



| Araştırma Makalesi / Research Article |

Lifelong Learning Tendency and Self-Efficacy Perception as a Predictor of Employment Hope of Preservice Teachers¹

Yaşam Boyu Öğrenme Eğilimi ve Öz-yeterlik Algısının Öğretmen Adaylarında İş Umudunu Yordama Durumu

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Keywords

1. lifelong learning tendency
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Abstract

The innovations brought by the world of information and technology make social and individual change obligatory and cause changes in the education system. For this reason, teachers and preservice teachers need to adapt to social change and refresh themselves. This need for renaissance emphasizes concepts such as lifelong learning and professional competence in the professional lives of individuals. The purpose of this study was to examine whether lifelong learning tendency and teacher self-efficacy are significant predictors of employment hopes of preservice teachers. The study was conducted as a relational research method, one of the quantitative research methods. Cluster sampling method was used to determine the sample. The sample of the study consisted of 347 fourth-grade students studying in the faculty of education. Pearson Moments Product Correlation analysis and multiple linear regression analysis were conducted in order to examine whether lifelong learning tendency and teacher self-efficacy predict employment hopes in preservice teachers.

As a result of the regression analysis, the sub-dimension of perseverance of Lifelong Learning Tendency Scale and the sub-dimension of classroom management of the Teachers' Sense of Efficacy Scale were evaluated as significant and strong predictors of employment hope in preservice teachers.

Öz

Bilgi ve teknoloji dünyasının getirdiği yenilikler toplumsal ve bireysel değişimi zorunlu hale getirdiği gibi eğitim sisteminde de değişikliklere neden olmaktadır. Bu nedenle öğretmen ve öğretmen adaylarının toplumsal değişime ayak uydurmaları ve kendilerini yenilemeleri gerekmektedir. Bu yenilenme ihtiyacı yaşam boyu öğrenme ve mesleki yeterlik gibi kavramları bireylerin meslek yaşamlarında ön plana çıkarmaktadır. Bu araştırmanın amacı yaşam boyu öğrenme eğilimi ve öğretmenlik öz-yeterliğinin öğretmen adaylarında iş umudunun anlamlı yordayıcıları olup olmadığının incelenmesidir. Araştırmanın modelini nicel araştırma yöntemlerinden biri olan ilişkisel araştırma modeli oluşturmaktadır. Örneklemin belirlenmesinde küme örnekleme yöntemi kullanılmıştır. Araştırmanın örneklemini eğitim fakültesi 4. sınıfta öğrenim gören 347 öğrenci oluşturmaktadır. Yaşam boyu öğrenme eğiliminin ve öğretmenlik öz-yeterliğinin öğretmen adaylarında iş umudunu yordama durumunu incelemek amacıyla sırasıyla Pearson Momentler Çarpımı korelasyon analizi ve çoklu doğrusal regresyon analizi yapılmıştır. Regresyon analizi sonucunda Yaşam Boyu Öğrenme Eğilimlerini Belirleme Ölçeğinin alt boyutlarından sebat boyutunun ve Öğretmen Özyeterlik Ölçeği'nin alt boyutlarından sınıf yönetimi boyutunun öğretmen adaylarında iş umudunun anlamlı ve güçlü yordayıcıları olduğu değerlendirilmiştir.

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INTRODUCTION

Lifelong Learning Tendency

The concept of lifelong learning, which was first emphasized by Paul Lengrand at the UNESCO conference as a term, is an understanding that has significantly influenced the education policies of countries for many years and continues to gain importance in the international arena with each passing day (Aspin & Chapman, 2000; Lengrand, 1970). Samancı and Ocakçı (2017) defined lifelong learning as a process that continues from the beginning to the end of human life and considered it as an inclusive framework for all kinds of knowledge skills, attitudes, and behaviors, regardless of age and place limits brought by formal education. Brooks (2006) drew attention to the fact that young graduates participated in lifelong learning more than other age groups and emphasized that the motivating factors behind this should be investigated.

Chapman and Aspin (1997) based the nature of lifelong learning on three basic reasons. These three main reasons are as follows: economic progress and development; personal development and satisfaction; social inclusion, democratic understanding, and activity. The variable of employment hope, which is the focal point of the study, is thought to be closely related to the reasons for "economic progress and development." Expectations and economic reasons for being employed in business life can be considered as factors that direct individuals to lifelong learning. In this case, the assumption arises that individuals with high lifelong learning tendencies can have a positive perception of being employed in business life.

