

# **The Effects of Participation in Lifelong Education, Political Efficacy, and Citizenship on Quality of Life: The Moderated Mediation Model of Growth Mindset**

**By**

**Yeon Sook Choi**

Doctor of Lifelong Education, Korea

**Yeoun Kyoung Hwang**

Professor for Academic Research, Multicultural Education and Welfare Institute, Hanseo University, 31962, Korea

**Chang Seek Lee**

Professor, Dept. of Health, Counseling and Welfare, Hanseo University, 31962, Korea

## **Abstract**

The purpose of this study was to examine the moderated mediation effect of a growth mindset on the relationships among participation in lifelong education, political efficacy, citizenship, and quality of life in adults. For analysis, SPSS Win.25.0 and PROCESS macro 3.5 were used, and frequency analysis, reliability analysis, correlation analysis and moderated mediation effect analysis were applied. The findings of this study are as follows: First, Pearson's correlation analysis indicated that there was a statistically significant positive correlation between participation in lifelong education, political efficacy, citizenship, growth mindset, and quality of life. The correlation between citizenship and quality of life was highest, followed by that between political efficacy and citizenship. Second, participation in lifelong education had a positive effect on political efficacy, political efficacy had a positive effect on citizenship, and citizenship had a positive effect on quality of life. Finally, the interaction terms of political efficacy and growth mindset had a positive effect on citizenship, and the moderated mediation effect of growth mindset was verified on the path from participation in lifelong education to quality of life via political efficacy and citizenship. This paper presented a quality of life improvement model using a growth mindset, which can be used as an action model to improve citizens' quality of life.

**Keywords** : Participation in Lifelong Education, Political Efficacy, Citizenship, Quality of Life, Growth Mindset, Moderated mediation effect, SPSS PROCESS macro

## **1. Introduction**

Improving one's quality of life is the purpose and goal of human life. Although everyone wishes for a satisfactory life, not everyone maintains a high level of quality of life. Research continues to explore the factors and conditions involved in improving quality of life. As society and academia show increasing interest in quality of life, lifelong education is attracting attention as a new alternative with which to improve quality of life. In fact, since the ultimate goal of lifelong education is to improve the quality of life of learners [1], it is not surprising that lifelong education and quality of life are closely related. Although education and quality of life seem to be conceptually unrelated, it is expected that the satisfaction and

pleasure experienced by participating in lifelong education, along with the value of education results, can act as factors increasing an individual's quality of life.

Although participation in lifelong education has been shown to be a major determinant of quality of life [2] there have been few studies specifically investigating the relationship between participating in lifelong education and quality of life. There have also been insufficient studies examining the flow of lifelong education participation experiences to improve the quality of life. At this current time of rapid change in the face of the 4th industrial revolution and the post-COVID-19 era, there is an urgent need for new discussions and specific studies on the relationship between lifelong education and quality of life.

Political efficacy and citizenship are variables closely related to lifelong learning participation and quality of life. Through participation in lifelong education, a member of society can adapt to changes in society, express one's thoughts and opinions, and have an improved ability to collaborate with others [1]; consequently, it is believed that political efficacy and citizenship are in an interactive relationship which can be promoted by participation in lifelong education. Therefore, this study does not focus on the basic logic that it is important to increase opportunities for participation in lifelong education because participation in lifelong education increases quality of life; instead, this study sets political efficacy and citizenship as mediators, then investigates the role of these two variables in the relationship between participation in lifelong education and quality of life.

On the other hand, if this study verifies the process through which participation in lifelong education improves quality of life, it is necessary to explore moderating variables that can moderate this process. Recently, the growth mindset has often been used as a moderating variable; a growth mindset refers to the belief that human abilities and intelligence can be improved through experience and effort [3]. In this study, it was expected that the growth mindset would predict that participation in lifelong education would increase the effect of participation in lifelong education on quality of life through political efficacy and citizenship; therefore, this study set having a growth mindset as a moderating mediator.

