the pursuit of meaning in fostering continuous personal growth and well-being. Lifelong learning, extending beyond formal education into informal and non-formal learning experiences, emerges as a cornerstone of motivation. The ability to endure challenges, persist through setbacks, and embrace lifelong learning is a testament to the role of patience in achieving personal growth and satisfaction. As individuals accumulate knowledge and skills over time, they experience a sense of accomplishment, aligning with the innate human drive for self-actualization (Maslow, 2019). Continuous learning creates an ever-expanding cognitive and emotional landscape, nurturing our sense of agency and mastery.

Self-regulated learning, a fundamental component of lifelong learning, empowers individuals with the skills of organization, control, and satisfaction. goal setting has a positive influence on effort, persistence, attention, strategic planning, and self-evaluation. Clear and well-defined goals serve as reference points for self-assessment, shaping personal satisfaction and motivation. Moreover, intrinsic motivation, based on self-worth derived from effort rather than performance, nurtures resilience and fosters a deep commitment to the learning process.

The pursuit of meaning in life is a critical aspect of psychological well-being and life satisfaction. values, long-range goals, and the integration of meaningful knowledge into long-term memory contribute to personal meaning (Halloun, 2023). It also delves into the concept of finding meaning in suffering, emphasizing how negative emotions can be metacognitively engaged to facilitate learning and growth. Challenges and complementary difficulties foster learning and progress, ultimately contributing to a deeper sense of fulfillment. by underlining the need for a nuanced, patterned approach towards complexity and transformative learning experiences.

What motivates people is to channel their energy in achieving goals. The Greek term telos refers to what we might call a purpose, goal, end, or true final function of an object (Dimmock & Fisher, 2017, 49). Learning fosters progress, amplifies agency, and enhances adaptive capacities, ultimately contributing to resilience. Understanding the connection between motivation and progress necessitates a nuanced exploration of these distinct psychological phenomena. Adaptive strategies navigate a person through life's challenges, particularly during significant transitions. Lifelong learning, extending beyond formal education into informal education, emerges as a key component in promoting well-being across the lifespan.

Motivation is intimately intertwined with the concept of progress. Lifelong learning, as a dynamic process, fuels further intellectual and emotional growth. It aligns with the innate human drive for self-actualization, as proposed by Maslow. continuous learning creates an ever-expanding cognitive and emotional landscape, nurturing our sense of agency and mastery. The idea of progress in learning is not a linear journey but a continuous cycle. Each step forward begets another opportunity for growth, reflecting the inherent playfulness, creativity, and humor embedded in the learning experience. This intrinsic playfulness contributes to the vitality of the learning process (Wheeler & Leyman, 2023). Additionally, the pursuit of one's "true self" can lead to a cognitive-affective state known as "eudaimonia" (Waterman, 1990),

where education becomes a means of aligning with one's desires. Aristotle determines eudaimonia as "the state that we experience if we fully achieve a good life" According to Aristotle, eudaimonia is the state that all humans should aim for as it is the aim and end of human existence" (Dimmock & Fisher, 2017, 51). It is achieved through the cultivation of virtuous character traits, ethical conduct, and the realization of one's full potential.

In the traditional model, people focus their learning efforts mainly before age twenty-five, transitioning into the workforce with reduced attention to further education (West, 2018, 109). However, this conventional notion of learning, often centered on exam results, falls short of encompassing the holistic education process. It is rigid and unable to adapt to the pace of contemporary life. Lifelong learning extends beyond formal education and structured assessments, embracing non-formal and informal learning experiences that answer problems of experience and evolution. It is crucial to recognize that current approaches to education can be fragmented and fail to unlock lifelong learning's full potential (van Merriënboer et al., 2009). It is not simply the individual's power and potential that is wasted but society's investment in people as well. Life is marked by its unpredictability, characterized by periods of stability and upheaval. During life's seismic shifts, these 'life-quakes,' individuals require adaptive strategies to maintain psychological well-being. The virtuous person, as described by Lear (2022), excels in meeting life's challenges, constituting a life well-lived. Dealing with life's issues is not merely a prerequisite; it is an integral part of leading a happy life. People need progress and facing difficult challenges rewards them with a feeling of true, personal progress. Motivation is not an externally delivered gift by an internally built achievement. Understanding one's environment is crucial during challenging times. Merely striving to succeed in difficult situations drains energy and focus. Instead, individuals should focus on adapting to and understanding the evolving circumstances to make the correct responses. Lifelong learning, which encompasses various learning modes and contexts, offers a valuable toolkit for developing adaptive strategies, such as feedback that reinforces strategies that support learning (Clark, 2012, 205). Self-regulated strategies, although not always factually accurate (Nugteren et al, 2018, 357), do transform the person into an organized achiever.