When the rationale for economic development and progress is handled in the context of preservice teachers, first, it is necessary to evaluate the employment conditions of the relevant mass in the perspective of our country. The prerequisites for the employment of education faculty graduates in institutions affiliated with the Ministry of National Education are getting more difficult every year (Dinç, 2020). Changing conditions make it a necessity for preservice teachers to develop themselves by acquiring new knowledge (Evin-Gencil, 2013). At this point, it is not possible to consider the reasons that direct preservice teachers to lifelong learning independently from their expectations at the point of economic progress and development. The first assumption of the study is that there may be a significant relationship between individuals' lifelong learning tendencies and employment hope. In this relationship, lifelong learning tendency is considered to be a predictor of individuals' employment hope.

Self-Efficacy

According to Bandura's Social Cognitive Learning Theory, self-efficacy is expressed as "individuals' perceptions about their ability to organize and implement the action plans required to achieve specified performance types" (Bandura 1986, 391). Self-efficacy is a very important variable for individuals to set goals for the future, make decisions towards these goals, and stand on their own feet by implementing these decisions (Herr & Wagner, 2003).

Teacher self-efficacy is a concept that takes its basis from Bandura's self-efficacy theory and represents an individual's perception of competence towards the teaching profession. This concept expresses teachers' perceptions of competence in planning, organizing, and managing skills necessary to achieve educational goals (Skaalvik & Skaalvik, 2010). Tschannen-Moran and Woolfolk Hoy (2001) described teacher self-efficacy in three areas: teaching strategies, classroom management, and student participation. Teachers' ability to prepare a learning environment suitable for developing student abilities is considered as self-efficacy towards teaching strategies. Teacher skills on establishing and maintaining discipline in the classroom are considered as self-efficacy for classroom management. Teacher skills on ensuring active participation of students in the learning environment are expressed as self-efficacy towards student participation.

Studies pointed out that teacher self-efficacy positively affects job satisfaction, draw attention to the literature. These studies showed that teachers with professional self-efficacy have higher satisfaction in their profession (Kengatharan, 2020; Zakariya, 2020). The results of the relevant research are valid for individuals who have started their professional life and are working as teachers. In this case, it is assumed that teacher self-efficacy can positively affect the employment hope of preservice teachers who have not yet started their profession in a positive way. In this context, the second assumption of the study is that there may be a significant relationship between teacher self-efficacy and employment hope. In this relationship, teacher self-efficacy is considered as a predictor variable for an individual's employment hope.

Employment Hope

Employment hope is a concept that has been introduced to the literature by Hong et al. (2012) and determines the personal perceptions of individuals towards employment. Employment hope is a variable that includes skills such as making a career plan, evaluating individual abilities correctly, and coping with problems encountered in this process. Employment hope includes the positive thoughts of individuals towards achieving their goals for professional life, as well as their readiness for the responsibilities they will take (Gerçek, 2020).

Umutlu and Bayar (2018) determined that the employment hope of university students gradually decreased according to their grade levels. It has been observed that students about to graduate have lower employment hope compared to students who have just started their undergraduate studies. This can be evaluated as young people's employment hope has decreased during undergraduate studies, and students gradually develop a desperate perspective towards this issue in our country. In this context, it is important to examine the variables that predict preservice teachers' employment hope. When the variables predicting the employment hope of preservice teachers are determined, it will be possible to take measures that will develop preservice teachers in this direction and prepare them for professional life.

Rationale

The scope of some studies on lifelong learning tendency, teacher self-efficacy, and employment hope variables are presented in Table 1 by examining the related literature.