This study aimed to identify the moderated mediation effects of participation in lifelong education on quality of life through political efficacy and citizenship, and to provide a model to promote quality of life and policy data based on the results.

The following research questions were established: First, what is the correlation between participation in lifelong education, political efficacy, citizenship, growth mindset, and quality of life? Second, does the growth mindset play a moderated mediating role in the path of participation in lifelong education to quality of life via political efficacy and citizenship?

## **2. Theoretical Background**

### ***2.1. Participation in Lifelong Education and Quality of Life***

Quality of life is the ultimate goal of human life and lifelong education. The UNESCO Institute of Education (UIE) has suggested in the 'Life Education & School Curriculum (LECS)' that 'the ultimate purpose of lifelong education is to maintain and improve the quality of life' [4]. Quality of life has been used interchangeably with 'well-being', 'welfare', 'life satisfaction',

'happiness', and 'standard of living' [5], and it has been studied from various perspectives in numerous fields over a long period of time [6]. The concept of quality of life differs depending on whether it is evaluated based on objective conditions or subjective conditions. However, based on the argument that subjective quality of life measurement is more important in measuring quality of life [7], this study defined quality of life as a subjective evaluation of whether one is satisfied with one's life.

Participation in lifelong education can be cited as a variable that can improve quality of life. This is ideologically justified in that the purpose of lifelong education is to improve the quality of life of individuals and groups [8]. For adults, participation in lifelong education refers to enrolling in a lifelong education program and completing that program, and it has voluntary and active characteristics. In previous studies, one study showed that the factor with the greatest direct influence on middle-aged women's subjective perception of quality of life was their motive for lifelong learning participation [7], other studies showed that there was a positive correlation between participation in lifelong education motivation and quality of life [9, 10], and yet another study showed that lifelong learning has positive effects on happiness, life satisfaction, and self-esteem and efficacy while also reducing depression [11]. Lifelong learning activities have also been shown to have a positive effect on life satisfaction, and adult learners' motivation to participate in lifelong education had a positive effect on happiness [12]. Some studies have shown that there is a positive correlation between one's motivation to participate in higher education and their quality of life [13], and one study has even shown a positive causal relationship between the two [14].

Although the purpose of lifelong education is to promote quality of life, there have been very few studies examining the relationship between participation in lifelong education and quality of life. However, interestingly, studies on factors affecting subjective quality of life have treated education as a very important determinant [15]. Therefore, from the point of view of lifelong education, it is very important to conduct further research on quality of life. In this study, we attempt to understand how participation in lifelong education affects quality of life and what variables can further enhance the effect in this process, and we aim to deal with the relationships and roles of the variables in an integrated manner.

## ***2.2. Mediating effects of political efficacy and citizenship***

Political efficacy was first used to describe self-efficacy and effectiveness in a study examining the political behavior of American citizens in the early 1950s. Political efficacy refers to the degree to which one believes that one's political actions influence or can influence the political process [16]. Citizenship is a variable that is predicted to have a reciprocal effect with political efficacy; citizenship is a concept that collectively refers to the qualities required of citizens [17], and it refers to the norms and attitudes expected of good citizens [18].

In this study, political efficacy and citizenship were set as mediating variables, but there have not been many direct studies showing that political efficacy and citizenship mediated in the link between participation in lifelong education and quality of life. However, there have been studies that have partially dealt with the relationship between these variables.

In a similar study investigating the relationship between participation in lifelong education and political efficacy, some of the sub-factors of civic education participation motive were shown to have a significant effect on either internal and external political efficacy [19], and there was a causal relationship between these two variables [20]. Considering that political efficacy is a mixed concept of politics and self-efficacy, the report indicating that participation in lifelong education had a positive effect on self-efficacy implies that participation in lifelong education may be the cause of political efficacy.

In studies examining political efficacy and citizenship, citizenship has been shown to have a positive effect on political participation [18]. Further, studies related to citizenship and quality of life have shown that the sense of community, a sub-factor of citizenship, is closely related to life satisfaction and mental health [21]. Therefore, the mediating role of political efficacy and citizenship in the link between participation in lifelong education and quality of life needs to be investigated.

