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Lifelong Learning and Student Awareness

Yaşam Boyu Öğrenme ve Öğrenci Farkındalığı

Okan SARIGÖZ

Dr. Öğretim Üyesi, Hatay Mustafa Kemal Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Bölümü
Asst.Prof., H.M. Kemal University Faculty of Education Educational Sciences Department
okan.sarigoz@gmail.com
Orcid ID: 0000-0002-1616-9789

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This article, this study has been derived from PhD thesis titled "The Evaluation of Vocational School Students' Opinions and Competences on Lifelong Learning Approach (2015)" submitted by Okan SARIGÖZ

Yaşam Boyu Öğrenme ve Öğrenci Farkındalığı

Öz

Yaşam Boyu Öğrenme, bireylerin edindikleri bilgileri, değerleri, becerileri artırarak güçlendiren ve bu becerilerin gerçek yaşamda kullanılabilmesini sağlayan destekleyici bir süreçtir. Bu araştırmanın amacı; meslek yüksekokulunda okuyan öğrencilerin Yaşam Boyu Öğrenme farkındalıklarına yönelik görüşlerini bazı demografik değişkenleri de göz önünde bulundurarak belirlemeye çalışmaktır. Araştırmada yöntem olarak karma model ve genel tarama modeli kullanılmıştır. Araştırma sonucunda, eğitimdeki en önemli etkenlerden birisinin motivasyon olduğu, eğitim ortamlarının fiziki koşullarının öğrenciye göre düzenlenmesi gerektiği, her bireyin okuryazarlığının sürekli olarak arttırılması gerektiği, öğrenci merkezli eğitimlerin yeterli yöntemlerle verildiği ancak eğitimin bireyin alışkanlıklarını istenilen düzeyde değiştirmediği bu nedenle eğitimin çok küçük yaşlardan itibaren verilmesi ve bilgi edinmenin çeşitli eğitimlerle alışkanlık haline getirilmesi gerektiği gibi sonuçlara ulaşılmıştır.

Anahtar Kelimeler: Yaşam Boyu Öğrenme, Yaşam Boyu Eğitim, Öğrenmeyi Öğrenme, Kendi Kendine Öğrenme, Farkındalık

Lifelong Learning and Student Awareness

Abstract

Lifelong learning is a supporting processwhich reinforces the knowledge, virtues and skills obtained by individuals and helps using these abilities in real life. The purpose of this study is to determine the opinions of students studying in vocational school of higher education about Lifelong Learning awareness considering some demographic variables. As research methods; mixed method and general survey method were utilized. As a result of the study it was found that one of the major factors in education was motivation, and that physical conditions should be arranged with respect to the students, the literacy level of every individual should be in a constant development, student-centered education was given in sufficient methods but education was not able to change the habits of the individuals in the desired level and therefore education should be provided starting from earlier ages and that acquiring knowledge should be made a habit through various trainings.

Keywords: Lifelong Learning, Lifelong Education, Learning How to Learn, Self-Learning, Awareness

Introduction

People begin their learning process from birth extemporally. These learnings start covering the cognitive concepts that would useful to the individual throughout life in the after a while. Whether or not they realize it, the people will always be entangled with learning experiences. Educators took notice of individuals' self learning, learning how to learn, acquiring knowledge and skills, getting a new job when the former one gets boring, and constantly refreshing the knowledge fund actions and developed a theory called Life Long Learning (LLL). LLL is a learning habit and behavior pattern based on recognizing the world and the self, obtaining novel skills and knowledge, investing in oneself, creating something, getting aware of the beauties in the world (Erdamar, 2011: 220). Another definiton of LLL includes creating second chances through the renovation of fundamental skills and offering higher level learning opportunities (Soran, Akkoyunlu & Kavak, 2006: 22).

Lifelong Learning has first appeared as a phenomenon where European societies work towards embodiment of their educational and occupational development policies and designate them focused on human resources (Toprak & Erdoğan, 2012). This phenomenon has attracted worldwide attention in a short period. Thus, the notion of learning from the womb to the tomb (Ültanır & Ültanır, 2005) has been embraced. According to Güleç, Çelik & Demirhan (2012: 37), personal, social and economical reasons were effective in the birth and popularization of LLL.

According to Yenice & Tunç-Alpak (2019), the concept of LLL was used for the first time as a term by Paul Lengrand in UNESCO conference. On the other hand, Gencel (2013: 239) argues that the term LLL was initially used by Grundtvig in 1800s, therefore he can be accepted as the founder of the LLL concept. In 1919, just after the World War I, in a report prepared by England Ministry of Development Adults Comittee, *the opportunities should be both universal and life long* expression was stated as per LLL approach for the first time (Şenyuva, 2013: 70). According to Bostan & Tabak (2013: 460), the term LLL has been utilized by the approach of Dewey, Eduard Lindeman & Basil Yeaxle that there is a continuous aspect of every day life.

