The Measurement of Personal Responsibility in Adult Learning

The purpose of this study was to use self-regulated learning strategies and the Triangle Model of Responsibility to develop and validate a scale for responsibility in learning. Learning is an agentive act that emphasizes the role of the person in whom the change is supposed to occur, and a majority of adults conduct self-planned learning, assuming responsibility for planning, controlling, and supervising the project. Self-regulation of this learning process involves specific learning strategies, the motivation and intention to act, and perceptions of control and self-efficacy. The Triangle Model of Responsibility conceptualizes strategies, learning, and identity in a triangle with links between elements that describe clarity and applicability of strategies to learning, obligation to learn, and perceived control over the learning outcome. Responsibility is a central element of self-regulation and knowing one is accountable influences one's self-regulation; thus, a measure of personal responsibility in learning should predict level of intentions to perform learning behaviors. Principal component analysis was conducted on data obtained from 305 adult students of a local university, resulting in a valid and reliable instrument, the Learner Responsibility Scale. The resulting instrument is designed to measure a respondent's beliefs associated with personal responsibility in learning and to predict engagement in learning based on a measurement of the specific characteristic of personal responsibility as it relates to the domain of learning.