

Kocaeli Üniversitesi

Eğitim Dergisi

E-ISSN: 2636-8846

2024 | Cilt 7 | Sayı 1

Sayfa: 84-99



Kocaeli University
Journal of Education

E-ISSN: 2636-8846

2024 | Volume 7 | Issue 1


Page: 84-99

Hayat boyu öğrenmeye ilişkin öğretmen algılarının
incelenmesi

Examination of teachers' perceptions on lifelong
learning

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ARAŞTIRMA MAKALESİ

Gönderim Tarihi

13 Temmuz 2023

Düzeltilme Tarihi

27 Aralık 2023, 7 Şubat 2024

Kabul Tarihi

14 Mart 2024

Önerilen Atıf

Recommended Citation

Çiftci, S., Sağlam, A., Yayla, A., & Erbasan, Ö. (2024). Hayat boyu öğrenmeye ilişkin öğretmen algılarının incelenmesi.

Kocaeli Üniversitesi Eğitim Dergisi, 7(1), 84-99. <http://doi.org/10.33400/kuje.1326420>

ÖZ

Modern dünya çok yönlü ve giderek karmaşıklaşan bir yapıya doğru ilerlemektedir. Bu süreçte, bilgi toplumundan beceri toplumuna geçiş olacağını ve geleceğin becerilerine odaklanılacağı öngörülmektedir. Bu beceriler, her bireyin kişisel gelişimi, kariyer gelişimi, işi ve sosyal entegrasyonu ile aktif vatandaşlığı için gereklidir. Bu süreçte yaratıcılık, eleştirel düşünme, problem çözme, girişimcilik, duyguları yönetme, karar verme gibi becerilerin geliştirilmesi de önemlidir. Başarılı olmak ve geleceğin becerilerini geliştirmek için hayat boyu öğrenme ve kişisel gelişimi sürekli hale getirmek büyük önem arz etmektedir. Çalışmanın amacı, lisansüstü eğitimine devam eden ve lisansüstü eğitimini tamamlamış öğretmenlerin hayat boyu öğrenmeye ilişkin algılarını belirlemektir. Araştırma, nicel bir araştırma türü olan tarama deseninde betimsel bir araştırma olarak tasarlanmıştır. Çalışmanın örnekleme, 2020-2021 eğitim-öğretim yılında Van ilinde görev yapan ve amaçlı örnekleme yöntemlerinden ölçüt örnekleme kullanılarak seçilen 374 öğretmenden oluşmaktadır. Veriler "Hayat Boyu Öğrenme Ölçeği" ile toplanmış ve gerekli izinlerle kullanılmıştır. Elde edilen veriler öğretmenlerin demografik özelliklerinin değerlendirilmesinde sıklık ve yüzde gibi tanımlayıcı istatistiklerle analiz edilmiş, verilerin analizinde de parametrik olmayan test uygulamaları kullanılmıştır. Çalışmanın bulgularına göre, araştırmaya katılan öğretmenler, hayat boyu öğrenmenin uzun vadeli sürdürülebilirliği konusunda olumlu bir görüş belirtmişler ve hayat boyu öğrenmenin uzun vadede toplum üzerinde olumlu etkilerinin olabileceğini ifade etmişlerdir. Yirmi birinci yüzyılın ihtiyaçları doğrultusunda hayat boyu öğrenme konusunda farkındalık yaratmak için öğretmenlerin ve öğrencilerin çağın becerilerine sahip olmalarını sağlamak için çeşitli çalışmalar yapılabilir. Bu nedenle eğitim sistemlerinin ve bireylerin yaşam öğrenmenin önemini anlamaları ve onu bir hayat felsefesi haline getirmeleri esastır.

Anahtar Sözcükler: hayat boyu öğrenme, öğretmen, algı, lisansüstü eğitim

ABSTRACT

The modern world is moving towards a multifaceted and increasingly complex structure. In this process, it is foreseen that there will be a transition from an information society to a skills society and focus on the skills of the future. These skills are essential for each individual's personal growth, career advancement, work and social integration, and active citizenship. In this process, it is also important to develop skills such as creativity, critical thinking, problem solving, entrepreneurship, managing emotions, and decision making. In order to be successful and develop the skills of the future, it is of great importance to sustain lifelong learning and personal development. The aim of study is to determine the perceptions about lifelong learning of teachers who continue their postgraduate studies and have completed their postgraduate studies. The study is set up as a descriptive survey, which is a form of quantitative research. The data was collected by the "Lifelong Learning Scale" and with the necessary permissions was used. This scale includes 28 items aimed at the teacher's perception on lifelong learning. The sample of the study consists of 374 teachers working in Van province in the 2020-2021 academic year and selected using criterion sampling from purposeful sampling methods. The data obtained were analysed by descriptive statistics such as frequency and percentage are used to evaluate the demographic characteristics of the teachers and non-parametric test applications are used in the analysis of the data. According to the study's findings, the educators who took part in it all had a favourable attitude regarding the long-term sustainability of lifelong learning and demonstrated that the social and individual consequences of lifetime learning can have a long-term impact on society. Some crucial efforts can be taken to ensure that people have the skills of the age in order to create awareness about lifelong learning in accordance with the needs of the twenty-first century. Therefore, it is essential that education systems and individuals understand the importance of lifelong learning and make it a philosophy of life.