Table 1. Studies in the literature regarding the relevant variables

	The Scope of Studies	Resource
Lifelong Learning Tendency	<ul style="list-style-type: none"> Turkey's current position on lifelong learning and policies are evaluated. Lifelong learning tendencies of students, preservice teachers, and teachers were examined in terms of various variables. Individuals' lifelong learning tendencies were examined in relation to educational technology self-efficacy, knowledge self-efficacy, and scientific self-efficacy. 	Bağcı (2011), Berberoğlu (2010), Beycioğlu and Konan, (2008), Diker et al. (2012), Evin-Gencil (2013), Gözübüyük Tamer, (2013), Gutwill (2018), Gündoğan (2003), İzci and Koç (2012), Kan and Murat (2020), Karakuş (2013), Kaya (2014), Kazu and Erten (2016), Mi and Riley-Doucet (2016), Şahin and Arcagök (2014), Yaman and Yazar (2015)
Teacher Self-Efficacy	<ul style="list-style-type: none"> Predictors of teacher self-efficacy were tried to be determined. Self-efficacy perceptions of teachers were examined in relation to lifelong learning tendency, job stress, job satisfaction, life satisfaction, and burnout. The role of teacher self-efficacy on different variables in the teaching process was examined. 	Akyol (2016), Ayra and Kösterelioğlu (2015), Clark and Andreasen (2020), Çoban et al. (2020), Fackler et al. (2020), Kunemund et al. (2020), Kengatharan (2020), Kurbanoglu (2003), Schwarzer and Hallum (2008), Severino et al. (2011), Skaalvik and Skaalvik (2010), Telef (2011),
Employment Hope	<ul style="list-style-type: none"> Employment hope of students and preservice teachers were examined in terms of various variables. The effect of employment hope as a predictor variable on self-sufficiency, burnout, and depression was examined. It has been evaluated that employment hope can reduce burnout in individuals, while employment hope and self-efficacy can reduce depression together. Scale development studies have been carried out to determine the employment hope of individuals. 	Gerçek (2020), Hong et al. (2012), Hong and Choi (2013), Hong et al. (2014a), Hong et al. (2014b), Hong et al. (2020a), Hong et al. (2020b), Küpana (2017), Seçer and Yazıcı (2018), Welles et al. (2017).

As Table 1, some studies on lifelong learning tendency, teacher self-efficacy, and employment hope variables are descriptive studies aiming to reveal the current situation. When the correlational studies on the relevant variables are examined, the following points draw attention:

- It is seen that lifelong learning tendency is examined in relation to the self-efficacy perceptions of individuals in many different areas. Research results revealed that there was a positive and significant relationship between teacher self-efficacy and lifelong learning tendency.
- It is seen that teacher self-efficacy is examined in relation to individuals' work-related variables such as job stress, job satisfaction, and burnout.
- In studies on employment hope, it is seen that self-efficacy is examined as a parallel variable with employment hope.
- In the current studies, there is no research examining lifelong learning tendency and employment hope from a correlational aspect.

Changing economic living conditions make lifelong learning compulsory for individuals to be employed. Therefore, it is thought that lifelong learning tendency may be a variable that will positively affect the employment hope of individuals. However, the relationship of teacher self-efficacy with lifelong learning tendency and employment hope is remarkable. The third and last assumption of this study is that lifelong learning tendency and teacher self-efficacy can be two variables that together predict employment hope. Based on these assumptions, answers to the following questions have been sought during the research process:

- Do preservice teachers' lifelong learning tendencies predict their employment hope?
- Do preservice teachers' teaching self-efficacy predict their employment hope?
- Do preservice teachers' lifelong learning tendencies and teaching self-efficacy together predict employment hope?

METHOD

Research Model

Research model is a correlational research model, which is one of the quantitative research methods. In correlational studies, it is tried to determine the relationship between two measurable variables and the degree of the relationship (Gay et al., 2012; McMillan & Schumacher, 2010). In predictive studies within the correlational pattern, knowing the scores of one of the two variables known to be related to each other helps to estimate the other's scores (Fraenkel et al., 2012). In this study, in which the preservice teachers' lifelong tendencies and teaching self-efficacy were analyzed in a correlational way with their employment hope, it was examined whether lifelong learning tendency and teaching self-efficacy are significant predictors of employment hope in preservice teachers. In this respect, it is possible to state that the study is a predictive study.

Various measures were taken to increase internal and external validity. One of these measures is to use the probability sampling method to determine the sample of the study. In addition, during the data collection phase, the subjects included in the sample group have explained the subject of the study, its importance, how to complete the scales and to fill the scales in an objective manner. After these explanations, data were collected only from students who participated voluntarily. In the first evaluation, the scales that were left unfinished and the scales in which the same answer was marked for all questions were excluded from the scope of the study. These measures were evaluated to increase the internal validity of the study. The results of the study were tried to be presented in such a way as to allow comparison with similar studies, thus ensuring external validity.

Data Collection Tools

The first case, which is intended to be examined in the study, is the lifelong learning tendencies of preservice teachers. "Lifelong Learning Tendency Scale," developed by Diker-Coşkun and Demirel (2012), was used to examine preservice teachers' lifelong learning tendencies. The scale was prepared as a 6-point Likert rating scale. The scale consisted of 27 items and 4 sub-dimensions. These dimensions were "motivation," "perseverance," "lack of regulating learning," and "lack of curiosity." The internal consistency coefficient of the scale was .89. In this study, the psychometric properties of the lifelong learning tendency scale were reviewed, and it was found that the four-factor structure gave a good fit as a result of the confirmatory factor analysis of the scale (CFI: .95, GFI: .90, RMSEA: .078). The reliability values were determined to be .71. The obtained values were considered to be sufficient for the reliability and validity of the scale.