Lifelong learning emerges as a cornerstone in the pursuit of happiness, contributing to cognitive and emotional enrichment, progress, and resilience. Its significance extends beyond formal education, into lived life and encompasses diverse learning experiences across the lifespan. Diverse experiences that are reactions to the problems faced, therefore extremely valuable to the person in achieving goals and realizing the meaning of their life.

Recognizing the dynamic interplay between learning and motivation sheds light on the complex and evolving nature of human well-being, particularly during life's tumultuous phases. It is not necessary to minimize variability between individuals to reduce "noise" (Dennis, et al, 2012, 204), but to work with variability and differences to enrich the learning experience and the action of achieving. The results must become useful. There is a paradox between defending existing beliefs, which are proven but can be outdated, and the imperative of cognitive evolution in an ever-changing world, where new solutions must be found to progress. the neurological

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substrates of fear and love, their impact on relational dynamics, and the role of cultural competence in fostering community well-being are extremely important in the contemporary world. Unfortunately, social media means that a wide audience can see successes and failures, especially in beginners, who often fail as they learn. This misunderstanding that failure teaches must be overcome otherwise people become too fearful to meet challenges. The exploration of learning from experience, the embrace of diversity, and the acceptance of fallibility contribute to motivation. It is a complex problem, one that is easy to recognize but continually complex to resolve.

Motivation is intimately linked to our journey of progress, where continuous learning enriches cognitive and emotional domains, amplifying our sense of agency and mastery (Csikszentmihalyi, 1990). Flow enemates from the nexus between creativity, learning, and the multifaceted dimensions of well-being. And motivation is further complicated by identity, where nationality and age may provide very different motivations because of the different goals that are valued. Engendering a culture of perpetual learning involves integrating diverse approaches that nurture vital skills and mindsets. Multifaceted approaches, including experiential learning, reflective practice, collaborative learning, technology integration, and problem-based learning, are required, not in isolation, but in integration to bolster lifelong learning competencies. Fear of failure, fixed mindset, procrastination, self-doubt, assurance deficiency, and peer pressure notably create "attitude barriers" (Kamaruddin, Jafri, & Ali, 2023, p.234) which can stymie the learning process.

Experiential learning is using 'real life' to apply theoretical knowledge in tangible settings. Through practicum experiences and simulated situations, people internalize and embody the learned concepts, facilitating a deeper understanding and contextualization of theories. Consequently, the direct involvement and application of knowledge refines practical skills and fosters an appreciation for continuous skill enhancement, embedding a lifelong learning ethos. Often parents teach their children in this manner, showing them a procedure and then letting the child do it themselves. Due to uncertainty among instructors about "how to teach and develop these skills in students" (Kamaruddin, Jafri, & Ali, 2023, p.234) a discernible gap between the critical skills students possess and the expectations of society has grown, which can be resolved by self-regulation. Reflective Practice is rooted in a cycle of action and reflection, nurtures self-awareness and a growth mindset, propelling educators towards continual refinement of their pedagogical approaches. This paradigm facilitates an intrinsic motivation towards self-improvement and professional development. Reflective practice in education is fundamentally grounded in an iterative cycle of planning, acting, observing, and reflecting. This model, introduced by Donald Schön, serves as a mechanism for educators to engage in self-evaluation and critical analysis of their teaching methods and educational paradigms. In a cyclical pattern, a person goes through the process of Planning, Acting, Observing and Reflecting (Garrido, 2023).

In Planning, instructional strategies are designed and objectives decided upon. Then in acting, these are implemented. The outcomes and impacts are analyzed in the observation phase and then are reflected upon with a critique of one's own practices, identifying areas for improvement and devising subsequent plans, which

starts the cycle over again. Self-awareness breeds emotional intelligence, where educators develop the capability to perceive, comprehend, and regulate their emotional responses. Heightened Emotional intelligence allows for a clearer idea of what makes a person happy.

Obviously, technology acts as an access to resources and innovative tools. Beyond the mere usage of technology, it is imperative that people become adept at leveraging technological advancements to enhance their own learning experiences. technology acts as a conduit for continuous professional development. And through technology, collaborative learning is easier, where a physically isolated individual can access a culture of collective knowledge creation and sharing. While participating in group activities, a person can glean insights from their peers, enhancing their own practices and contributing towards a symbiotic environment of professional growth.