In his work named *Meaning of Public Education* written in 1926, telling that *Education is Life*, Lindeman articulated that the life as a whole is a learning process and consequently there is no stopping point for education (Şenyuva, 2013; Bağcı, 2007; Turan, 2005). Hsieh argues that Basi Yeaxle emphasized in 1929 that LLL can take place in many places including houses, clubs, churches, cinema halls, theatres, concert halls, industrial unions, political societies, media tools and civil organizations (Hürsen, 2011: 24).

Hürsen (2011: 24) believes that adults' education has developed in 1930s and the terms of adult education, LLL, and Life Long Education have improved in similar fashion. Therefore, it is possible to state that the departure point of

LLL and Life Long Education is adult education. The governmental policies of countries prioritized adults in education in 1900s because it would have contribution to nation's development to employ the adults. After the adult education began and the awareness that education should be offered in earlier ages (Kozikoğlu & Altınova, 2018), the significance of life long learnig was comprehended and it was agreed that education should cover all the individuals cumulatively (Yılmaz & Beşkaya, 2018: 160), therefore all the countries commenced reviewing their educational programmes by taking into account that all the indiviuals should learn throughout their lives from the womb the to tomb.

As Güleç, Çelik & Demirhan (2012: 35) states, the policy of LLL was adopted by UNESCO in 1970s and became more popular as life long education among all the educators and educational politicians in 1970s and 1980s, OECD being the most effective advocate. In Erdamar's (2011: 23) opinion, the major reasons for the intense popularity of LLL concept were rapid changes on business life, personal relationships and science and technology.

In the 8th five-year development plan's specialized comission report, Turkey aims to provide within Life Long Education, an education for a society in which people have acquired the habit of scientifical thinking with the abilities of problem solving, are Republican, committed to Atatürk's Principles and Revolution, protect and support national and spiritual values, secular, obtained the skills of critical thinking, associational thinking, creative thinking and reasoning, sensitive to societal issues (DPT, 2001: 1). It is expected from LLL that all the people in the world are literate for their entire lives, they can reach the information, and raise themselves until the end of their lives. According to Önal (2010: 102), until the information and science age of 21st century, developed nations do not only desire some groups of the society but the entire society to be literate, and possess abilities that allows them to access, use and develop information. In the learner society of information age, on the contrary to education and learning that is restricted to a specific part of life, LLL signifies a learning process that provides people with new opportunities, high level education, and adaptation to ever changing life conditions (Polat & Odabaş, 2008: 144; Soran, Akkoyunlu & Kavak, 2006: 201).

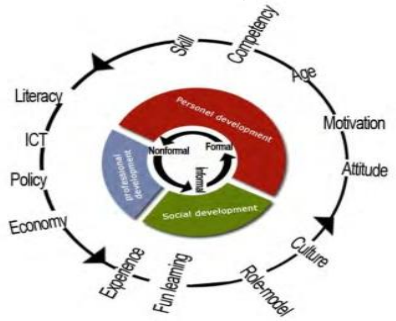

Figure 1: Framework of Lifelong Learning (Günüç, Odabaşı & Kuzu, 2012: 313).

As shown in Figure 1, the LLL approach is divided into three components in the first step. These components are *occupational development, personal development and social development*. These components are further characterized by respective subcomponents. The subcomponents of occupational development are: *Literacy, ICT, Politics and Economy.* Subcomponents of personal development are: *Skills, Competency, Age, Motivation,* and *Manners.* The subcomponents of social development are *Experience, Learning Entertainedly, Role-model* and *Cultural Structure*.

***Literacy*:** The term information literacy was coined in 1974 by the chairman of American Information Industry Association Paul Zurkowski in a report prepared for Library and Information Science National Commission, stating in the report that information literate people know how to use information resources in their tasks and they are defined as information literate because they can utilize information tools' technique and skills in their assignments (Kurbanoğlu, 2010: 723; Polat & Odabaş, 2008: 599). On the other hand, Ala (1989) defined information literacy as noticing the need for information, finding the needed information, and evaluating and making use of the found information.

According to LLL approach, the person that is open to learning and innovation is information literate. This is because the main conditions for information literacy are being open to innovation, following the renovations taking place, willingness to learn and practising the knowledge in real life.

Based on a study conducted by Doyle in 1992, main traits of an information literate person are listed as follows: information literate indiviual is aware that correct and sufficient knowledge constitutes the base for decision-making, notices the lack of information, formulates the questions based on the need of information, detects the potential sources of information, develops a successful research strategy, accesses information resources by computers and other technologies, evaluates the information, arranges the information so as to use in practice, integrates the recent knowledge with the existing fund of knowledge, utilizes information in critical thinking and problem solving (Polat & Odabaş, 2008: 599).

AECT (1998) described information literacy and the prominent characteristics of information literate students as follows: information literate students can recognize the need of knowledge, know where to look for information, can realize which sources of information are fit for the need, notice the importance of information on complete and rightful decision-making, evaluate the information in hand for this purpose, and formulate the search to obtain the information.

Information and Communication Technologies: In the developed world of today, technology is the most referred tool for individuals in search of information. Particularly sharing, publication, duplication, and accessing information are made possible with internet and computers. However, in

terms of LLL components, according to Günüç, Odabaşı & Kuzu (2012: 317), the benefits of life long learners from technology is more closely related to the purpose of use of technology rather than how frequently it is used. To Mouzakitis & Tuncay (2011), time and location does not matter when there are necessary equipments available and the desire to access information using information and communication technologies.