### ***2.3. The moderating effect of a growth mindset***

As the global aspiration for success grows, the demand for success-related lectures and books is growing as well. Even in academia, there has been increasing interest in exploring variables that can predict success, and a typical psychological variable for success is a growth mindset.

According to the tacit theory, there are entity and increment theories for recognizing or interpreting intelligence, personality, and morality [22]; increment theory refers to the belief that intelligence is fluid and can be changed through effort [23]. Since then, Dweck [3] has named entity theory as a fixed mindset and increment theory as a growth mindset. In other words, a growth mindset is closely related to a successful life, and it consists of the belief that human intelligence (IQ) can change if we learn and work hard [24].

In a study examining whether the growth mindset moderated or mediated the relationship of other variables, the growth mindset buffered the relationship between adolescents' self-esteem and school violence victim experience [25], and another study showed that it moderated the relationship between academic achievement and self-esteem [26], and the relationship between tourism attitudes and life meanings of office workers [27]. In addition, the growth mindset played the moderated mediation role in the relationship between stress, self-esteem, and school life adjustment [28].

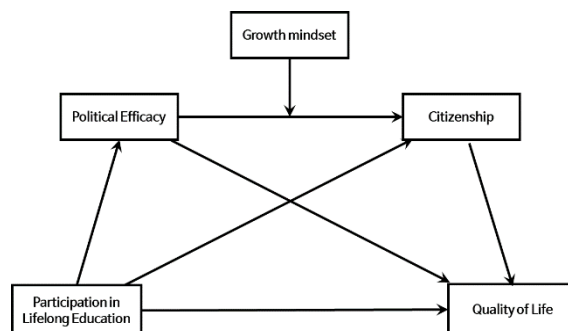
Therefore, it is inferred that the growth mindset moderates the relationship between political efficacy, which is an individual's psychological variable (internal), and citizenship, which is a behavioral variable (external), and that it plays moderated mediation roles in the link between participation in lifelong education and quality of life using political efficacy and citizenship as mediating variables. This study attempted to verify this.

## **3. Research Method**

### ***3.1. Research Model***

The research model in [Figure 1] was established to verify the moderated mediation effect of a growth mindset on the path from participation in lifelong education to quality of life

via political efficacy and citizenship. This model was analyzed according to model procedure 91 of SPSS PROCESS macro 3.5 proposed by Hayes [29].



**Figure 1.** Research model

### 3.2. Research subjects of investigation and data collection methods

The subjects of this study were Korean adults, and they were purposively sampled as adults living in D city, Chungcheongnamdo province in Korea. The number of samples was calculated using G\*Power program 3.1.9.7 to be at least 189 people. However, since this is a study aiming to elucidate the relationship between variables, 600 subjects were chosen to secure a sufficient sample.

The data were collected by visiting public institutions, corporations, lifelong education centers, and civil society organizations in D city, distributing questionnaires to adults who agreed to the questionnaire, and then collecting the questionnaires.

The survey was conducted for two months from May to June 2019, and 533 copies in total were used for analysis.

In terms of gender, the survey subjects were 64.4% female and 35.6% male. In terms of age, the largest group was those in their twenties (28.0%), followed in order by those in their 40s and 50s (24.2% each), and those in their 30s, 23.6%. Regarding marital status, more than half were married (64.7%) and 35.3% were unmarried. Regarding the level of education, university graduation was highest at 41.2%, high school graduation was second highest at 28.2%, college graduation was 18.8%, and graduate school graduation was 11.7%.

### 3.3. Research Tools

The survey tools used in this study are participation in lifelong education, political efficacy, growth mindset, citizenship, quality of life, and demographic characteristics. The demographic characteristics studied consisted of gender, age and educational background.