Another dimension of the study was teacher self-efficacy. Teachers' Sense of Efficacy Scale developed by Tschannen-Moran and Woolfolk Hoy (2001) and adapted to Turkish by Çapa et al. (2005) was used to examine the preservice teachers' perceptions of self-efficacy. The scale was prepared as a 5-point Likert rating scale. The scale consisted of three sub-dimensions as "classroom management," "student engagement," and "instructional strategies," and a total of 24 items. The internal consistency coefficients of the Teachers' Sense of Efficacy Scale related to the "student engagement," "classroom management," and "instructional strategies" sub-dimensions were .82, .84, .86, respectively. In this study, the psychometric properties of the teachers' sense of efficacy scale were reviewed, and it was found that the structure of the scale consisting of three factors gave a good fit as a result of the confirmatory factor analysis (CFI: .96, GFI: .90, RMSEA: .073). The reliability values were determined to be .77. The obtained values were considered sufficient for the reliability and validity of the scale.

The third dimension of the research was employment hope. In the study, it was examined whether lifelong learning tendency and self-efficacy perception were significant predictors of employment hope in preservice teachers. For this reason, the employment hope scale developed by Hong et al. (2012) and adapted to Turkish by Akin et al. (2013) was used in order to examine the employment hope of preservice teachers. The scale is prepared as a 6-point Likert rating scale. The Employment Hope Scale consists of 14 items and two sub-dimensions. The sub-dimensions of the scale are "psychological empowerment" and "goal-oriented pathways." The internal consistency coefficient of the scale was .93 for the whole scale, .85 for the "psychological empowerment" subscale, and .90 for the "goal-oriented pathways" subscale. In this study, the psychometric properties of the employment hope scale were reviewed, and it was determined that the structure of the scale consisting of two factors gave a good fit as a result of the confirmatory factor analysis (CFI: .95, GFI: .91, RMSEA: .066). The reliability values were found to be .82. The obtained values were considered sufficient for the reliability and validity of the scale.

Population and Sample

The population of this study consisted of the fourth-grade students who studied at Kazım Karabekir Faculty of Education, Atatürk University. The reason why fourth-grade students for the population of the study was selected was that employment hope was taken into consideration as more determinant for the students in this grade than the other grades. In the population of the study, there are 26 divisions within 9 departments. For the 2017-2018 academic year, the total number of fourth-grade students studying in these departments was 1448. It was aimed to reach 304 students with a 95% confidence interval in determining the sample from the population. Nine divisions were selected from each department within the population with the cluster sampling method. The proportional sampling method was used in the selection of students from the determining divisions. Based on this, efforts were made to represent each department equally. Finally, data were obtained from 347 individuals who were available at the data collection stage with appropriate sampling method and who volunteered to participate in the study. The sample size was estimated to be sufficient because it provided a 95% confidence interval. The distribution of the participants according to divisions and departments is presented in Table 2.

Table 2. The distribution of the participants according to divisions and departments

Department	Division	N	%
Department of Foreign Language Education	English Language Teaching	20	5.8
Department of Mathematics and Science Education	Science Teaching	60	17.3
Department of Basic Education	Classroom Teaching	61	17.6
Department of Educational Sciences	Psychological Counseling and Guidance	38	11
Department of Fine Arts Education	Music Teaching	31	8.9
Department of Turkish and Social Studies Education	Social Sciences Teaching	69	19.9
Department of Physical Education and Sports	Physical Education and Sports Teaching	13	3.7
Department of Computer and Instructional Technology	Computer and Instructional Technologies Teaching	32	9.2
Department of Special Education	Mentally Handicapped Teaching	23	6.6
Total		347	100

Data Analysis

In this study, it was examined whether lifelong learning tendencies and teaching self-efficacy of preservice teachers have a predictive effect on their employment hope. Before the analysis of the data, data collection tools were reviewed, and it was determined that there was no more than 2% loss data. Therefore, up to 2% of the lost data was filled according to the arithmetic mean.

In the analysis phase, first, the total scores obtained from the Employment Hope Scale were calculated. As the focal point of the study was whether the employment hope of preservice teachers was predicted, points related to the sub-dimensions of the Employment Hope Scale were not calculated; only the total employment hope score was included in the analysis. Then, total scores were calculated for "motivation," "perseverance," "lack of regulating learning," and "lack of curiosity" sub-dimensions of the Lifelong Learning Tendency Scale. Finally, the normality analysis was started after calculating the total scores of the Teachers' Sense of Efficacy Scale for "student engagement," "instructional strategies," and "classroom management" sub-dimensions.