Keywords: lifelong learning, teacher, perception, postgraduate education

INTRODUCTION

In the rapidly changing information and technology age, people need to constantly improve and update themselves in order to keep up with the age. Formal education alone is not sufficient to meet emerging needs (Can, 2011). In today's world, which is constantly updated with rapid changes, formal education may not be sufficient in terms of both format and content to meet the needs of modern society. One way to fill this gap is to increase interest in lifelong learning through a process that brings together formal, informal and non-formal education. Even if they are not the same concepts lifelong learning, sometimes can be used career-long learning, goes beyond just formal education and training, and individual learning continues with lifelong learning (Burman et al., 2014). In addition to formal education, the personal development of the individual is also important. For the development of any society, education must continue throughout life and people must develop themselves in a way that ensures continuity throughout their lives (Can, 2011)

The concept of lifelong learning (LLL) is gaining importance in developing countries in terms of education levels and employment conditions in order to keep up with the rapid developments and changes in cultural, social and political life based on the needs of the age (Lima & Guimarães, 2011; Solmaz, 2017). Education is a lifelong endeavour, according to the UNESCO Education Development Commission, which met in 1972 (Poyraz and Titrek, 2013). Lifelong learning is expressed as the supportive process that enables people to acquire and renew all the skills, knowledge, competencies, values and qualities they have acquired throughout their lives, from birth to death, and to apply all this knowledge (Candy, 2003). Individual and corporate learning are integrated in lifelong learning, which includes formal and non-formal education, vocational and technical training, and all forms of on-the-job and off-the-job training (Jarvis, 2004). It also ensures that everyone has equal access to opportunities by removing barriers such as lifelong learning, time, place, age, socioeconomic status, and educational attainment (Dinevski and Dinevski, 2004).

The implementation of lifelong learning in modern societies is possible when people gain learning skills (Turan, 2005). In its simplest form, learning to learn is a mental activity performed in order to obtain the necessary knowledge by using the existing knowledge and blending it with the knowledge obtained in the new situation (Özden, 2002). Learning and development, according to educational psychologists, is a lifetime process that occurs both within and outside of school in family, job, and other social settings circumstances (Smith and Pourchot, 1998). A person's lifelong competencies and potential are developed through lifelong learning, which is a continuous process. This keeps one's curiosity and interest alive and encourages the person to be more willing to learn new information. Thus, it allows the individual to adapt to the innovations that arise both in the business world and in the society, and to be competent and efficient in all areas of human life (Akkuş, 2008). Lee (2008) has stated that individuals who participate in lifelong learning activities usually has higher confidence, open-mindedness, self-control, and awareness of volunteering more and more positive and it takes a life of activity.

Regarding teacher education, one of the key priorities of all educators is lifelong learning in order to deliver the most benefit to their pupils (Day, 1999). Teachers can prepare their students for lifelong learning by using various teaching and learning approaches and enhancing their students' lifelong learning opportunities. To inspire students to pursue lifelong learning, teachers must first recognize the value of lifelong learning in their own lives. In today's world, where educational content, technology, and many other aspects of modern life are rapidly changing, it is always critical for educators to improve and study in order to stay updated to keep pace with these changes.

Lifelong learning refers to the learning activities that individuals carry out throughout their lives in order to improve themselves and acquire knowledge and skills. These learning activities can be carried out in many different fields from academic education to vocational education, from

hobbies to personal development programmes. According to Jarvis (2009) the values that lifelong learning brings in practice and practice in the life of the individual can be explained as follows:

1. **Personal Development:** Lifelong learning contributes to the personal development of the individual. The knowledge and skills acquired during the learning process increase the self-confidence of the individual, provide self-confidence and create opportunities for the individual to improve himself/herself.
2. **Professional Development:** Lifelong learning also contributes to the professional development of the individual. With the development of new technologies, there are constant changes in professions. Therefore, for individuals to remain in their professions, they need to receive vocational training. Lifelong learning supports the professional development of the individual and helps him/her learn new professions and progress in his/her current profession.
3. **Increases the Chance of Finding a Job:** Lifelong learning increases the chances of finding a job. Continuous self-improvement of individuals provides an advantage in the job search process. Employers want to see their employees improve themselves, and lifelong learners become more valuable to employers.
4. **Increases Social Interaction:** Lifelong learning increases the social interaction of the individual. Learning activities allow individuals to come together and share their learning experiences. In this way, individuals can meet new people, learn different ideas, and expand their social networks.
5. **Improves Quality of Life:** Lifelong learning improves the quality of life of individuals. Learning activities enable individuals to set new goals for themselves and achieve these goals. Individuals who improve themselves feel happier and more satisfied in their lives.
6. **Improves Conscious of Democracy:** Democratic reflection is a form of lifelong learning that develops the capacity for authentic participation, especially in the face of diversity, inequality and emerging democratic institutions and procedures. Moreover, curriculum development supporting lifelong learning, which is part of a dynamic democratic culture.

When the literature is examined, there are studies about demonstrating the importance of lifelong learning (Ocakçı and Samancı, 2017), the adventure of the concept of lifelong learning in the European Union (Aksoy, 2013), examining the opinions of college students regarding the lifelong learning (Diker Coşkun and Demirel, 2012; Kara and Kürüm, 2007), addressing lifelong learning competencies of the teaching staff (Ayçiçek and Yanpar Yelken, 2016; Soylu, 2013; Yavuz Konokman and Yanpar Yelken, 2014), examining opinions of teachers/teacher candidates toward lifelong learning (Gökkyer, 2018; İliç and Haseski, 2019; Sağlam et al, 2021; Tunca et al, 2015; Yıldız Durak and Tekin, 2020) and lifelong learning institution managers that reveal their ideas about lifelong learning (Bahat, 2013; Doğan and Kavtelek, 2015). However, few studies (Akin et al., 2023; Yaman and Yazar, 2015) were found about opinions of teachers but no one was conducted descriptive survey model with teachers who continued their graduate education or completed their graduate education. This situation also illustrates the importance of the study and how it will contribute to the area.

Purpose of the Study

The goal of this study is to find out what teachers think about lifelong learning, both as they pursue postgraduate degrees and as they complete them. In accordance with this main purpose, the level of teachers' perceptions on lifelong learning is examined in the sub-dimensions of "The Need for Education", "The Qualifications of LLL Institutions", "The Activities of LLL Institutions" and "The Need for Personal Development". Furthermore, it was determined whether teacher perceptions differed considerably based on gender, age, seniority, educational status, and school type. These variables are chosen to make relation between perceptions and other variables.

Problem Statement

The problem statement of the study consists of the question "What are the views of teachers who continue their postgraduate education and teachers who have completed their postgraduate education on lifelong learning?". In line with this main problem, the views of teachers who continue their postgraduate education and teachers who have completed their postgraduate education on lifelong learning, the sub-problems of the study are constituted with questions as "Does it show significant difference according to gender, age, seniority, education status and school type variables?"

METHOD

Research Design

In the study, descriptive survey model, one of the quantitative research techniques, is used. Descriptive survey is a research conducted on a specific group with a large number of people, where everyone in the group's opinions and attitudes about an event are taken, and events and facts are tried to be described (Karakaya, 2012; Manjunatha, 2019; Nassaji, 2015).

Study Group

The study group consists of 374 teachers working in Van province in the 2020-2021 academic year. To collect the data, initially, interviews were done with university institutions and national education provincial directorate to identify the teachers with master degrees. In this regard, the study's sample consists of teachers who align with the philosophy of lifelong learning and are actively pursuing postgraduate education. In this respect, purposeful sampling technique has been used in the research since teachers with graduate education were selected when determining the study group. Criterion sampling technique has been used as one of the approaches for deliberate sampling. Main criteria of determining and attending teachers to the research are working as teacher at a school and having master degree. The main criterion for criteria sampling is the combination of events, objects, or individuals with predetermined properties in relation to the problem state of the sample (Baltacı, 2018; Marshall and Rossman, 2014).

The distribution of the demographic characteristics of the teachers participating in the study is given in Table 1.

Table 1
Demographics of Participants

Variable		N	%
Gender	Female	219	58,6
	Male	155	41,4
	Total	374	%100
Age	21-30 year	110	29,4
	31-40 year	197	52,7
	41-50 year	57	15,2
	51 year and over	10	2,7
	Total	374	%100
Seniority	1-10 year	202	54
	11-20 year	129	34,5
	21-30 year	35	9,4
	30 year and over	8	2,1
	Total	374	%100
State of education	Undergraduate (Bachelor degree)	295	78,9
	Master non-thesis	48	12,8
	Master with thesis	26	7
	Doctorate	5	1,3
	Total	374	%100
School type	Preschool	12	3,2
	Primary school	169	45,2
	Secondary school	136	36,4
	High school	30	8
	Other	27	7,2
	Total	374	%100