#### 3.3.1 Participation in Lifelong Education

Participation in lifelong education measures the experience of participating in programs in six areas of lifelong education specified in the lifelong education Act of Korea. Each area was composed by the researcher himself as educational background supplemental education, adult basic/literacy education, vocational ability improvement education, liberal arts education, culture and arts education, and citizen participation education. Each item was rated on a 5-point

Likert scale ranging from 1 point for 'not at all involved' to 5 points for 'always participate'. Higher scores indicate more participation in lifelong education experience.

### ***3.3.2 Political Efficacy***

Political efficacy was measured using the scale used by Choi [30], Nam and [10], and Shin [31]. This scale has a total of 11 items, composed of intrinsic political efficacy and extrinsic political efficacy, and each item is rated on a 5-point Likert scale ranging from 1 point meaning 'not at all agree' to 5 points meaning 'strongly agree'. The higher the score, the higher the level of subjective evaluation of how much influence one can have on the political process. In this study, the overall reliability of political efficacy had a Cronbach's  $\alpha$  of .878.

### ***3.3.3 Citizenship***

Citizenship was measured with 24 items modified by Eun [32] based on the scales used by Brunelle [33], Saxby [34]. This scale is composed of four dimensions: autonomy, sense of community, sense of participation, and tolerance. Each item is rated on a 5-point Likert scale ranging from 1 point meaning 'not at all agree' to 5 points meaning 'strongly agree'. Each dimension is distributed from a maximum of 30 points to a minimum of 6 points, with higher scores indicating higher levels of citizenship. In this study, the overall reliability of citizenship had a Cronbach's  $\alpha$  of .878.

### ***3.3.4 Growth mindset***

The growth mindset was measured with a scale developed by Dweck [3] and adapted by Lee and Hwang [35]. This scale consists of a mindset regarding changes in human intelligence (IQ) and a mindset regarding changes in personality, with eight items in total. The measurement is made on a 5-point Likert scale ranging from 1 point meaning 'not at all agree' to 5 points meaning 'strongly agree', and higher scores indicate higher levels of growth mindset. In this study, the overall reliability of the growth mindset had a Cronbach's  $\alpha$  of .822.

### ***3.3.5 Quality of Life***

Quality of life was measured using the shortened happiness scale (COMOSWB) developed and validated by Suh [36]. The reason that quality of life is measured as a measure of happiness is that quality of life depends on happiness, and happiness is the index that can best evaluate quality of life [37]; further, subjective happiness is a representative indicator of an individual's quality of life Lee and M. [38]. It was also judged that this scale is reasonable for use in measuring quality of life, as it contains both overall life satisfaction and recently experienced emotions. This scale consists of three items measuring life satisfaction and six items measuring positive or negative emotions experienced during the past month. There were nine items in total, which were rated on a 7-point Likert scale ranging from 1 point meaning 'not at all agree' to 7 points meaning 'strongly agree', with higher scores indicating higher quality of life. The overall reliability of Quality of Life in this study had a Cronbach's  $\alpha$  of .847.

## **3.4 Data Analysis**

In this study, SPSS 25.0 and PROCESS macro 3.5 proposed by Hayes [29] were used, and reliability analysis, frequency analysis, correlation analysis, and moderated mediation effect analysis were performed. For moderated mediation effect analysis, bootstrapping was used, and a 95% confidence interval and 5,000 samples were specified. In addition, the political efficacy and growth mindset were mean centered.

## 4. Results

### 4.1. Correlation and descriptive statistics

Pearson's bivariate correlation analysis was performed to analyze the correlations between the main variables, and the results are listed in <Table 1>. Participation in lifelong education, political efficacy, citizenship, growth mindset, and quality of life all had significant positive correlations. Citizenship and quality of life had the highest correlation coefficient ( $r=.408$ ,  $p<.01$ ), followed by citizenship and political efficacy ( $r=.374$ ,  $p<.01$ ).

The means of political efficacy ( $M=3.1076$ ), citizenship ( $M=3.6150$ ), growth mindset ( $M=3.3552$ ), and quality of life ( $M=4.7952$ ) were all above the median score, but participation in lifelong education ( $M=2.3320$ ) did not exceed the midpoint of 3 points.