As a prerequisite for the multivariate normal distribution, Mahalanobis Distance Coefficient was calculated, and the scale forms of 14 participants, whose distance coefficient was determined to be above the criteria, were excluded from the analysis. Following the extraction of the scale forms, the Mahalanobis Distance Coefficient was found to be in compliance with the relevant criteria.

In order to examine the relationship between the sub-dimensions of the Job Satisfaction Scale and the Lifelong Learning Tendency Scale, and the Teachers' Sense of Efficacy Scale, it was investigated whether each sub-dimension showed normal distribution. Skewness and Kurtosis values, histogram graphs, and Q-Q plot graphs of the distributions were examined, and the scale forms of 3 participants, who were determined to threaten the normality of the distribution, were excluded from the analysis. After the extraction of scale forms, the distribution was evaluated as normal, and the scale forms of 330 participants were analyzed.

FINDINGS

Findings related to whether Preservice Teachers' Lifelong Learning Tendencies Predict Their Employment Hope

To examine whether preservice teachers' lifelong learning tendencies were a significant predictor of their employment hope, Pearson Product-Moment Correlation Analysis was done between the "motivation," "perseverance," "lack of regulating learning," and "lack of curiosity" sub-dimensions of Lifelong Learning Tendency Scale and Employment Hope.

Table 3. Results of correlation analysis between sub-dimensions of lifelong learning tendencies and employment hope

	Employment Hope	Motivation	Perseverance	Lack of Regulating Learning	Lack of Curiosity
Employment Hope	1	.391**	.421**	.050	.090
Motivation	.391**	1	.674**	.197**	.361**
Perseverance	.421**	.674**	1	.192**	.374**
Lack of Regulating Learning	.050	.197**	.192**	1	.639**
Lack of Curiosity	.090	.361**	.374**	.639**	1

As a result of the analysis, it was determined that there was a significant relationship between the preservice teachers' Employment Hope scores and motivation sub-dimension ($R=.391$, $p<.05$) and perseverance sub-dimension ($R=.421$, $p<.05$). Based on the findings, it was decided to perform multiple linear regression analysis between the motivation and perseverance sub-dimensions of the Lifelong Learning Tendency Scale and the Employment Hope Scale.

Before the regression analysis, it was examined whether the model established before fulfilled the prerequisites of analysis. First, the Durbin-Watson value was examined in order to check that the errors were independent, the corresponding value was

found to be 1.938, and it was determined to be in accordance with the analysis conditions. Second, Tolerance (.546) and VIF (1.831) values of the model were examined, and it was determined that both values fulfilled the multiple linear correlation condition. Based on the examinations, it was evaluated that the model provided the prerequisites and regression analysis could be performed. In order to determine whether motivation and perseverance sub-dimensions were significant predictors of employment hope in preservice teachers, the analysis was done with the Forward technique among multiple linear regression analysis techniques, and the obtained results are indicated in Table 4.

Table 4. Results of multiple linear regression analysis between motivation and perseverance and employment hope

Model	Predictors	B	Standard Error	β	t	p
1	Constant	87.833	3.947		22.253	.000
	Perseverance	1.170	.139	.421	8.401	.000
2	Constant	75.142	5.835		12.878	.000
	Perseverance	.803	.186	.289	4.310	.000
	Motivation	.736	.252	.196	2.926	.004

When the data of multiple linear regression analysis were examined, it was determined that the perseverance sub-dimension of the Lifelong Learning Tendency Scale had a significant relationship with the employment hope ($R=.421$, $R^2=.177$). Accordingly, in the first model, perseverance explained 17.7% of the variance in the employment hope. In the second model established in the regression analysis, when the fact of whether perseverance and motivation sub-dimensions predicted the employment hope was analyzed, it was seen that the explained variance increased from 17.7% to 19.8% ($R=.445$, $R^2=.198$). In other words, it was determined that the motivation sub-dimension contributed only 2.1% to the explained variance. Based on the findings, it was determined that the perseverance sub-dimension of the Lifelong Learning Tendency was a strong predictor of employment hope in preservice teachers.

Findings related to the Preservice Teachers' Self-Efficacy as a Predictor of Their Employment Hope

To examine whether preservice teachers' self-efficacy perceptions were a significant predictor of their employment hope, Pearson Product-Moment Correlation Analysis was done between "student engagement," "instructional strategies," and "classroom management" sub-dimensions of Teachers' Sense of Efficacy scale and Employment Hope. The results obtained from the correlation analysis are presented in Table 5.

