

THE EVALUATION OF THE VIEWS OF TEACHER CANDIDATES RELATED LIFELONG LEARNING APPROACH

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Makale Geliş Tarihi:16.05.2017 Makale Kabul Tarihi:14.12.2017

Abstract

Lifelong Learning is a learning approach that emphasizes self-improvement of individuals and improvement themselves in each field, encourages individual development, supports education in native and foreign language education, aims learning from birth to death and attempts to raise awareness of individual positively. The purpose of this research is to try to determine the views of prospective teachers studying at education faculties about Lifelong Learning also taking into account some demographic variables. The sample of the research is the students studying in English Language Teaching, Classroom Teaching, Psychological Counseling and Guidance Department and Special Education Teaching Department of Mustafa Kemal University Faculty of Education. General Screening Model was used in the research. The validity and reliability coefficient of the scale used in the study was determined as 0.801. It was found that there was no significant difference in opinions of the prospective teachers in terms of gender, class level and department type variables in Lifelong Learning, candidates expressed themselves more effectively in their native language but they did not see themselves competently in the matters such as self-confidence, communicating with others and coping with difficulties.

Key words: Lifelong Learning, Personal Development, Learning to Learn, Information

ÖĞRETMEN ADAYLARININ YAŞAM BOYU ÖĞRENME YAKLAŞIMINA İLİŞKİN GÖRÜŞLERİNİN DEĞERLENDİRİLMESİ

Özet

Yaşam Boyu Öğrenme, bireylerin devamlı her alanda kendisini geliştirmesine ve kişisel gelişime önem veren, anadilde ve yabancı dilde eğitimi destekleyen, doğumdan ölüme kadar öğrenmeyi amaç edinen, bireyde olumlu yönde farkındalık oluşturmaya çalışan bir öğrenme yaklaşımıdır. Bu araştırmanın amacı, eğitim fakültelerinde okuyan öğretmen adaylarının Yaşam Boyu Öğrenme hakkındaki görüşlerini bazı demografik değişkenleri de göz önünde bulundurarak belirlemeye çalışmaktır. Araştırmanın örneklemini Mustafa Kemal Üniversitesi Eğitim Fakültesine bağlı İngilizce Öğretmenliği, Sınıf Öğretmenliği, Psikolojik Danışmanlık ve Rehberlik Bölümü ile Özel Eğitim Öğretmenliği bölümlerinde okuyan öğrenciler oluşturmaktadır. Araştırmada Genel Tarama Modeli kullanılmıştır. Araştırmada kullanılan ölçeğin geçerlik ve güvenilirlik katsayısı 0.801 olarak belirlenmiştir. Araştırma sonuçlarında Yaşam Boyu Öğrenmede cinsiyet, sınıf düzeyi ve bölüm türü

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değişkenleri bakımından öğretmen adayları arasında anlamlı düzeyde bir görüş farkının olmadığı, adayların anadillerinde kendilerini daha etkili ifade ettikleri ancak kendine güvenme, başkalarıyla iletişim kurma ve zorluklarla başa çıkma gibi konularda ise kendilerini yeterli görmedikleri gibi sonuçlara ulaşılmıştır.

Anahtar kelimeler: Yaşam Boyu Öğrenme, Kişisel Gelişim, Öğrenmeyi Öğrenme, Bilgi Edinme

1. INTRODUCTION

The widespread use of information and communication tools with the development of technology and the increase of information both as quality and quantity have led to significant developments and innovations in the political and economic structure of societies (Polat & Odabaş, 2008). All societies must review or re-organize their curricula in order to keep pace with this information exchange and rapidly evolving technological changes because of widespread use of technological tools. Students are at the center of education in education programs recently. According to these system or systems, student acquires, explores, reaches, and constructs the knowledge own self (Uzunboylu & Hürsen, 2011: 127; Teyfur, 2009: 374; Karakuş, 2013; Bay, Vural, Kahramanoglu& Aydın-Ask, 2016). In these systems, individual is mostly responsible for the learned information. One of approaches that hold individual responsible for learned information is lifelong learning. According to this approach, information can not only be obtained from school but also it should be lifelong process continuing in every period of life, instant, level, environment and every situation (Sarigöz, 2015) in other words from cradle to grave (Bağcı, 2007; EC, 2003-2010-2011; Ültanır & Ültanır, 2005; Teyfur, 2009).