**Table 1.** Correlation and descriptive statistics analysis

	Participation in lifelong education	Political efficacy	Citizenship	Growth mindset	Quality of life
Participation in lifelong Education	1				
Political efficacy	.149**	1			
Citizenship	.261**	.374**	1		
Growth mindset	.113**	.231**	.232**	1	
Quality of life	.168**	.249**	.408**	.193**	1
M	2.33	3.11	3.62	3.36	4.80
SD	.88	.71	.44	.66	.96

\*\* $p<.01$

### 4.2. Moderated mediation effect

To verify whether the growth mindset moderates the mediating effects of political efficacy and citizenship in the relationship between participation in lifelong education and quality of life, the SPSS PROCESS macro model 91 proposed by Hayes [29] was applied. For the moderated mediation effect, the bootstrap method was used, and a 95% confidence interval was specified, along with the number of samples of 5,000. The values of political efficacy and growth mindset were mean-centered, and the analysis results are presented in <Table 2>.

Participation in lifelong education, an independent variable, had statistically significant effects on political efficacy (.1203,  $p < .001$ ) and citizenship (.0983,  $p < .001$ ), but it had no effect on quality of life (.0662,  $p > .05$ ). Meanwhile, political efficacy had significant positive effects on citizenship (.1936,  $p < .001$ ) and quality of life (.1468,  $p < .05$ ), and citizenship also had a significant positive effect on quality of life (.7751,  $p < .001$ ). Further, the interaction term of political efficacy and growth mindset had a significant effect on citizenship (.0797,  $p < .05$ ), and the increase in  $R^2$  according to the interaction term ( $\Delta R^2 = .0081$ ,  $p < .05$ ) was also significant. The growth mindset moderated the link between political efficacy and citizenship.

The conditional effect of political efficacy according to the growth mindset value was significant ( $p < .001$ ) when the growth mindset was low (M-1SD), medium (M), and high (M+1SD). It was also found that the conditional effect of political efficacy increases when the growth mindset increases. In addition, Johnson-Neyman's analysis, a floodlight analysis method, was applied to identify the conditional effect significance area of the growth mindset. In the area where the growth mindset value was greater than -1.2297, the conditional effect of political efficacy was significant, and 96.44% of the total survey subjects fell into this area. However, the conditional effect of political efficacy was not significant in the lower domain, including the growth mindset value of -1.2297. That is, the conditional effect of political efficacy was found to be significant in the area where the growth mindset was greater than -1.2297, and the conditional effect also increased when the growth mindset increased.

The direct effects of participation in lifelong education on quality of life were not significant, but the unconditional indirect effects political efficacy and citizenship were significant. In other words, in the relationship between participation in lifelong education and quality of life, the indirect effect of political efficacy and citizenship were significant, as verified using the bootstrap method.

To elucidate the conditional indirect effect of participation in lifelong education on quality of life via political efficacy and citizenship, three conditions (M $\pm$ SD, M) were given according to the value of the growth mindset. When the growth mindset was low (-.6550, M-1SD), medium (0, M), and high (.6550, M+1SD), '0' did not exist in the upper and lower limits of the bootstrap values. Therefore, the conditional indirect effect was significant, and when the growth mindset value increased, the conditional indirect effect increased as well.