As can be seen from Table 1, the number of female teachers (58.6%) is higher among the teachers participating in the study. When we examine at the age range of the participants, it is determined that 110 individuals are between the ages of 21 and 30, while 197 are between the ages of 31 and 40. This also affects the distribution of seniority of teachers and the number of teachers with 1-10 years of seniority is 202. It has been determined that the number of teachers with seniority in the range of 11-20 years is 129. It has been seen that the vast majority of teachers (78.9%) already seem to have a bachelor's degree and that these teachers continue their postgraduate education. The fact that the number of teachers in the study group attending their postgraduate education is so high that is related to the regulation issued by the Ministry of National Education about seniority points to teachers with postgraduate education. And also it can be said that it is affected by additional seniority points to graduate education in the criteria for appointing managers. In addition, it is another finding reached in Table 1 that the teachers participating in the study are mostly working in primary and secondary schools.

Data Collection Tools and Process

In the research, the "Lifelong Learning Scale" developed by Doğan and Kavtelek (2015) and with the necessary permissions was used. This scale includes 28 items aimed at the teacher's perceptions on lifelong learning. The scale is rated in Likert type as a five-way participation option (1: "I Disagree at All", 2: "I Disagree", 3: "I am Undecided", 4: "I Agree", 5: "I Completely Agree"). The scale is designed to determine opinions of teachers on lifelong learning in four subdivisions (the need for education, the qualifications of LLL institutions, the activities of LLL institutions and the need for personal development). The lowest score to be taken from the scale

is 28, while the highest score is 140. The scores that can be obtained in the subdivision of the scale "Need for education" are in the range of 5-25 points; "Qualifications of LLL Institutions" in the range of 8-40 points in its subdivision; "Activities of LLL Institutions" can be in the range of 6-30 points and 9-45 points in the "Need for Personal Development" subdivision.

The reliability of the scale used in the study was calculated by Doğan and Kavtelek (2015) to the Cronbach Alpha internal coefficient of consistency and determined as .907. In this study, the reliability coefficient of the Lifelong Learning Scale was recalculated to increase the reliability of the study and the calculation results are given in Table 2.

Table 2

Findings on the Reliability Calculation of the Lifelong Learning Scale and its Sub-Dimensions

Factor	Cronbach Alpha
The Need for Education	.81
Qualifications of LLL Institutions	.77
Activities of LLL Institutions	.80
Need for Personal Development	.83
Total	.88

According to Table 2, it is seen that in accordance with the data obtained in the study from the Lifelong Learning Scale, the reliability coefficient of the "Need for Education" sub-dimension of the scale is .81; The reliability coefficient of the sub-dimension "Qualifications of CSO Institutions" is .77; The reliability coefficient of the sub-dimension "Activities of CSO Institutions" is .80, and also the reliability coefficient of the "Need for Personal Development" sub-dimension is .83. When the reliability calculation of the entire scale is performed, it is observed that the Cronbach Alpha reliability coefficient is calculated as .88.

In the analysis of the data obtained, descriptive statistics such as frequency and percentage are used to evaluate the demographic characteristics of the teachers. The normality of the data obtained from the scale was examined with Kolmogorov-Smirnoff (K-S) and Skewness Kurtosis values.

The Kolmogorov-Smirnov test is used to determine the scale's normalcy values, and the resulting values are listed in Table 3.

Table 3

Normality Calculation of Scale

Kolmogorov-Smirnov Normal Distribution Results		
	N	p
Total	374	0.002

When examining the normality of the scale in Table 3, the p value is 0.002. Since $p < 0.05$, the H1 hypothesis is valid. In other words, the scale does not have a normal distribution. Therefore, non-parametric test applications are used in the analysis of the data. The Mann Whitney U test is used in binary groups and the Kruskal Wallis H test is used in groups with more than two groups since the values were not distributed regularly. In case of that Kruskal Wallis H Test does not reveal any statistically significant differences, the post-hoc Multiple Comparison Test is used to discover differences between groups (Büyüköztürk, et al., 2014). When examining the difference between groups, .05 is used as the level of signification and it is taken into account that there is no discernible difference between the two groups in the case of $p < .05$, and if it is $p > .05$, there is no significant difference between groups.

Research Ethics

All the rules specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" were complied with in the whole process from planning, implementation, data collection to data analysis of this research. None of the actions specified under the second section of the Directive, "Actions Contrary to Scientific Research and Publication Ethics", have been carried out.

In the writing process of this study, scientific, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

Research ethics committee approval information

Name of the ethics committee: Ethics Committee of Van Yüzüncü Yıl University Social and Humanities Sciences

Date of the decision: 25/03/2021

Document issue number: 2021/05-01

FINDINGS

In this part of the research, statistical findings that reveal the perceptions of the participants on lifelong learning are included.