***Economy and Politics*:** When one thinks of the future of a society, the first subject coming to the mind is the economical level of the society. The societies with decent economical levels ensure their future in a sense. Welfare level and economical independe of the societies are dependent upon the education level of individuals. The more educated an individual in a society is, the higher that individual's economical level. Therefore, as societies are made up of individuals, the income level of the societies is in accordance with the income level of the individuals within the societies. Policy makers in the government always regulate their policies taking future into account. Especially after 2000, the constructivism theory that has been embraced by all the nations has determined educational policies of the countries. According to World Bank (2003), nations should regulate their policies considering the learnes and the needs of learnes. While regulating the policies of nations, specific institutions and associations should be assigned to various tasks both within and outside school learning environments, or required institutions and organizations should take on the necessary duties on expectation, motivation, assuming responsibility, and learning how to learn policies (European Commission, 2002; Parkinson, 1999).

Skills: In order to improve the success of individuals in LLL, the life long learning person should acquire some basic abilities and competencies. Some of these competencies are: ability to communicate in native language and foreign language, numerical competency, digital competency, the competency of learning how to learn, competency of entrepreneurship, and cultural competency (European Commission, 2002; European Commission, 2006). The more competencies the individual acquires, the more success that individual will experience. The key to reinforce competency is through literacy.

***Age*:** LLL proposes a process in which the individual is learning from the womb to the tomb, or from the birth until death. Taking into account the factors of preparedness, learning status, litearcy, experience and culture; according to Knapper & Croley (2000) the individual can be approached as either child or adult. There are two critical points here to consider. The first one is that government are to focus on the individuals in childhood or school ages for their future living through LLL using the formal education semester, and the second one is that governments should be focused on LLL for adults through non-mandatory non-formal education, mostly vocational education.

***Motivation*:** One of the most important elements of LLL approach is the component of motivation. This is because, no matter what notion it is, motivation is always required. Due to continuous troubles in LLL practices, the motivation of participants must be kept high (OECD, 2000; OECD, 2005). In order to keep the motivation levels high in LLL, meeting the needs of participants and determining the problems that participants would face in advance are critical.

Manners: In order for the individuals to have positive manners towards LLL, they should have high expectations from LLL approach and be hopeful that LLL will contribute to their lives. European Commission (2002) states that one of the most critical agents of LLL is to keep curiosity levels of participants high so that they can have high expectancy. Individuals that are curious and expectant will have also high level of motivation, perception, manners and competencies and consequently, since the curious individual will keep using information technologies regularly, they will develop research skills and technology literacy.

***Experience*:** As they get to live more, people have more experiences and livings. The experienced individual knows his/her own self competencies and therefore has increased perception skills and can recognize the skills of the self more effectively. Gümüş, Odabaşı & Kuzu (2012: 317) argue that the individual that acquires the habit of learning, develops strategies and plans for learning, and as a result obtains problem solving skill will have high level of experience. Thus, the experienced person will be more comfortable with LLL approach.

***Learning entertainedly*:** Making learning in LLL more entertaining would result in more effective, more active, easier and more positive learning process. When learning is conducted entertainedly, learners will have higher levels of motivation and more willingness to learn. This will benefit sustainable LLL as well.

***Teacher as a role model*:** The teacher in LLL is on the position of taking the lead and guiding just as in the constructivism theory. Based on LLL, as there exists a continuity of information in the world, and it changes by time, it should be taught to the teacher that the information is always refreshed, it is changeable and that the information should be followed (Stewart, 2009; Parkinson, 1999). European Commission (2002) also articulates that all the students are valuable and the teacher must take care of all the students seperately and guide them.

***Culturel Structure*:** The customs and traditions of every society include respective differences. Considering cultural structure in terms of the social aspect of the education, the nations take into account their cultural and social structures when preparing teaching programmes in educational systems. Therefore, learning approaches in LLL should also be organized by taking cultural structures of societies into account. According to OECD

(2010), the societies may have different perspectives on formal and non-formal education. Furthermore, Akkuş (2008) says that just as having different perspectives on LLL, societies may also possess LLL skills different from each other.

Research Problem

What are the opinions of students studying in vocational schools of higher education on LLL awareness? Do these awareness levels show meaningful differences with respect to the variables of gender, grade level, graduated school, age, type of programme being studied, and type of Vocational School of Higher Education?

Research Objective

The purpose is to determine the opinions of students studying in Vocational Schools of Higher Education about LLL awarenesses considering some demographical variables (gender, grade level, graduated school, age, type of programme being studied, and type of Vocational Schools of Higher Education).