The lifelong learning approach argues that learning is not limited to a certain period of life, it is a continuous process, and learning can happen anywhere not only in certain places like school (Candy, Crebert & O'Leary, 1994; Andresen, Boud & Cohen, 1995). According to Toprak & Erdoğan, (2012), Lifelong Learning emerges as a phenomenon in which European societies try to embody education and professional development policies and to build as human resources-oriented. According to Güleç, Çelik & Demirhan, (2012: 37), personal, social and economic reasons are influential in the emergence and short-term widespread of Lifelong Learning.

According to Hürsen (2011: 24), adult education in the world began to develop in the 1930s and adult education began to develop in parallel with Lifelong Learning approach. Therefore, it can be said that the starting point of the Lifelong Learning approach is adult education. According to Erdamar, (2011: 219), the most important reasons why Lifelong Learning is attracting attention in worldwide are rapid changes in business life, interpersonal relations and science and technology. According to Titmus and et al. (1985: 19-20), Lifelong Learning includes all kinds of intentional and random teaching.

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Lifelong Learning is a phenomenon in which European societies have been trying to develop their mechanisms for half a century, embody education and professional development policies and build as human resources oriented (Toprak & Erdoğan, 2012: 70). Lifelong Learning includes all kinds of learning activities undertaken throughout life to develop knowledge, skill and adults in a perspective related personal, civil, social and employment (Güleç, Çelik & Demirhan, 2012: 40). Moreover, developments in science and technology, increasing of communication opportunities, developments in technology, diversification of educational environments, diversification of teachers' professional competencies lead to accepting of the concept of Lifelong Learning in a very short time (Uzunboylu & Sarigöz, 2015; Kahramanoğlu ve Bay, 2016 Koç, 2005). The continuous increase in information be learned in the rapidly developing world has also increased the importance of the concept of Lifelong Learning (Candy, 2003; Şişman, 2012: 334). Particularly in our country, the Social Support Program (SODES) supports lifelong education (Tekin and Bolat,2017). With these projects, being the owner of a lot of people to the profession and learn new things(Bolat,2017).

According to Singh (2002), Lifelong Learning has four aims which are 'to know and learn', 'to learn to do', 'to learn to be' and 'to learn to live together'. As looking at the aims of Lifelong Learning generally, it can be said that aims mostly were grouped around the same frame. However, when the principles of Lifelong Learning are examined, it is emphasized that the individual should continue to learn consciously and purposefully throughout life (Coşkun, 2009). In the report of the State Planning Organization, Eighth Five-Year Development Plan, Lifelong Education, or Non-formal Education Specialized Commission, six key principles of Lifelong Learning have been identified. These principles are:

1. Ending Encyclopedic Information: Memorizing the knowledge of various disciplines should be gave up owing to the fact that it will prevent the learning of entrepreneurship, creativity, independent and active learning and logical movement. Education should focus on the questions about how to acquire information, which information is chosen, how to transfer information to develop other information, and how to put information into practice.

2. Ending Illiterate: The greatest obstacle in individual learning, social unity and the development of business life is the illiterate. Therefore, the biggest goal of Lifelong Learning is to end illiteracy.

3. Ending the transfer of information by traditional ways: Individual's roles in the family and society transferred to the individuals in subjects such as health, sexuality as away from the scientific and erroneous. Instead, a structure should be established that various communication tools are used, verified by scientific evidence, and administered by government agencies in transferring of information.

4. Ending Excessive Specialization: Individuals' needs may change in business life or they may tend to a different business sector. Therefore, vocational training should be given so that they can improve themselves about their jobs and solve problems rather than teaching a specific job to individuals.

5. Ending Traditional Education Methods at All Levels: It is necessary to move on to the educational understanding in which the student-centered information gathered and analyzed, problem-solving methods are taught instead of the passive student which based on memorized information from the previous teacher education system and was teacher-centered.

6. Democratization of Education: Education should be open for everyone. Everyone should be able to access information equally and has the opportunity to actively participate in social, economic and cultural life (DPT Specialized Commission Report, 2001).