The perceptions of the teachers participating to the study on lifelong learning are given in Table 4.

Table 4

Participants' perceptions on Lifelong Learning

Dimension	n	Minimum	Maximum	Mean	Std. Deviation
The Need for Education	374	16.0	25.0	22.24	5.61
Qualifications of LLL Institutions	374	22.0	38.0	34.75	6.44
Activities of LLL Institutions	374	18.0	29.0	25.44	7.03
Need for Personal Development	374	26.0	44.0	40.08	7.65
Total	374	71.0	136.0	122.91	7.16

Looking at Table 4, it is seen that the teachers surveyed scored a minimum score of 16.0 and a top score of 25.0 in the dimension of "need for education"; the lowest score of 22.0 and the highest 38.0 in the dimension of "qualifications of LLL institutions"; the lowest 18.0 and the highest 29.0 in the dimension of "activities of LLL institutions" and finally scored the lowest 26.0 and the highest 44.0 in the dimension of "need for personal development". The participants scored the lowest score of 71.0 and the highest score of 136.0 from the total of the Lifelong Learning Scale. When the average scores obtained from the scale's sub-dimensions as well as the whole scale are investigated, it is another finding in Table 4 that the participants expressed positive views about Lifelong Learning and its sub-dimensions at an above average (high) level.

The Mann Whitney U test was performed and given in Table 5 to find out if there was a significant difference between the gender variable and scores taken from the lifetime learning scale.

Table 5*Analysis Results of Teachers' Perceptions on Lifelong Learning by Gender Variable*

Gender	N	Mean Rank.	Mann Whitney U test	p
Female	219	196.32	15041.500	.061*
Male	155	175.04		

When looking at table 5, it is clear that the gender of the teachers has no statistically significant impact on the scale scores of lifelong learning viewpoints ($U=15041,500$, $p>.05$).

In order to determine whether the participants' opinions on lifelong learning differed statistically with the age variable, the Kruskal Wallis H test was performed, and the result is given in Table 6.

Table 6*Analysis Results of Teachers' Perceptions on Lifelong Learning by Age Variable*

Age	N	Mean Rank.	sd	Kruskal Wallis H Test		Sign. Dif.
				H	p	
1-10 years	110	165.00	3	10.093	,018*	1-2
11-20 years	197	203.51				
21-30 years	57	180.44				
30 and over	10	153.25				

When looking at table 6, it is clear that there is a statistically significant difference between the teachers' ages and their total Lifelong Learning Scale scores. As a result of the analysis to determine which groups were meaningful, a significant difference was determined in favor of 31-40 years of age between the ages of 21-30 and 31-40 years of age.

The results of the analysis of the perceptions of the teachers participating in the study regarding lifelong learning according to the seniority variable are given in Table 7.

Table 7*The Results of the Analysis of Teachers' Perceptions on Lifelong Learning According to the Seniority Variable*

Seniority	N	Mean Rank.	sd	Kruskal Wallis H Testi	
				H	p
1-10 years	202	189.09	3	2.811	.422
11-20 years	129	191.31			
21-30 years	35	177.56			
30 and over	8	129.44			

Table 7 shows that there is no statistically significant relationship between instructor seniority and overall lifetime learning scale ($H=2,811$, $p>.05$) scores.

In order to determine whether the participants' perceptions on lifelong learning differed statistically with the learning status variable, the Kruskal Wallis H test has been performed and the result is given in Table 8.

Table 8

The Results of the Analysis of Teachers' Perceptions on Lifelong Learning According to the Variable of Education Status

State of Education	N	Mean Rank.	sd	Kruskal Wallis H Test	
				H	p
Undergraduate (Bachelor degree)	295	186.24			
Master non-thesis	48	203.91	3	2.068	.558
Master with thesis	26	179.79			
Doctorate	5	144.60			

Table 8 shows that there is no statistically significant relationship between teachers' educational status and total Lifetime Learning Scale ($H=2,068$, $p>.05$) scores. The results of the analysis of the perceptions of the teachers participating in the study on lifelong learning regarding to the type of school variable are given in Table 9.

Table 9

The Results of the Analysis of Teachers' Perceptions on Lifelong Learning According to the Type of School Variable Where They Work

School type	N	Mean Rank.	sd	Kruskal Wallis H Test	
				H	p
Preschool	12	168.88			
Primary school	169	195.88			
Secondary school	136	180.90	4	2.099	.718
High school	30	178.32			
Other	27	186.72			

Looking at Table 9, there is no statistically significant difference between the type of school where teachers work and the lifetime learning scale total score ($H=2,099$, $p>.05$).