Both lifelong learning and self-regulation revolve around the challenges that a person faces, so problem-based learning, where real-world problem-solving is activated, which often requires collaboration and a critical application of contemporary knowledge, brings together many complicated processes to solve complex problems. This approach instills a mindset that perceives challenges as opportunities for learning and development. The synergy amongst these approaches provides a scaffold that not only supports but also elevates professional development. The person becomes a problem solver instead of a victim of their own life.

Instead of multitasking, intense concentration is a preferable strategy, since it allows for 'Flow,' and opens a gateway to motivation and vitality (Csikszentmihalyi, 1990). Flow is a state of heightened absorption, where individuals lose their sense of time and self, immersing themselves fully in a task. For creatives, this is not merely an incidental pleasure but a quintessential component of mental health and existential satisfaction (Csikszentmihalyi, 1997). It spotlights the congruence between one's passions and life activities, where the best learning takes place when the task is just beyond the current abilities of the learner (Gregory, 2016). To complete the task, the person must painfully grow, despite their ego, they must admit they need to become better to succeed.

The entwining of learning, ego, and cognitive evolution underpins our perceptual and cognitive engagements with our worldviews and beliefs. A paradox emerges between the natural inclination to defend extant beliefs and the imperatives of progress, which demand an openness to revise and enhance our cognitive schemata. Educators must themselves undergo processes of learning, growth, and transformation to serve as agents for change (Shaw, 2017). Through reflection, instructors engage in conscious thinking while monitoring their teaching practices to bring about positive changes (Almusharraf & Almusharraf, 2021). The learner is not so conscious about the myriad processes that are occurring, whether in struggle or in flow, but can become more conscious with reflection. Use of digital technologies enhance learning, through flexibility and learner autonomy (Vlachopoulos & Makri, 2019).

Fear, stress, and depression interfere with struggle and motivation through encouraging inhibition and denial. States of intense fear, anger, grief, guilt, or shame can lead to dysfunctional thinking and cognitive confusion (Ford, 2021). Trauma is

not the story of something that happened; it's the current imprint of that pain, horror, and fear living inside people (McClintock, 2019). The brain excels at learning from experience to avoid punishment, seek rewards, and make adaptive choices (Preston, 2022). Excessive avoidance reduces motivation since the struggle is avoided as well as the possible pain. Traditions are usually transgressed to contribute to new knowledge. Collaborative and progressive environments harness collective wisdom through embracing diversity, as is seen in the experimental processes that the internet provides. The friction arising from such diversity inspires motivation, but in unpredictable ways.

Rapid technological change and information overload can also disrupt learning, showing that there is no soft womblike existence in life, but one that requires people to take control, preferably through self-regulation and lifelong learning. Education serves as the compass that provides orientation and meaning in a world driven by knowledge (Carneiro, 2013) but it is not motivation, it is a tool. As individuals navigate through life's complexities, they inevitably encounter instances of being wrong. This necessitates a metacognitive approach to learning, well-being, and interpersonal dynamics where reflection can extract solutions from errors. It is important that the person doesn't identify with their errors but identifies with their own identity.

As in William James' conceptualization, the 'I' self-embodies learning and evolution, while the 'me' self-perpetuates our observable identity. The 'me' self often erects defenses to preserve an always-right persona, cultivating vanity. In contrast, the 'I' self-embraces fallibility and demonstrates a willingness to reconcile with being incorrect. It navigates through varied emotional and perceptual landscapes, fostering personal growth and a deeper understanding of the self. Emotions serve as powerful signals, propagating through the prefrontal cortex and sculpting our emotional responses. Viktor Frankl's emphasis on the discretionary power we possess in interpreting emotions (Fowler, 2023) underscores the role of metacognition in emotional intelligence.

Metacognition enables individuals to strategically respond to stimuli rather than instinctively reacting, bridging the gap between stimulus and response. Strategies such as emotional substitution, where alternate emotional expressions like humor are leveraged, illustrate the metacognitive management of emotions. Student self-assessment emerges as a pivotal metacognitive practice in education. It promotes intrinsic motivation, internally controlled effort, a mastery goal orientation, and more meaningful learning experiences. The power of student self-assessment to positively impact student performance cannot be underestimated (McMillan & Hearn, 2008). It empowers students to plan their learning activities systematically, execute them with order, and monitor and evaluate their learning progress (van der Stel & Veenman, 2014). Moreover, it cultivates positive beliefs about one's ability to excel academically and equips individuals to manage their behavior effectively (Seli, 2019). The metacognitive odyssey of lifelong learning involves a profound transformation in how individuals perceive and engage with the world. Embracing fallibility, nurturing the 'I' self, and strategically managing emotions through metacognition empower individuals to navigate the complexities of life with resilience and wisdom.