In order to accomplish above mentioned principles, teachers have very important roles because they have most influence in student education. For this reason, in the light of these principles of Lifelong Learning, all teachers and prospective teachers should be given effective trainings. In particular, the views of the prospective teachers who are studying in the education faculties about Lifelong Learning and Principles should be taken into account and evaluated. For this purpose, it has been tried to determine and evaluate the views of the prospective teachers studying in different departments of the education faculty about the Lifelong Learning approach by taking into consideration some demographic variables in this study.

The purpose of this research is to try to determine the views of prospective teachers studying in different departments of the education faculty about the Lifelong Learning approach by taking into account some demographic variables. Some suggestions about lifelong learning approach were tried to be introduced based on the data obtained in the research and the interviews with the prospective teachers.

2. METHOD

2.1. Research Model

This study is a descriptive study and quantitative research method is used. This research was conducted in order to determine the views of the prospective teachers in the education faculties about the Lifelong Learning approach. For this purpose, Life Long Learning Scale developed by Sarıgöz (2015) was used in the study by obtaining permission from the researcher. The scale used in the research is one dimensional and consists of 25 items. Scale items consist of two types of questions which are positive and negative questions. Positive items of scale items are scored from 5 points towards 1 point with numerical values from 'Strongly agree' expression to 'Strongly disagree' whereas negative expressions are scored from 1 point to 5 points.

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2.2. Population and Sample

In this study, participants was selected by random sampling. Population of this research is all students who are studying in the programs affiliated to Mustafa Kemal University Faculty of Education and the sample of the research is a total of 210 teacher candidates who are 1st, 2nd and 3rd grades and studying English Teaching, Classroom Teacher Training, Psychological Counseling and Guidance and Special Education Teaching Programs of Mustafa Kemal University Faculty of Education.

2.3. Analysis of research

The validity and reliability analysis of the Lifelong Learning Scale used in the study was performed again and Croanbach Alpha the internal reliability coefficient of the scale was calculated as 0.801. The scores of the students who participated in the research depending on the demographic variables were calculated by using SPSS 20 statistical package program using F test, t test and ANOVA test. The selection intervals and general evaluation of the scales used in the research were calculated and determined as below (Dönger, 2016a-2016b; Demiralay & Sarigöz, 2016; Özkartal, 2016a-2016b):

$$OR = \frac{HV - LV}{NO} = \frac{5 - 1}{5} = 0.8$$

OR: Option Range	1.00 - 1.80: Strongly Disagree
HV: Highest Value	1.81 - 2.60: Disagree
LV: Lowest Value	2.61 - 3.40: Undecided
NO: Number of Options	3.41 - 4.20: Agree
	4.21 - 5.00: Strongly Agree

In the research, General Screening Model which is one of the descriptive scanning models was used. According to Karasar, (2010: 79). General Screening Models are arrangements on a group, sample or population universe in order to arrive at a judgment about the population consisting of a large number of elements.

3. RESULTS

This part, the ideas and opinions about the life-long learning approach of the teacher candidates studying in the departments attached to the education faculty and also the results about the research were included.

Table 1: *t-test analysis results of the prospective teachers' scores on the Lifelong Learning Scale depending on sex variable*

Sex	N	\bar{X}	Ss	Sd	-t	p
1.Female	153	96.90	9.883	208	2.061	.041
2.Male	57	93.67	10.649			
Total	210					p < 0.06

As the data in Table 1 were examined, it was determined that there was no statistically significant difference between the opinions of the prospective teachers about Lifelong Learning approach depending on the sex in the study ($p > .05$). This indicates that the views of female teacher candidates and male teacher candidates on the Lifelong Learning Approach are close to or equal to each other.

Table 2: *Analysis results of Anova test the scores of the prospective teachers' scores on the Lifelong Learning Scale depending on variable of grade level.*

Grade Level	N	\bar{X}	Ss	Var. Kay.	Kar. Tot.	Sd	Kar. Ort.	F	p	Sign. Diff. (Anova)
1)1 st gr.	92	95.79	10.37	W.Gr.	15.70	2	7.85	.075	.928	
2)2 nd gr.	28	96.64	8.23	B.Gr.	21614.23	207	104.42			
3)3 rd gr.	90	96.06	10.60	Total	21629.93	209				
Total	210	96.02	10.17							

$p > .05$

As the data in Table 2 were examined, it was determined that there was no statistically significant difference between the opinions of the students studying at the 1st, 2nd and 3rd classes about the Lifelong Learning approach depending on the variable of grade level ($p > .05$). This indicates that the views of prospective teachers at different grade levels are close to or equal to each other's views on the Lifelong Learning Approach.