Table 5. Results of correlation analysis between sub-dimensions of teaching self-efficacy and employment hope

	Employment Hope	Student Engagement	Instructional Strategies	Classroom Management
Employment Hope	1	.390**	.369**	.377**
Student Engagement	.390**	1	.719**	.711**
Instructional Strategies	.369**	.719**	1	.763**
Classroom Management	.377**	.711**	.763**	1

As a result of Pearson Product-Moment Correlation Analysis, it was determined that there was a significant relationship between employment hope and the sub-dimensions of student engagement ($R=.390$, $p<.05$), instructional strategies ($R=.369$, $p<.05$), and classroom management ($R=.377$, $p<.05$).

Based on the findings, it was decided to perform multiple linear regression analysis between the student engagement, instructional strategies, and classroom management sub-dimensions of the Teachers' Sense of Efficacy Scale and the Employment Hope Scale.

It was evaluated whether the model established before multiple linear regression analysis provided the preconditions for analysis. The Durbin-Watson value was checked to determine if the errors were independent, and the relevant value was found to be 1.922, and it was found to be in accordance with the analysis conditions. Secondly, the Tolerance (.494) and VIF (2.023) values of the model were examined, and it was determined that both values fulfilled the multiple linear correlation condition. Based on the data obtained, it was concluded that the model provided the prerequisites, and regression analysis could be performed. To determine whether student engagement, instructional strategies and classroom management sub-dimensions were significant predictors of employment hope in preservice teachers, the analysis was done with the Forward technique among multiple linear regression analysis techniques. The obtained data are presented in Table 6.

Table 6. Results of multiple linear regression analysis between student engagement, classroom management and employment hope

Model	Predictors	B	Standard Error	β	t	p
1	Constant	72.372	6.300		11.487	.000
	Classroom Management	1.483	.193	.390	7.679	.000
2	Constant	67.010	6.517		10.282	.000
	Classroom Management	.937	.272	.247	3.448	.001
	Student Engagement	.704	.249	.202	2.823	.005

When the data of multiple linear regression analysis were examined, it was determined that the classroom management sub-dimension of the Teachers' Sense of Efficacy Scale had a significant relationship with the employment hope ($R=.390$, $R^2=.152$). Accordingly, in the first model, classroom management explained 15.2% of the variance in the employment hope. In the second model established in the regression analysis, when the fact of whether classroom management and student engagement sub-dimensions predicted the employment hope was analyzed, it was seen that the explained variance increased from 15.2% to 17.3% ($R=.415$, $R^2=.173$). It was evaluated that the student engagement sub-dimension had a lower contribution, like 2.1% on the explained variance. The instructional strategies sub-dimension was not included in the model as it was found that it was not a significant predictor of employment hope. Based on the findings, it was determined that the classroom management sub-dimension of Teachers' Sense of Efficacy Scale was a strong predictor of employment hope in preservice teachers.

Findings related to the Preservice Teachers' Lifelong Learning Tendencies and Self-Efficacy as a Predictor of Their Employment Hope

Multiple linear regression analysis was done to examine whether preservice teachers' lifelong learning tendencies and teaching self-efficacy significantly predicted their employment hope. The variables were examined in terms of the multicollinearity problem before the regression analysis. In the correlation analysis, it was determined that there was a significant positive correlation between the total score of lifelong learning tendency and the total score of teaching self-efficacy ($R = .30$, $p < .05$). Furthermore, when the relationship between the sub-dimensions was examined, the highest relationship between the sub-dimensions of lifelong learning tendency and the sub-dimensions of teaching self-efficacy was found to be between the perseverance dimension and the instructional strategies ($R = .35$, $p < .05$). Considering both correlation analysis, it was evaluated that there was no multicollinearity problem between lifelong learning tendency and teaching self-efficacy variables. Based on this result, it was decided that the variables could be subjected to regression analysis together, and accordingly, the analysis phase was started.

Based on the results of the analysis in Table 4 and Table 6, multiple linear regression analysis was carried out in the perseverance and motivation sub-dimensions of Lifelong Learning Tendency Scale and classroom management and student engagement sub-dimensions of Teachers' Sense of Efficacy Scale with employment hope. The sub-dimensions that were found not to be a predictor of employment hope were not included in the analysis.

It was examined whether the model established before multiple linear regression analysis provided the preconditions for analysis. First, the Durbin-Watson value was examined in order to check that the errors were independent, and the relevant value was found to be 1.959, and it was found to be in accordance with the analysis conditions. Tolerance and VIF values, another prerequisite of the model, were evaluated and presented in Table 7.