**Table 2.** Analysis of moderated mediation effect of growth mindset

Variables		coeffect	se	t-value	p	LLCI*	ULCI**
Mediating variable model (DV: Political Efficacy)	Constant	-.2805	.0865	-3.2446	.0013	-.4503	-.1107
	Participation in Lifelong Education	.1203	.0347	3.4656	.0006	.0521	.1885
	Constant	3.3772	.0488	69.2552	.0000	3.2814	3.4730



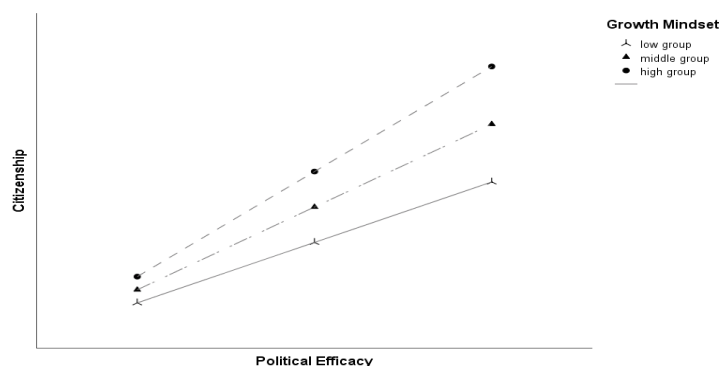
Mediating variable in model (DV: Citizenship)	Participation in Lifelong Education	.0983	.0196	5.0226	.0000	.0599	.1368
	Political Efficacy	.1936	.0247	7.8313	.0000	.1450	.2422
	Growth mindset	.0897	.0266	3.3688	.0008	.0374	.1420
	Political Efficacy× Growth mindset	.0797	.0344	2.3190	.0208	.0122	.1473
	Interaction term	$\Delta R^2$		F		p	
	Political Efficacy× Growth mindset	.0081		5.3779		.0208	
Conditional effect of political efficacy according to growth mindset							
Growth mindset	Effect	se	t-value	p	LLCI*	ULCI**	
-.6550	.1414	.0332	4.2619	.0000	.0762	.2065	
.0000	.1936	.0247	7.8313	.0000	.1450	.2422	
.6550	.2458	.0337	7.2920	.0000	.1796	.3121	
Significance area of conditional effect of political efficacy according to growth mindset							
Growth mindset	Effect	se	t-value	p	LLCI*	ULCI**	
-2.3552	.0058	.0843	.0686	.9453	-.1598	.1714	
⋮							
-1.3552	.0855	.0524	1.6324	.1032	-.0174	.1885	
<b>-1.2297</b>	<b>.0955</b>	<b>.0486</b>	<b>1.9645</b>	<b>.0500</b>	<b>.0000</b>	<b>.1911</b>	
-1.1552	.1015	.0464	2.1849	.0293	.0102	.1927	
⋮							
1.6448	.3248	.0621	5.2301	.0000	.2028	.4468	
Dependent variable in model (DV: Quality of Life)	Variables	coefficient	se	t-value	p	LLCI*	ULCI**
	Constant	1.8391	.3410	5.3926	.0000	1.1691	2.5091
	Participation in Lifelong Education	.0662	.0448	1.4766	.1404	-.0219	.1542
	Political Efficacy	.1468	.0577	2.5461	.0112	.0335	.2601
	Citizenship	.7751	.0959	8.0830	.0000	.5867	.9634
Direct effect of Participation in Lifelong Education on Quality of Life							
Effect	se	t-value	p	BootLLCI*	BootULCI**		

.0662	.0448	1.4766	.1404	-.0219	.1542
Unconditional indirect effect of Participation in Lifelong Education on Quality of Life					
Paths			Effect	BootSE	BootLLCI*
Participation in Lifelong Education→Political Efficacy→Quality of Life			.0177	.0096	.0021
Participation in Lifelong Education→Citizenship→Quality of Life			.0762	.0192	.0412
Conditional indirect effect					
: Participation in Lifelong Education → Political Efficacy → Citizenship → Quality of Life					
Growth mindset	Effect	BootSE	BootLLCI*	BootULCI**	
-.6550	.0132	.0063	.0034	.0281	
.0000	.0180	.0068	.0064	.0330	
.6550	.0229	.0084	.0084	.0411	