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Table 3: Analysis results of Anova test of the prospective teachers' scores on the Lifelong Learning Scale depending on variable of department

Depart ment	N	\bar{X}	Ss	Source of Varia	Sum Squa. Tot.	of Sd	Av. Of Squa	F	p	Sign. Diff. (Anov a)
1)ELT	97	96.3 7	9.28	W.Gr	64.45	3	21.48	.205	.893	
2)CT	40	95.4 5	11.0 4	B.Gr.	21565.48	20 6	104.69			
3)PCG	35	95.1 1	7.72	Total	21629.93	20 9				
4)SE	38	96.5 5	13.2 8							
Total	210	96.1 7	10.1 7							

p > .05

As the data in Table 3 is examined, it was determined that there was no statistically significant difference between the views of the students who studying in the departments of English Language Teaching (ELT), Classroom Teaching (CT), Psychological Counseling and Guidance (PCG) and Special Education Teaching (SE) about Lifelong Learning approach (p> .05) This indicates that views of prospective teachers studying in different sections are close to or equal to each other's views on the Lifelong Learning Approach.

Table 4: Analysis results of Anova test of the prospective teachers' scores on the Lifelong Learning Scale depending on the age variable

Age	N	\bar{X}	Ss	Source of Varia	Sum Squa. Total	of Sd	Av. Of Squa	F	p	Significant Difference (Anova)
1)18- 20	89	94.51	10.06	W.Gr	564.83	2	282.41	2.775	.065	
2)21- 23	101	96.55	10.58	B.Gr	21065.10	207	101.76			
3)24- +	20	100.10	7.12	Total	21629.93	209				
Total	210	96.02	10.17							

p > .05

As the data in Table 4 were examined, it was determined that there was no statistically significant difference between the views of students who are 18-21, 21-23 and 24-over year-old students on the Lifelong Learning approach depending on the age variable (p> .05). This indicates that the views of prospective teachers of

different age groups are close or equal to each other about the Lifelong Learning Approach.

Table 5: Arithmetic Means of the scores given by the prospective teachers on Lifelong Learning Scale and Achievement Levels

LIFELONG LEARNING SCALE ITEMS	\bar{X}	Achievement Level
1. I communicate in native language more effectively	4.55	S.Agree
2. I express myself better in native language.	4.54	S.Agree
3. I communicate with society better in native language.	4.49	S.Agree
4. I have a better understanding of the subjects I have read or explained in native language	4.56	S.Agree
5. I look at the events logically.	4.11	Agree
6. I always reach results from evidences	3.69	Agree
7. I record the information in my mind as table, graphic, model and format.	3.61	Agree
8. Communication does not include privacy for me.	3.33	Undecided
9. Internet is the most important technological tool to get information.	3.73	Agree
10. Internet is the most effective way to share and spread information	4.02	Agree
11. I insist on accessing information and getting information.	3.67	Agree
12. I can get information both individually and in groups.	4.34	S. Agree
13. I do not endure all the difficulties to get information or access to information.	3.06	Undecided
14. I use the information whenever I need it..	4.17	Agree
15. I always participate actively and take part in social environments.	3.43	Agree
16. I participate actively in cross-cultural activities and take part.	3.18	Undecided
17. I have constructive approach for changing societies and cultures..	3.95	Agree
18. I do not always turn my ideas into action.	2.55	Disagree
19. I am afraid to take risks to reach the goals.	3.62	Agree
20. I always evaluate the available opportunities	3.70	Agree
21. I do not care about self-control.	3.97	Agree
22. Music, Literature, Visual and Performing Arts are mass media.	3.87	Agree
23. Experience and emotions should not be expressed with cultural activities	3.65	Agree
24. Cultural activities should not be explained by art activities.	3.87	Agree
25. Emotions should be described or expressed by creative expression	4.37	S. Agree

General Arithmetic Mean: 4.19 (Agree)

Table 5 shows the arithmetic mean and skill levels of the answers given by the prospective teachers studying in different departments of the Faculty of Education on the Lifelong Learning Scale. When the arithmetic averages of the answers given to the scale items are examined; it was determined that 4th item "I have a better understanding of the subjects I have read or explained in native language" (\bar{X} =4.56), 1st item "I communicate in native language more effectively" (\bar{X} =4.55), 2nd

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item "I express myself better in native language." (\bar{X} =4.54) and 3rd item "I communicate with society better in native language." (\bar{X} =4.49) had the highest arithmetic average in scale. According to the answers given to the scale items by the teacher candidates studying in different sections, it can be said that the candidates had a better understanding of the subjects they had read in native language, communicated more effectively, expressed themselves better, their rhetoric was better through the items has higher arithmetic means.