Table 7. Tolerance and VIF values related to multiple linear regression model

Model	Predictors	Tolerance	VIF
1	Perseverance	1.00	1.00
2	Perseverance	.945	1.058
	Classroom Management	.945	1.058
3	Perseverance	.541	1.849
	Classroom Management	.932	1.072
	Motivation	.539	1.856
4	Perseverance	.530	1.885
	Classroom Management	.493	2.028
	Motivation	.538	1.860
	Student Engagement	.469	2.134

As shown in Table 7, it was seen that Tolerance and VIF values of the model fulfilled the multiple linear correlation condition. Based on the analysis of the prerequisites for analysis, it was determined that the model provided the prerequisites, and as a result, multiple linear regression analysis could be performed. The analysis was done with the Forward technique to determine whether motivation, perseverance, classroom management, and student engagement sub-dimensions were significant predictors of employment hope in preservice teachers. The obtained data are presented in Table 8.

Table 8. Multiple linear regression analysis results between sub-variables and employment hope

Model	Predictors	B	Standard error	β	t	p
1	Constant	87.833	3.947		22.253	.000
	Perseverance	1.170	.139	.421	8.401	.000
2	Constant	59.517	6.010		9.904	.000
	Perseverance	.978	.136	.352	7.187	.000
	Classroom Management	1.029	.171	.295	6.030	.000
3	Constant	50.913	6.980		7.294	.000
	Perseverance	.700	.179	.252	3.920	.000
	Classroom Management	.982	.171	.282	5.755	.000
	Motivation	.574	.242	.153	2.376	.018
4	Constant	46.629	7.270		6.414	.000
	Perseverance	.651	.180	.234	3.622	.000
	Classroom Management	.661	.234	.190	2.829	.005
	Motivation	.550	.241	.146	2.283	.023
	Student Engagement	.523	.261	.138	2.003	.046

When the data of multiple linear regression analysis were examined, it was seen that the perseverance sub-dimension had a significant relationship with the employment hope ($R=.421$, $R^2=.177$). Accordingly, in the first model, the perseverance sub-dimension explained 17.7% of the variance in the employment hope. When the second model established in the regression analysis to examine whether perseverance and classroom management sub-dimensions predicted employment hope was analyzed, it was seen that the explained variance increased from 17.7% to 25.9% ($R=.509$, $R^2=.259$). In other words, the classroom management sub-dimension contributed 8.2% on the explained variance, which was a considerable amount.

When the third model established in the regression analysis to examine whether perseverance, classroom management, and motivation sub-dimensions predict employment hope was analyzed, it was seen that the explained variance increased from 25.9% to 27.2% ($R=.522$, $R^2=.272$). Based on this finding, it can be said that the motivation sub-dimension has a lower contribution, like 1.3% to the explained variance. When the fourth model established in the regression analysis to examine whether perseverance, classroom management, motivation, and student engagement sub-dimensions predict employment hope was analyzed, it was seen that the explained variance increased from 27.2% to 28.1% ($R=.530$, $R^2=.281$). Based on this finding, it can be concluded that the student engagement sub-dimension had a lower contribution, like 0.9%, to the explained variance. In the light of the obtained findings, it was determined that the perseverance sub-dimension of the Lifelong Learning Tendency Scale and classroom management sub-dimension of Teachers' Sense of Efficacy scale were significant predictors of employment hope in preservice teachers.

RESULTS AND DISCUSSION

This study examined whether the lifelong learning tendency and teaching self-efficacy were significant predictors of employment hope in preservice teachers with Pearson product-moment correlation analysis and multiple linear regression analysis.

In the study, firstly, it was examined whether the lifelong learning tendency had a predictive effect on employment hope. For this purpose, the relationship between lifelong learning tendency and employment hope of preservice teachers was evaluated with correlation analysis. As a result of the correlation analysis, it was seen that the perseverance and motivation sub-dimensions of the Lifelong Learning Tendency Scale had a positive relationship with employment hope. Based on the results obtained, multiple linear regression analysis was performed to examine whether the perseverance and motivation sub-dimensions predicted the employment hope in preservice teachers. In the regression analysis, it was determined that the perseverance sub-dimension in the first model explained 17% of the variance in employment hope. In the second model, it was found that perseverance and motivation sub-dimensions explained 19.8% of the variance in employment hope. It is concluded that the contribution of motivation sub-dimension to the explained variance was quite low, and it is concluded that perseverance sub-dimension was the strong predictor of employment hope.