Research Limitations

This research is limited to;

1. Cölemerik Vocational Schools of Higher Education (VSHE), Health Services Vocational Schools of Higher Education and Yüksekova Vocational Schools of Higher Education in the city of Hakkari,

2. Students studying in above mentioned schools and volunteered in the research,

3. The LLL Awarenesses Scale that was developed by the researcher himself.

Development of Data Collection Tool of the Research

In the research, *Life Long Learning Awareness Scale* (LLLAS) developed by the researcher himself was applied to determine the awareness on life long learning of students studying in Çölemerik VSHE, Healty Services VSHE and Yüksekova VSHE within Hakkari University. For the validity and reliability of the scale, firstly the total point distribution of the scale was examined; investigating the normal distribution analysis of the scale, minimum value was seen to be 80 and maximum value was 314, confidence interval appeared as 237.206- 246.167, range was observed as 234, mean value was 241.687, median came out as 245, standart deviation was 32.214, coefficient of skewness was -2.206, coefficient of kurtosis was calculated as 8.401. In the first step of factor analysis, Principal Component Analysis was performed to figure out whether the LLLAS is simplex. In order to reveal the sub-factors of the scale, Varimax rotation technique was applied. In the efforts of development of the scale, on forming the factor pattern, it is stated that factor loads ranging in between 0.30 and 0.40 can be taken as under cut

points (Tekin, 1977; Tatlıdil, 1992). Therefore, under cut point was chosen as 0.30 in this research.

In order to determine its concordance to factor analysis, KMO (Keiser-Meyer-Olkin) and Bartlett's Test of Sphericity (BTS) tests of the scale were reviewed and KMO values of the scale was found out as 0.957. According to Namlu & Odabaşı (2007), KMO values should be over 0.60 in scales. Therefore, the resulting KMO value of 0.957 was evaluated as perfect. This result suggests that obtained data is suitable for factor analysis. Bartlett's Test of Sphericity results of the scale turned out to be 8022.749, df: 1431, p: 0.00 meaningful. Attained KMO and Bartlett's Test results show that the data is appropriate for factor analysis. Fixed number of Factors value was chosen as 6 in the research and the scale consisting of 54 items took its final shape. Duyan & Gebal (2004) agree that 'Fixed Number of Factors' value can be checked to figure out how many factors the items analyzed in the factor analysis process are categorized by. As a result of the analysis of 54 items processed in the factor analysis, the eigenvalue of the 1st factor is 17.994 and its explained variance is %33.323, the eigenvalue of the 2nd factor is 3.191 and its explained variance is %5.909, the eigenvalue of the 3rd factor is 2.765 and its explained variance is %5.120, the eigenvalue of the 4th factor is 2.077 and its explained variance is %3.846, the eigenvalue of the 5th factor is 1.784 and its explained variance is %3.303, and the eigenvalue of the 6th factor is 1.654 with its explained variance of %3.063. The total variance percentage explained for all six factors is detected as %54.566.

After the factor analysis, the six factors determined are, in order; 'Motivation Competency', 'Experience Competency', 'Literacy Competency', 'Cultural Structure Competency', 'Age Competency' and 'Information and Communication Competency' (Günüç, Odabaşı & Kuzu, 2012). The sub dimensions of the scale were designated based on the components of Social Development, Personal Development and Occupational Development areas in accordance with LLL approach. Moreover, in the naming of scale dimensions, the fact that European Commission (2007) emphasized individuals' personal, social and occupational development in educational policies and made many studies on these areas was a guiding action. For the purpose of investigating distinctiveness properties of scale items, total item correlations calculated for 54 items are in the range of 0.311 and 0.730. According to Tezbaşaran (1996), in the total item correlation taking place in item analysis, it is aimed to determine whether the measurements were conducted in the same dimension by observing items' correlation with item scale points. In this study, total item correlation value was higher than 0.20, therefore remains in the acceptable range.

As for the reliability of the scale, Cronbach Alpha internal consistency coefficients based on item analysis was calculated as 0.957 for the scale as a whole. In Özdamar's (1999) opinion concerning consistency coefficient,

0.00<Cronbach Alpha<0.40 range does not provide a reliable scale Furthermore, consistency coefficient was calculated as 0.933 for the 1st factor of the scale, 0.863 for the 2nd factor, 0.822 for the 3rd factor, 0.830 for the 4th factor load, 0.762 for the 5th factor load and 0.756 for the 6th factor load of the scale. Based on these results, the scale as a whole and its sub dimensions can be regarded as reliable.

The responses of the participant students to scale items with respect to demographic variables were calculated with the help of SPSS 20 statistical package programme by applying F test, t-test, and Anova test that is a one way analysis of variance. In the research, t test was used in binary variables and Anova test was applied in ternary or larger numbered group variables. All the likert questions of the research were graded from positive to negative in order of 5 to 1, and from negative to positive in order of 1 to 5. In the analyses in which this scoring method was practiced, t test was conducted for binary variables and Anova test was conducted for ternary or larger numbered variables. Parametric and non-parametric aspects of the test were taken into account during the analysis. While interpreting the data, level of significance ($p<0.05$) was considered and research data was analyzed based on this level of significance.

Research Model

In this research, *Mixed model* and one of the descriptive survey models called *General survey model* were utilized. Mixed model is defined as connection of qualitative and quantitative methods, approaches and concepts in a study or a series of studies by the researcher (Johnson & Onwuegbuzie, 2004). General survey model involves surveys on the entire population or a sample space from a population with many elements, in order to have a conclusion about the population (Karasar, 2010: 79).