According to the arithmetic mean of the responses given to the Life Long Learning Scale of the teacher candidates who studying in the different departments of the Education Faculties in Table 5; it was determined that item 18 "I do not always turn my ideas into action" (\bar{X} =2.55), item 13 "I do not endure all the difficulties to get information or access to information" (\bar{X} =3.06), item 16 "I participate actively in cross-cultural activities and take part" (\bar{X} =3.18) and item 8 "Communication does not include privacy for me." (\bar{X} =3.33) had the lowest arithmetic means in the scale.

According to the answers given to the scale items by the teacher candidates studying in the different departments, it can be said that awareness of candidates should be raised on the subjects such as always transforming ideas to action, participating and taking part in cultural activities, being privacy of communication with reference to the items have lowest arithmetic means.

4. CONCLUSION AND DISCUSSION

It was determined that there was no statistically significant difference between the views of the prospective teachers about the Lifelong Learning approach depending on the sex. Thus, it was determined that the views of female teacher candidates and male teacher candidates about the Lifelong Learning Approach are close to or equal to each other. In the studies on secondary schools and vocational high schools conducted by Sarıgöz & Döngör (2016) and Sarıgöz & Uzunboylu (2016), there was not found statistically significant difference between the views of the male and female teacher candidates about the Lifelong Learning approach. In another study on university students conducted by Coşkun & Demirel (2012), a significant difference was found in favor of female students about lifelong learning approach between female students and male students. Lifelong Learning is an important approach that supports the individual's learning in today's conditions. For this reason, this approach should not be looked at in terms of gender, if there is a problem in individual's learning, this should be fulfilled with various trainings provided by the experts.

It was determined that there was no statistically significant difference between the opinions of prospective teachers about the lifelong learning approach, depending on the variable of grade level. This indicates that the views of prospective teachers at different grade levels are close to or equal to each other's views on the Lifelong Learning Approach. In a study on university students conducted by Coşkun & Demirel (2012), a significant awareness was found in favor of students studying in the 4th grade between the students studying in the first grade and studying in the fourth grade. Thus, it can be said that as the education level of the students increases, they become more conscious about Lifelong Learning. Therefore, the education level of the students should be seriously endeavored to increase by the education which will be given to the students.

It was determined that there was no statistically significant difference between the views of the students who studying in the different departments about the Lifelong Learning approach depending on the variable of department. This indicates that the views of prospective teachers reading in different sections are close to or equal to each other's views on the Lifelong Learning Approach. However, a study conducted by Gencil (2013), it was found that significant difference between the views of students on Lifelong Learning studying in different departments. In this case, the students who do not have sufficient information about the Lifelong Learning approach should be informed by the teachers or the relevant educators.

It has been determined that there is no statistically significant difference between the views of prospective teachers about the Lifelong Learning approach depending on the age variable of the teacher candidates participating in the research. This indicates that the views of prospective teachers of different age groups are close or equal to each other on the Lifelong Learning Approach. Although age shows the experience of the individuals, education of individual is important since the education and training was at the forefront. Therefore, individuals should not waste their time and be always involved with the learning activity.

It has been determined that the teacher candidates who studying in different departments had a better understanding about they read in native language, communicated more effectively, expressed themselves better and have better rhetorical. However, it is necessary to know foreign languages which are common in the continuously developing world in order to access the latest information which is changing and important. For this reason, especially in schools all students should be taught at least one foreign language effectively.

Likewise it has been found that conscious of the candidates who studying in different departments was less than expected on the subjects such as transforming ideas to action, enduring the all difficulties to get information, participating to cultural activities, and being privacy of communication. Therefore, students should be guided in important areas such as spurting, self-confidence, challenging with difficulties and communicating effectively, and students should be provided with all necessary training for the specialists. All necessary education should be given to the students by people who specialized in these subjects.

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