Secondly, it was examined whether teaching self-efficacy was a significant predictor of employment hope in preservice teachers in the study. The relationship between preservice teachers' self-efficacy and employment hope was analyzed with correlation analysis, and the student engagement, instructional strategies, and classroom management sub-dimensions of the Teachers' Sense of Efficacy Scale were found to have a significant and positive relationship with employment hope. Based on the results obtained from the correlation analysis, multiple linear regression analysis was performed between student engagement, instructional strategies and classroom management sub-dimensions, and employment hope. As a result of the regression analysis, it was determined that the classroom management sub-dimension explained the 15.2% of the variance in employment hope. In the second model established in the analysis, it was observed that the classroom management and student engagement sub-

dimensions explained 17.3% of the variance in employment hope. Based on this data, the contribution of the student engagement sub-dimension to the model was considered to be quite low. Therefore, it was concluded that the classroom management sub-dimension was the strong predictor of employment hope. In the study conducted by Skaalvik and Skaalvik (2010), it was seen that there was a positive relationship between teachers' self-efficacy and job satisfaction. In the study conducted by Telef (2011), there was a positive relationship between teachers' self-efficacy and both job satisfaction and life satisfaction.

In the study, it was also examined whether preservice teachers' lifelong learning tendencies and teaching self-efficacy predicted their employment hope. In the first two analyses, perseverance, motivation, classroom management, and student engagement sub-dimensions, which were found to be significant predictors of employment hope, were subjected to multiple linear regression analysis with employment hope. In the first model established as a result of regression analysis, the perseverance sub-dimension explained 17.7% of the variance in the employment hope, and in the second model, which included classroom management, the variance explained was increased to 25.9%. In other words, it can be seen that the contribution of classroom management to the model is 8.2%, and this contribution is considerable. In the third model of the analysis, it was determined that perseverance, classroom management, and motivation explained 27.2% of the variance in employment hope. In the fourth model, perseverance, classroom management, motivation, and student engagement were found to explain 28.1% of the variance in employment hope. Based on these data, the contribution of motivation and student engagement sub-dimensions included in the model third and fourth model to the explained variance was evaluated to be quite low. Considering that the perseverance and classroom management sub-dimensions explained 25.9% of the variance in employment hope, it was concluded that these two sub-dimensions were strong predictors of employment hope. In the study conducted by Akın and Kocak (2007), it was found that there was a positive and significant relationship between teachers' classroom management skills and job satisfaction, and in the study conducted by Ayra and Kösterelioglu (2015), teachers' lifelong learning tendencies and professional self-efficacy perceptions.

It was found that perseverance tendencies and classroom management competence perceptions were predictors of employment hope in preservice teachers. The word perseverance is defined by the Turkish Language Association as "keeping one's word or being determined and continuing a work till the end." Based on the related definition, it can be evaluated that the tendency of the preservice teachers to pursue their professional decisions and the fact that they consider themselves adequate in classroom management have an increasing effect on their employment hope. Increasing the employment rates of students graduating from higher education is one of the important goals of higher education institutions. Therefore, supporting the perseverance tendencies and classroom management competencies of the preservice teachers in the education that will be offered to them will enable the preservice teachers to look at the future with hope.

RECOMMENDATIONS

Based on the results of the study, the following recommendations can be made:

1. In the faculties of education, conducting various activities aiming to change the perspectives of preservice teachers towards social life and to provide their personal development can positively affect their employment hope.
2. Outputs aimed at providing perseverance and entrepreneurship skills to preservice teachers in faculties of education can be included in preservice training.
3. Efforts to develop self-management and discipline skills of preservice teachers can be carried out in professional knowledge courses such as classroom management.
4. In higher education institutions, strategies can be developed for the measures to be taken regarding the employment status of preservice teachers.
5. The active work of the career planning units of the universities and the activities related to the career development of the preservice teachers can provide an increasing effect on their employment hope.

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Statements of publication ethics

We hereby declare that the study has not unethical issues and that research and publication ethics have been observed carefully.

Researchers' contribution rate

The research was planned in line with the problem situation identified by E.O. During the research process, E.O. collected and analyzed the data based on the problem situation. O.S. guided the research process. The results of the research were discussed and reported by the authors.

Ethics Committee Approval Information

The implementation process of the research has been completed in the 2017-2018 academic year. During the writing process of the study, scientific, ethical, and citation rules were followed. We undertake that the "Kastamonu Education Journal Editorial Board" has no responsibility for all ethical violations to be encountered, all responsibility belongs to the Responsible Author, and this study has not been sent to another academic publishing environment for evaluation.

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