Table 1. t-test analysis result of students' awareness towards LLL approach with respect to gender variable

Gender	N	$\overline{X}$	Ss	Sd	t	p
Female	513	14.107	26.695	116	5.132	.00
Male	605	206.127	25.222			p<.05

Examining the data on Table 1, from the responses of participant students to LLLAS, based on the views of VSHE students about LLL with respect to gender variable, it is observed that there is a statistically meaningful level of difference ($p<.05$) in favor of female students. From the point of student views, female students are seen to be more sensitive, positive and conscious about LLL approach than male students. In a study conducted by Kılıç (2014), there was also a meaningful level of difference in favor of female students. Furthermore, Crick, Broadfoot & Claxton (2004) and Coşkun's (2009) studies on LLL revealed that female students were more sensitive in their thoughts on LLL than male students.

Table 2. t-test analysis result of students' awareness towards LLL approach with respect to grade level variable

Grade level	N	$\overline{X}$	Ss	Sd	t	p
1st grade	521	209.428	28.68	1116	.430	.667
2nd grade	597	210.104	23.85			p>.05

Examining the data from Table 2, from the responses of the participant students to LLLAS, based on the grade level variable of VSHE students' views on LLL, no statistically significant level of difference (p>.05) was detected between 1st grade students and 2nd grade students. From the point of students' views, it can be said that awareness level of 1st grade and 2nd grade students on LLL are similar. The study carried out by Kirby, Knapper, Lamon & Egnatoff (2010) did not suggest any impact of grade level on LLL, either. On the other hand, in a study carried on teacher candidates studying in education faculty by Oral & Yazar (2015), it was detected that LLL awareness increased as the grade level gets higher. Coşkun & Demirel (2012) had also found a meaningful level of difference in favor of higher grade level students in a study conducted among university students. In studies of LLL, although there is no difference of views in earlier education institutions such as primary schools with respect to classes, differences in meaningful level may appear in high schools and universities as students gain more knowledge and experience.

Table 3. Anova test analysis result of students' awareness towards LLL with respect to type of graduated school variable

Type of high sc. Gra. from	N	$\overline{X}$	Ss	Vr. So.	Kar. Total.	Sd	Var. Mean.	F	p	Sign. Differ. (Anova)
1)An./s.h	27	210.1	24.4	Bgr.	1776.4	3	592.1	.862	.46	
2)Reg.h.	380	210.9	27.1	Wgr.	764989.7	1114	686.7			
3)V.high sc	688	208.9	25.6	Total	766766.1	1117				p>.05
4) Ass./und.	23	215.7	30.2							
Total	1118									

Examining the data on Table 3, based on the responses of participant students that have graduated from various type of schools to LLLAS, with respect to type of graduated school variable, there was no statistically significant level of difference between students graduated from Anatolian/science high schools, Regular high schools, Vocational High Schools, and Associate/Bachelor degree students [$F_{(.862)}$, $p_{(.46)}$; p>.05]. Based on the views of students, it is possible to tell that awareness level of students graduated from different schools are in similar levels. In a study made by Ödemiş (2014), in between students graduated from Vocational high schools, Anatolian high schools and Regular formal high schools, a significant level of difference was found out in favor of Anatolian high school students.

Table 4. Anova test analysis result of students' awareness towards LLL with respect to age variable

Age	N	$\overline{X}$	Ss	Var. Res.	Kar. Total	Sd	Kar. mean	F	p	sign. dif. (Anova)
17-19	376	209.7	26.7	Bwgr.	1970.4	3	656.8	.957	.412	
20-22	552	209.8	25.6	Wngr.	764795.7	1114	686.5			
23-25	144	208.1	27.3	Total	766766.1	1117				
26+	46	215.6	25.1							
Total	1118	209.7								p>0.05

Examining the data from Table 4, based on the responses of participant students from different age groups to LLLAS, with respect to age variable, no statistically significant level of difference was found for students in age groups of 17-19, 20-22, 23-25 and 26+ [$F_{(.957)}$, $p_{(.412)}$; p>.05]. According to the views of students, it is possible to say that students from different groups of age had similar awareness levels on LLL.

In a study conducted by Kılıç (2014), in between groups with the age of 20 and more than 20, there was a significant level of difference observed in favor of students with ages more than 20. It was also found in previous studies that as the age gets higher, the awareness level of individuals on LLL improves, therefore views on LLL are reinforced in accordance with age. In a research of Kavtelek (2014) on managers working in LLL institutons, with respect to age variable, in between manager groups in ages of 30-39, 40-49 and 50+, there was no significant level of difference. This result is believed to arise from the fact that almost all of the managers were very positive on their thoughts about LLL and graded research items highly.