Self-regulation imparts organization, control, and satisfaction, empowering individuals to set and achieve clear goals. goal setting, persistence, attention, strategic planning, and self-evaluation are the ingredients for learning how to achieve continual motivation. Intrinsic motivation and self-worth are based on a person's effort. the pursuit of meaning in life requires striving for long-range goals and then integrating the meaningful discoveries into long-term memory. Self-regulated learning serves as a cornerstone of lifelong learning, imparting the invaluable skills of organization, control, and satisfaction (Seli, 2019).

Goal setting, as elucidated by Locke and Latham (1990, 2013), plays a pivotal role in self-regulated learning. It influences effort, duration, direction of attention, strategic planning, and self-evaluation. Clear and well-defined goals empower individuals to navigate their learning journey with purpose and intentionality. Moreover, they serve as reference points for self-assessment, shaping personal satisfaction and motivation. Intrinsic motivation emerges as a driving force in self-regulated learning. When students base their self-worth on their efforts, rather than solely on performance, they are more likely to employ effective learning strategies and maintain a positive attitude (Seli, 2019). The intrinsic motivation stemming from self-worth nurtures resilience and fosters a deep commitment to the learning process. Generating questions while learning is a metacognitive strategy that enhances understanding and focus (Seli, 2019). This cognitive practice not only aids in comprehension but also minimizes mind-wandering. Focus and concentration are the bedrock of meaningful learning experiences. Multitasking and task-switching stand in stark contrast to concentration (Wolff & Marsnik, 1992). The ability to concentrate, refocus attention, and engage deeply with the material is essential for meaningful learning outcomes.

Well-being can be divided into three fundamental components: enjoyment, satisfaction, and meaning. These elements interplay and contribute to the complex tapestry of motivation, in finding the delicate balance between comfort and challenge. Through the lens of meaning-making, intentionality, unmarred by attachment, fosters continual learning and fulfillment. Increased skills enable greater action and agency that render work valuable and generative.

Human perceptual and cognitive limitations necessitate simplified models to engage with the world. However, this convenience is to be overcome if individuals are to move beyond material rewards and seek intrinsic rewards. the concept of post materialism, where nonmaterial satisfactions take precedence, involves working beyond survival and moving towards self-realization. Lifelong learning, embodying sustained and self-motivated engagement in knowledge and skill acquisition enriches personal lives. It is unavoidable that even when learning is aimed at further material benefit, other cravings are both awakened and satisfied. learning is also guided by intrinsic motivations, curiosities, and the perceived relevance meaning has to people's lives and society. A person without meaning is vulnerable to imbalance and may lose mental health, entering various prisms such as depression and isolation or increased societal fear and pressure. However, challenges foster learning and progress, advocating for a nuanced, patterned approach towards embracing complexity and transformative journeys of understanding. Challenges are not negative, and life is not meant to be without them. Psychologists in the past had

failed to study and promote the good life (Tweed et al, 2023), instead mainly seeking problems to be solved. It is a person who is happy as a problem solver not as being a problem to be solved.

"Patience means suffering … it is accomplishing something though we don't realize it until later." (Garvey, 2022, 122) To create meaning requires patience and suffering which then leads to learning that motivates further. the psychological aspects of personal growth, resilience, and the fulfillment derived from continuous learning, or, in other words the willingness to endure hardship as catalysts for meaningful, lifelong learning experiences that ultimately contribute to a happier and more fulfilling life. Patience, often characterized as the ability to endure difficulties and delays without frustration, can be seen as a foundational attribute for engaging in lifelong learning, enabling individuals to persist through challenges, setbacks, and moments of uncertainty in their educational journey to their once unachievable goals. As individuals strive to acquire new knowledge and skills, they almost accidentally motivate themselves further. Afterall, "even children rarely seek happiness directly, in the sense of directly seeking pleasant mental states"(Becker, 2017,155).

As individuals accumulate knowledge and skills over time, they experience a sense of accomplishment and mastery. Lifelong learning, a persistent pursuit of knowledge, seamlessly intertwines with personal growth and motivation, extending beyond formal education to embrace varied learning modalities and stimulate cognitive and emotional development. Crucial self-regulation, involving strategic goal-setting and intrinsic motivation, propels ongoing personal and professional growth. Navigating through life's complexities and challenges, the synergistic integration of learning and self-regulation facilitates a journey towards meaning and fulfillment, epitomizing eudaimonia.

Employing a spectrum of approaches, including experiential learning and technology incorporation, individuals transform life's challenges into opportunities, culminating in a resilient, continuously progressive human experience.

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