CONCLUSIONS and DISCUSSION

In the study, it is aimed to reveal the perceptions of teachers about lifelong learning and whether these perceptions differ significantly according to gender, age, seniority, education status and school type variables. 374 teachers working in Van province and continuing their postgraduate education / having completed their postgraduate education participated to the study.

According to the findings of the study, teachers have a favourable attitude toward lifelong learning at a level that may be described as above average or even higher. It has also been observed that teachers have a high level of positive perception regarding the "need for education", "qualities of lifelong learning institutions", "activities of lifelong learning institutions" and "need for personal development" in relation to lifelong learning. It can be said that the study was conducted with teachers who have completed their graduate education or have completed their graduate education, which may be effective in the emergence of these results. In their research, Doğan and Kavtelek (2015) also concluded that the perceptions of lifelong learning institution managers regarding lifelong learning are highly positive. Konokman and Yelken (2014), Köğçe et al. (2014), Karakuş (2013), Yavuz Konokman and Yanpar Yelken (2014) and Ayçiçek and Yanpar Yelken (2016) also found in their studies that the participants showed a high level of positive tendency related to lifelong learning. However, Kılıç (2014) discovered that teacher applicants' attitudes on lifelong learning are moderate, while Diker Coşkun and Demirel (2012) found that the perceptions of university students about lifelong learning are at a low level. In addition, Tunca et al., (2015) have determined in their studies that

the proclivity for lifelong learning of teacher candidates is low. The average score of the female teachers who participated in the study was higher than the average score of male teachers on the scale; however, in terms of gender variability, there was no significant difference in teachers' views on lifelong learning. Arcagök and Şahin (2014), Yıldız Durak and Tekin (2020) also found no significant differences on behalf of perceptions of teachers about lifelong learning in their studies and these finding is in parallel with our study. On the other hand, Diker Coskun and Demirel (2012) found significant differences in gender variability in their study, which examined the trends of university students in lifelong learning. Yavuz Konokman and Yanpar Yelken (2014) also found that the perceptions members of education faculty on lifelong learning differed in terms of gender variable.

When examining teachers' perceptions on lifelong learning in terms of age variable; there has been a significant difference between the answers given by teachers between the ages of 21-30 and the answers given by teachers between the ages of 31-40 and this distinction is in instructors' favour between the ages of 31- 40, and no significant differences have been found between other age groups. Thus it can be said that this significant difference may have arisen for the reason that teachers aged 21-30 years are at the beginning of their professional life and teachers between the ages of 31 and 40 may have developed more experienced attitudes about the profession. Dogan and Kavtelek (2015) also found significant differences in age variability in their work with lifelong learning institution managers, similar to those in our study. Yildiz Durak and Tekin (2020) did not find any significant differences according to age variable in their study, which examined teachers' perceptions on lifelong learning.

In the study, no significant differences have been found on behalf of perceptions of teachers about lifelong learning according to the variables of education status and the type of school in which they worked. In their studies, Arcagök and Şahin (2014) and Yıldız Durak and Tekin (2020) also found no significant differences in the variable of education status in parallel with our study in the perceptions of teachers concerning lifelong learning. In today's environment, when information is continually changing, it is obvious that the acquisition and production of information is becoming important, people with lifelong learning skills who can take on the responsibility of lifelong learning are needed. Lifelong learning refers to a model of education and learning for all. Lifelong learning enables people to set a wider range of goals and encourages learning. Therefore, it is essential that education systems and individuals understand the importance of lifelong learning and make it a philosophy of life.

Suggestions

Based on the results obtained in the study, the following suggestions can be made;

- Teachers' positive attitudes toward lifelong learning should be supported by the government in a way that enables them to engage in lifelong learning activities, apply and benefit from them.
- School where the teachers work in should offer more courses related to lifelong learning.
- More studies related to lifelong learning that will involve more teachers can be conducted and a lifelong learning module can be created for teachers' education by National Education Ministry.

Limitations of the Study

This study is limited to teachers with postgraduate education and their perceptions on lifelong learning. The data obtained express only the perceptions of the teachers in the study group who participated in the research.

Acknowledgement and Support

As authors, we do not declare any support or acknowledgement for the realisation of the research.

Statement of Contribution Rate

The authors declare that they have made an equal contribution to the article.

Declaration of Conflict of Interest

There is no conflict of interest in this study and no financial support was received.

Statement of Publication Ethics

All the rules specified in the "Directive on Scientific Research and Publication Ethics of Higher Education Institutions" were complied with in the whole process from planning, implementation, data collection to data analysis of this research. None of the actions specified under the second section of the Directive, "Actions Contrary to Scientific Research and Publication Ethics", have been carried out.