Table 5. Anova test analysis result of awareness of students studying in Çölemerik VSHE towards LLL with respect to programme type variable

Prog. Type	N	$\overline{X}$	Ss	Var. Res.	Kar. Total.	Sd	Kar. mean.	F	p	Sign. diff. (Tukey)
1) GES	31	215.3	19.8	Whgr	21871.8	9	2430.2	4.398	.00	
2) CP	96	203.6	19.5	Bwgr	243125.2	621	552.5			9-2
3) ATA	44	200.9	23.1	Total	364997.0	630				9-3
4) HC	30	199.8	19.4							9-4
5) ET	108	203.6	23.0							9-5
6) CT	86	200.1	26.5							9-6
7) LVU	45	208.0	20.8							9-8
8) BI	66	201.3	22.9							
9) CAT	55	220.1	20.3							
10)EEÜİD	70	208.2	28.4							
Total	631	205.3								p<.05

Examining the data on Table 5, based on the responses of participant students studying in programmes within Çölemerik VSHE to LLLAS with respect to programme type, in between students studying in programmes of Computer Programming (CP), Accounting and Taxation Applications

(ATA), Horticulture (HC), Electronics Technology (ET), Construction Technology (CT), Banking and Insurance (BI), and Control and Automation Technology (CAT), there was a significant level of difference in favor of students studying in the programme of Control and Automation Technology (CAT) [$F_{(4.398),}$ $p_{(.00)}$; $p< .05$]. Based on the views of students, it was seen that students in Control and Automation Technology programme had higher awareness compared to students from other programmes, and that could be associated with the attention and other subjects related to attention that these students have covered in their lectures, leading to higher rates of awareness in their point of view. Ödemiş (2014) found no significant level of difference in between students from different vocational schools of higher education.

Table 6. Anova test analysis result of awareness of students studying in Healty Services VSHE towards LLL with respect to programme type variable

Prog. Type	N	$\overline{X}$	Ss	Var. Res.	Kar. Tot.	Sd	Kar. Mean	F	p	Sign. Diff. (Tukey)
1)CD	98	221.4	25.7	Whgr	18268.3	6	3044.7	3.69	.00	
2)TLT	42	210.3	31.3	Bwgr	222342.5	270	823.5			1-7
3)İAY	17	211.5	30.0	Total	240610.8	276				4-7
4)MAM	30	221.9	28.1							6-7
5)ÇS	35	214.5	25.7							
6)SKİ	31	216.8	25.0							
7)MDS	24	193.0	41.6							
Total	277	215.3								p<.05

Based on the data from Table 6, from the responses of students studying in Healty Services VSHE to LLLAS with respect to programme type variable, in between students studying in programmes of Child Development (CD), Medical Advertisement and Marketing (MAM), and Medical Documentation and Secretaryship (MDS), a statistically significant level of difference was detected in favor of students in programmes of Child Development (CD) and Medical Advertisement and Marketing (MAM) [$F_{(3.69),}$ $p_{(.00)}$; $p<.05$]. Considering the views of students, those studying in programmes that require more attention and include more social activities can be said to have higher awareness.

Oral & Yazar (2015), carried out a research on students in different departments and tried determining the awareness of students about LLL approach. The result revealed that students in social sciences and verbal departments had higher awareness than those studying in natural sciences, mathematics or numerical departments. The researches reveal that students studying in verbal and social sciences are more sensitive to educational and social subjects than those studying in numerical departments.

Table 7. Anova test analysis result of awareness of students studying in Yüksekova VSHE towards LLL with respect to programme type variable

Prog. Type	N	$\overline{X}$	Ss	Var. Res.	Kar. Tot.	Sd	Kar. Mean.	F	p	Sign. Diff. (Tukey)
1)ATA	48	211.9	22.2	Whgr	9712.6	4	2428.2	4.052	.003	4-1
2)BM	51	216.7	23.7	Bwgr	122834.5	205	599.2			4-2
3)PS	60	211.4	20.4	Tot.	132547.1	209				4-3
4)OA	24	233.8	16.5							
5)CT	27	215.1	39.6							
Total	210	215.8								p<.05

Examining the data from Table 7, based on the responses of students stuyding in programmes of Yüksekova VHSE to LLLAS with respect to programme type, in between students in programmes of Organic Agriculture (OA), Accounting and Taxation Applications (ATA), Business Management (BM), and Postal Services (PS), statistically significant level of difference was found in favor students in the programme of Organic Agriculture [$F_{(4.052)}$, $p_{(.003)}$; p<.05]. Based on the views of students, the programme of Organic Agriculture is continuously changing and developing. Students studying in such programmes are tracking the innovations all the times and follow the developments taking place in their fields all around the world to apply them in their conditions of home countries by observing the differences, leading them to keep their awareness levels high constantly. Therefore, it is safe to say that students in such programmes usually have high awareness on learning and knowledge related subjects.

Epçaçan (2013) investigated in a research the inclination of students towards LLL after the skills of LLL was included in the textbooks. The research findings showed that LLL content was included in textbooks, however insufficiently, and that topics, competencies and acquisitons set aside in textbooks for LLL approach was inadequate. Considering the researches on LLL, the inclusion of LLL to all the textbooks seems necessary. Furthermore, the principles and competencies of LLL should be introduced to the students of distinct departments depending on their programme type and its characteristics.