\*LLCI=Lower limit of bootstrap value within the 95% confidence interval of boot

\*\*ULCI=Upper limit bootstrap value within the 95% confidence interval of boot

[Figure 2] shows the results of visualizing the conditional effect of political efficacy by dividing the growth mindset into high, medium, and low groups. In all three conditions (M±SD, M) of the growth mindset, as political efficacy increased, citizenship also increased. However, according to the increase in political efficacy, the slope of citizenship increase was steeper in those with a high growth mindset than it was in those who did not. In other words, even if the political efficacy is the same, those with a high growth mindset have higher citizenship than those with a low growth mindset, and the increase in citizenship according to the increase in political efficacy is also higher in those with a high growth mindset. In this process, where lifelong education experiences affect quality of life via political efficacy and citizenship, the growth mindset plays a role in strengthening the effect of political efficacy on citizenship.



**Figure 2.** Moderating effect of growth mindset

## 5. Discussion and Conclusion

This study was conducted to verify the moderated mediation effect of a growth mindset in the relationships among participation in lifelong education, political efficacy, citizenship, and quality of life targeting adults. The discussions and conclusions according to the study results are as follows.

First, the Pearson correlation analysis indicated that participation in lifelong education, political efficacy, citizenship, growth mindset, and quality of life all showed significant positive correlations. These results are consistent with the studies showing a significant correlation between participation in lifelong education time, life satisfaction, and network participation [39], a positive correlation with lifelong education and higher education participation motivation and quality of life [13], significant positive correlations between motivation, self-efficacy, and sub-factors of participation in lifelong education [10], and a positively significant correlation between participation motivation, program satisfaction, and happiness of adult learners [12].

These findings are also supported by a report indicating that there is a positive correlation between participation in lifelong education motivation and civic consciousness [40], and a study result showing that there is a positive relationship between a growth mindset and a sense of happiness [41]. In other words, the higher the participation in lifelong education, the stronger their internal psychological capabilities, the more they recognize that they are a social member of society, and the higher the participation in lifelong education, the more likely they will be able to exercise their role and influence as a member of civil society. This means that not only will their ability to do this be strengthened, but their quality of life will increase as well.

Second, in the growth mindset, the moderated mediation effect was verified in the influence of participation in lifelong education on quality of life through political efficacy and citizenship. In other words, the effect of lifelong education experience on quality of life through political efficacy and citizenship depends on the growth mindset.

These results are supported by the studies indicating that registration of civic education participation has a positive effect on political efficacy [19], and that a sense of community is very closely related to life satisfaction [21].

Adults with a high level of participation in lifelong education are confident that they can actually influence politics, and a process through which one can improve their quality of life by acquiring mature citizenship has been confirmed.

However, to accumulate experiences in participation in lifelong education, various efforts such as time are required. Although it is possible to improve quality of life for adults who can increase their participation in lifelong education experience, a new alternative is needed for adults who have difficulty or who cannot participate in lifelong education, and a growth mindset has an effect in such a case. In other words, even if it is difficult or impossible for adults to participate in participation in lifelong education, if their growth mindset is improved, then there is a belief that changes can be made positively. It also suggests that the

attitude and capacity as a mature citizen can be acquired, and one's satisfaction with their life can be increased as a result.

This study confirmed the process by which participation in lifelong education affects quality of life by analyzing the moderated mediation effect of the growth mindset in the path by which participation in lifelong education leads to quality of life through political efficacy and citizenship. It is meaningful in that it verified a quality of life enhancement model using participation in lifelong education and a growth mindset.

Nevertheless, the suggestions for follow-up studies are as follows.

First, this study comprehensively examined the relationships and roles of related variables in the relationship between adult lifelong education experience and quality of life. However, it is very urgent to develop and apply a program to promote practical quality of life using mediating variables such as political efficacy and citizenship, and a growth mindset that plays an alternative role.

Second, in this study, the growth mindset played a moderated mediation role in the path of participation in lifelong education to quality of life via political efficacy and citizenship. Exploratory studies on other variables that can explain the relationship between participation in lifelong education and quality of life are needed, and it is also necessary in these studies to verify whether the growth mindset plays an alternative role as a protective or moderating variable.

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