In the writing process of this study, scientific, ethical and citation rules were followed; no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

Research ethics committee approval information

Name of the ethics committee: Ethics Committee of Van Yüzüncü Yıl University Social and Humanities Sciences

Date of the decision: 25/03/2021

Document issue number: 2021/05-01.

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GENİŞLETİLMİŞ ÖZ

Giriş

Hızla değişen bilgi ve teknoloji çağında bireylerin durumlara ayak uydurabilmesi için sürekli gelişme ve yenilenme ihtiyacı ortaya çıkmıştır. Ortaya çıkan ihtiyaçları karşılamak için sadece örgün eğitim yeterli olmamaktadır (Can, 2011). Sürekli ve hızlı bir değişim içinde olan modern dünyada örgün eğitim, çağdaş toplumun ihtiyaçlarını karşılamada hem içerik hem de biçim açısından yetersiz kalabilmektedir. Bu yetersizliğin üstesinden gelmenin bir yolu, örgün, yaygın ve sargın eğitimi birleştiren bir süreç aracılığıyla yaşam boyu öğrenmeye olan ilgiyi artırmaktır. Bazen kariyer boyu öğrenme olarak da adlandırılan yaşam boyu öğrenme, örgün eğitim ve öğretimin ötesine geçmekte ve bireysel öğrenmeyi yaşam boyu sürdürmektedir (Burman vd., 2014).

Yaşam boyu öğrenme, bireylerin doğumdan ölüme kadar yaşamları boyunca edindikleri tüm bilgi, beceri, değer, yeterlilik ve niteliklerin kazanılması, yenilenmesi ve tüm bu bilgilerin uygulanmasını sağlayan destekleyici bir süreç olarak tanımlanmaktadır (Candy, 2003). Yaşam boyu öğrenme, bireysel ve kurumsal öğrenmenin bütünüdür ve örgün öğrenmeyi, yaygın öğrenmeyi, mesleki eğitimi, teknik eğitimi ve tüm hizmet içi ve dışı eğitimleri içerir (Jarvis, 2004). Ayrıca yaşam boyu öğrenme yer, zaman, yaş, sosyo-ekonomik düzey, eğitim düzeyi gibi kavramların sınırlarını ortadan kaldırır ve her birey için eşit fırsatlar sağlar (Dinevski ve Dinevski, 2004).

Yaşam boyu öğrenme, bireyin yaşamı boyunca yetkinliklerini ve potansiyelini geliştiren devamlı bir süreçtir. Bireyin merak ve ilgisini canlı tutar ve bireyi yeni bilgiler aramaya istekli olmaya teşvik eder. Böylece bireyin hem toplumda hem de iş dünyasında meydana gelen yeniliklere uyum sağlamasını ve yaşamın her alanında etkin olmasını sağlar (Akkuş, 2008).

Lee (2008) yaşam boyu öğrenme faaliyetlerine katılan bireylerin genellikle daha yüksek özgüven, açık fikirlilik, başkaları için gönüllü olma konusunda daha fazla farkındalık, daha fazla pozitiflik ve aktivite ile özdenetimli bir yaşam sürdürdüklerini belirtmiştir. Öğretmen eğitimi açısından da yaşam boyu öğrenme, öğrencilerine maksimum fayda sağlamak için tüm eğitimcilerin temel misyonlarından biridir (Day, 1999). Bu nedenle öğretmenler, çeşitli öğretme-öğrenme metodolojilerini teşvik ederek ve yaşam boyu öğrenme uygulamalarını ve kapasitelerini artırarak öğrencilerini yaşam boyu öğrenmeye hazırlayabilirler. Öğretmenler, öğrencilerin yaşam boyu öğrenmelerini teşvik etmek için günlük yaşamlarında yaşam boyu öğrenmenin önemini farkında olmalıdır. Eğitim içeriklerinin, teknolojinin ve güncel yaşamdaki birçok kazanımın hızla değiştiği günümüz dünyasında, eğitimcilerin de bu değişime ayak uydurmak için kendilerini geliştirmelerinin ve yaşam boyu öğrenmeye devam etmelerinin önemli olduğu görülmektedir.

Çalışmanın amacı

Bu çalışmanın amacı, lisansüstü eğitimine devam eden ve lisansüstü eğitimini tamamlamış öğretmenlerin yaşam boyu öğrenmeye yönelik görüşlerini ortaya koymaktır. Bu temel amaç doğrultusunda, öğretmenlerin yaşam boyu öğrenmeye ilişkin görüşlerinin “Eğitim İhtiyacı”, “HBÖ Kurumlarının Nitelikleri”, “HBÖ Kurumlarının Faaliyetleri” ve “Kişisel Gelişim İhtiyacı” alt boyutlarında ne düzeyde olduğu analiz edilmiştir. Ayrıca öğretmen algılarının cinsiyet, yaş, kıdem, eğitim durumu ve okul türü değişkenlerine göre anlamlı farklılık gösterip göstermediği de analiz edilmiştir.