Table 8. Anova test analysis result of responses of students to LLLAS with respect to the VSHE being studied

VSHE being studies	N	$\overline{X}$	Ss	Var. Res.	Kar. Tot.	Sd	Kar. Mean	F	p	Sign. Diff. (Tukey)
1)CVSHE	631	205.4	24.1	Wtgr.	28611.2	2	14305.6	21.6	.00	2-1
2)SHVSHE	277	215.3	29.5	Bwgr	738154.9	1115	662.0			3-1
3)YVSHE	210	215.8	25.2	Total	766766.1	1117				p<.05
Total	1118	209.8								

Examining the data on Table 8, based on the responses of participant students studying in different Vocational Schools of Higher Education with respect to their school, in between Çölemerik Vocational School of Higher Education (ÇVSHE), Healty Services Vocational School of Higher Education (SHVSHE), and Yüksekova Vocational School of Higher Education (YVSHE); among students in Healty Services Vocational School of Higher Education and Çölemerik Vocational School of Higher Education, there was statistically significant difference in favor of Healty Services Vocational School of Higher Education, among Yüksekova Vocational School of Higher Education and Çölemerik Vocational School of Higher Education, there was a statistically significant level of difference in favor of Yüksekova Vocational School of Higher Education [$F_{(21.6),}$ $p_{(.00)}$; $p<.05$]. Based on the views of students, it can be said that students studying in programmes that force the individuals to keep the mind awake regularly have higher awareness.

In a study conducted in different universities on LLL by Coşkun & Demirel (2012), the LLL tendencies of students in Marmara University and Yeditepe University were compared. The results pointed that LLL tendencies of Marmara University students were higher than that of Yeditepe University students. The reason for this difference was found as the presence of more diverse social activities for Marmara University students. In various researches on information literacy and access to information, literacy of students in computer or technology departments appear to be higher. The reason for this finding is that the student can access information and basic knowledge more rapidly and better due to the opportunities provided with the technology. Thereby, it is possible to state that students in different departments experience changes in their opinions of LLL or technology literacy with respect to the features of their department.

Analysis result of the responses of students on vocational schools of higher education to LLL Awareness Scale

Analyzing the arithmetic means of scale items based on the responses of students to LLL awareness scale, the items with highest arithmetic means were the 3th item saying *'Student and teacher motvitaions should be kept high in LLL'* (X=4.35), 4th item stating '*Educational environments should be arranged such that learner can be motivated'* (X=4.28) and the 12th item saying '*Improving indivuals' literacy contributes to occupational development'* (X=4.24). The student views revealed that motivation was one of the key factors, that educational environments should be designated based on the students, and literacy of every individual should be improved constantly because these concepts are associated to education and its impact on individuals' life.

Examining the arithmetic means of responses of students to scale items included in Appendix 3, the items with lowest arithmetic average were 34th item saying '*LLL based learning systems should be made more effective'*, (X=3.15), 34th item saying '*Learners should be taught learning how to learn through LLL'*

(X=3.16), and 35th item saying '*Variation in education and training changes habits'* (X=3.21). The generel arithmetic mean of the scale was calculated to be (X=3.89). According to student views, it was found that student-based education was presented in sufficient methods and that education did not change habits. Upon these views, it can be stated that education should start in very early ages and learning and acquiring knowledge should be made habits with various trainings.

Results

Based on the responses of students studying in Çölemerik VSHE, Healty Services VSHE, and Yüksekova VSHE to LLL Scale with respect to *gender* variable, in between female and male students, a significant difference was found in favor of female students. Therefore, female students can be said to have higher awareness on LLL than male students.

Based on the responses of students studying in Çölemerik VSHE, Healty Services VSHE, and Yüksekova VSHE to LLL Scale with respect to *grade level* variable, no significant difference was found in between 1st and 2nd grade students. Therefore, based on the grade level of the students, their LLL awareness were nn similar levels.

Based on the responses of students studying in Çölemerik VSHE, Healty Services VSHE, and Yüksekova VSHE to LLL Scale with respect to *graduated school* variable, there was no statistically significant level of difference between students graduated from Anatolian/science high schools, Regular high schools, Vocational High Schools, and Associate/Bachelor degree students. Therefore, with respect to graduated school, students' awareness on LLL were on similar levels.

Based on the responses of students studying in Çölemerik VSHE, Healty Services VSHE, and Yüksekova VSHE to LLL Scale with respect to *age school* variable, no statistically significant level of difference was found for students in age groups of 17-19, 20-22, 23-25 and 26+. Therefore, students were shown to have similar level of awareness about LLL depending on age variable.

Based on the responses of participant students studying in programmes within Çölemerik VSHE to LLLAS with respect to *programme type*, in between students studying in programmes of Computer Programming, Accounting and Taxation Applications, Horticulture, Electronics Technology, Construction Technology, Banking and Insurance, and Control and Automation Technology, there was a significant level of difference in favor of students studying in the programme of Control and Automation Technology. Students studying in Control and Automation Technology programme within Çölemerik VSHE were seen to have lower level of awareness than the students in the other programmes.

From the responses of students studying in Healty Services VSHE to LLLAS with respect to *programme type* variable, in between students studying in

programmes of Child Development, Medical Advertisement and Marketing, and Medical Documentation and Secretaryship, a statistically significant level of difference was detected in favor of students in programmes of Child Development and Medical Advertisement and Marketing. In between programmes of Child Development, Medical Advertisement and Marketing and Medical Documentation and Secreteryship, the awareness of students studying Medical Documentation and Secretaryship can be seen to have lower level than the students in the other programmes.

Based on the responses of students stuyding in programmes of Yüksekova VHSE to LLLAS with respect to programme type, in between students in programmes of Organic Agriculture, Accounting and Taxation Applications, Business Management, and Postal Services, statistically significant level of difference was found in favor students in the programme of Organic Agriculture. In between students in programmes of Organic Agriculture, Accounting and Taxation Applications, Business Management, and Postal Services, students in Organic Agriculture programme are said to have higher higher level of awareness then the other students.

Based on the responses of participant students studying in different Vocational Schools of Higher Education with respect to their *school*, in between Çölemerik Vocational School of Higher Education (ÇVSHE), Healty Services Vocational School of Higher Education (SHVSHE), and Yüksekova Vocational School of Higher Education (YVSHE); among students in Healty Services Vocational School of Higher Education and Çölemerik Vocational School of Higher Education, there was statistically significant difference in favor of Healty Services Vocational School of Higher Education, among Yüksekova Vocational School of Higher Education and Çölemerik Vocational School of Higher Education, there was a statistically significant level of difference in favor of Yüksekova Vocational School of Higher Education. In between Çölemerik Vocational School of Higher Education (ÇVSHE), Healty Services Vocational School of Higher Education (SHVSHE), and Yüksekova Vocational School of Higher Education (YVSHE) within Hakkari University, students of Çölemerik Vocational School of Higher Education seem to have lower awareness.

Based on the responses of students to LLL awareness scale, the items with highest aritmetic mean were related to keeping students' and teachers' motivation level high, arranging the educational environments such that student can get motivated and contribution of improving literacy on occupational development.

Based on the responses of students to LLL awareness scale, the items with lowest aritmetic mean were related to 'making learner-based systems more effective', 'teaching learners how to learn', and 'variations in education would change the habits'.

Based on the responses of students to LLL awareness scale, the general arithmetic mean of the scale corresponds to *agree* range, and the general aritmetic mean of the scale was lower than the expected (totall agree) value. This result suggests that student require being informed and having raised awareness about LLL.

Suggestions

By way of imposing students how valuable and significant knowledge is in life and LLL in the modernized world through varius educations, emphasis should be made on success of knowledgeable and experienced individuals on these educations.

Students should be taught that knowledge alone would not always be beneficial in the desired level in life, therefore knowledge and experience should be combined and that knowledge would only be useful when it is applied.

The importance of information literacy should be conveyed to the individuals in every field for accessing the information, and information literacy education should be offered in all stages of life beginning from primary school.

All the people should be educated about how to use mass media, internet and computer effectively and how they can access valid, reliable and scientific information through various trainings.

Students performing scientific achievements or developing projects on LLL should be rewarded and as such the improvement of LLL should be encouraged.

Researches should be conducted on why some of the students are not interested in LLL and those students should be brought to the approach of LLL.

The necessity of LLL both in occupation and as experience in every part of life, and the individual's need for LLL to maintain continuous improvement of the self should be described through trainings.

All the individuals who can retire, have retired or will retire should be given various education on occupational career fields, and individuals should be improved occupationally.

All the institutions and organizations within the area of interest of LLL should be encouraged towards LLL, these institutions should be funded by governments if necessary.

Keeping track of the studies conducted both in Turkey and other nations closely, all the developments about LLL should be followed and al the individuals should be made aware.

In order for LLL to reach its purpose, all the libraries of the day should be updated and modernized to access the information; scientific publications such as e-journals and e-books should be given importance in online libraries. All the institutions and organizations should support the libraries in these efforts.

Awareness of all academicians, managers and teachers should be raised on LLL, in-service training should be offered to all the officers demanding to receive education on LLL via various organizations and associations.

All the employees and adults that are on the verge of retirement should be subjected to various educational processes on LLL before the retirement, and those who have opinions such as retirement syndrome or not being useful anymore should be taught about how they can be effective after the retirement through symposiums, in service education, and courses.

The concept of LLL is being comprehended recently. Therefore, academical studies on LLL should be supported by related institutions and authorities.

Searching the literature, there has not been any study of Ministry of National Education about LLL in primary schools, secondary schools and high schools. These schools should also carry out various researchers on the subject.

Determining the opinions of students' parents on LLL, a variety of studies should be conducted on this matter, as well.

Quantitative studies of LLL towards student, teacher, parent, manager, and society are very few. In fact, if the nations are to regulate their educational programme considering a concept, the social views and the individuals' views should also be questioned. Thereby, more weight should be given concerning quantitative studies of LLL.

All segments of the society need LLL. This is because the world is in the modernization process. Consequently, new information is being produced constantly and novel innovations come into existence specifically in occupational fields each day. Thus, individuals in business life should keep themselves adapted all the times. Refreshing the self requires continuous improvements both technologically and occupationally. Accordingly, in the studies to come, research can be made on what kind of courses are required in business lives.

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