Yöntem

Araştırmada nicel araştırma desenlerinden betimsel tarama deseni kullanılmıştır. Araştırmanın çalışma grubu belirlenirken lisansüstü eğitim almış öğretmenler seçildiği için amaçlı örnekleme tekniği kullanılmıştır. Amaçlı örnekleme yöntemlerinden ölçüt örnekleme tekniği kullanılmıştır. Araştırmanın çalışma grubunu 2020-2021 eğitim-öğretim yılında Van ilinde görev yapan 374

öğretmen oluşturmaktadır. Araştırmanın amacı, öğretmenlerin yaşam boyu öğrenmeye ilişkin görüşlerini belirlemektir. Bu doğrultuda yaşam boyu öğrenme felsefesine uygun olarak daha zengin veri elde edilebileceği düşünülen ve lisansüstü eğitimine devam eden öğretmenler araştırmanın örneklemini oluşturmaktadır. Araştırmada Doğan ve Kavtelek (2015) tarafından geliştirilen ve gerekli izinleri alınan “Yaşam Boyu Öğrenme Ölçeği” kullanılmıştır. Bu ölçekte öğretmenlerin yaşam boyu öğrenmeye ilişkin görüşlerini içeren 28 madde yer almaktadır. Elde edilen verilerin analizinde; öğretmenlerin demografik özelliklerini değerlendirmek için frekans ve yüzde gibi betimsel istatistikler kullanılmıştır.

Sonuçlar

Katılımcılar Hayat Boyu Öğrenme Ölçeği' nin toplamından en düşük 71,0, en yüksek 136,0 puan almışlardır. Ölçeğin alt boyutlarından ve toplam ölçekten elde edilen ortalama puanlar dikkate alındığında, katılımcıların Hayat Boyu Öğrenme ve alt boyutlarına ilişkin ortalamanın üzerinde (yüksek) düzeyde olumlu algı bildirdikleri görülmektedir. Öğretmenlerin cinsiyetleri ile yaşam boyu öğrenme görüşleri ölçek puanları arasında istatistiksel olarak anlamlı bir fark olmadığı görülmektedir. Öğretmenlerin yaşları ile Yaşam Boyu Öğrenme Ölçeği toplam puanları arasında istatistiksel olarak anlamlı bir fark olduğu görülmüştür ($H=10,093$, $p<.05$). Bu fark 21-30 yaş ile 31-40 yaş arasında 31-40 yaş lehine tespit edilmiştir. Kıdem, eğitim düzeyi ve okul türü değişkenlerine göre öğretmenlerin algıları yaşam boyu öğrenme bağlamında farklılaşmamaktadır.

Tartışma ve Sonuç

Araştırmada elde edilen bulgulara göre, öğretmenlerin yaşam boyu öğrenmeye ilişkin ortalamanın üzerinde ve hatta yüksek düzeyde olumlu görüşlere sahip oldukları sonucuna ulaşılmıştır. Ayrıca öğretmenlerin “eğitim ihtiyacı”, “hayat boyu öğrenme kurumlarının nitelikleri”, “hayat boyu öğrenme kurumlarının faaliyetleri” ve “kişisel gelişim ihtiyacı” alt boyutlarında hayat boyu öğrenmeye ilişkin yüksek düzeyde olumlu algıya sahip oldukları görülmüştür. Doğan ve Kavtelek (2015) de çalışmalarında yaşam boyu öğrenme kurumu yöneticilerinin yaşam boyu öğrenmeye yönelik görüşlerinin yüksek düzeyde olumluluk gösterdiği sonucuna ulaşmışlardır. Araştırmaya katılan kadın öğretmenlerin puan ortalamasının erkek öğretmenlerin puan ortalamasından daha yüksek olduğu görülmüştür; ancak cinsiyet değişkeni açısından öğretmenlerin yaşam boyu öğrenmeye ilişkin görüşlerinde anlamlı bir farklılık gözlenmemiştir. Öğretmenlerin yaşam boyu öğrenmeye ilişkin görüşleri yaş değişkeni açısından incelendiğinde, 21-30 ve 31-40 yaş aralığındaki öğretmenlerin verdikleri cevaplar arasında 31-40 yaş aralığındaki öğretmenler lehine anlamlı bir fark bulunurken, diğer yaş grupları arasında anlamlı bir fark bulunmamıştır. Araştırmada öğretmenlerin yaşam boyu öğrenmeye ilişkin görüşleri eğitim düzeyi ve okul türü değişkenlerine göre analiz edilmiştir.