

High School Students' Views on Lifelong Learning and Career Adaptabilities*

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ABSTRACT This paper aims to determine the relationship between high school students' views on lifelong learning and career adaptability. The working group of this paper was composed of 433 high school students. The Lifelong Learning Tendency Scale and Career Adapt-Abilities Scale were used in this paper. Standard deviation, means, correlation analysis were undertaken in the framework of this paper. The results show that the students partially agreed with the views related to lifelong learning in total; they agreed with the statements regarding the motivation and lack of self-regulation sub-dimensions; they partially agreed with the statements regarding the perseverance sub-dimension; and they partially disagreed with the statements regarding the lack of curiosity sub-dimension. The student views on career adaptability shows agreement both in total and in all of the sub-dimensions. A low-level relationship was identified between the student views on lifelong learning and career adaptability in the scales in total.

INTRODUCTION

Human beings, who feel the need for learning from birth until death and who make differences both in themselves and in society as a result of learning, are the basic elements of social development. The need and necessity for learning is the most important element that renders human beings unique. As a result and requirement of this necessity, education today has reached a point where it cannot be limited to specific periods, and even the most highly developed nations have embarked on a quest to continuously develop their educational systems and increase the quality in education (Coskun and Demirel 2012). In today's 'knowledge society', acquiring new knowledge is possible outside of traditional spatial and temporal boundaries (Viron and Devis 2015). In fact, freeing the concept of learning from limitations based on time and setting is the most important way to make the existence of humanity meaningful. For this reason, the learning process is a lifelong adventure that starts with pre-school education and continues well into the period following retirement (Izci and Koc 2012). It would not be incorrect to define this never-ending learning adventure as lifelong learning.

Recently, education policies have included the concept of lifelong learning in a widespread

manner. We can interpret it different ways such as a second chance education or a path from tertiary education to industry. Poor economic conditions in some countries may force many school-age people to start school late or to leave and re-enter. So lifelong learning is a chance for them to catch their luckier contemporaries (Walters 2015). In short, with the help of lifelong learning people can spread the learning process throughout their whole life (Bryce and Withers 2003). The European Commission states that lifelong learning consists of all learning activities undertaken during the lifetime of a person in order to develop knowledge, skills, and competences with a personal, civic, and social and/or employment perspective. In this sense, lifelong learning is a general regulation that aims to develop all the potential related to learning outside formal education, and is a broad concept that includes both formal and informal educational activities (Gulec et al. 2012). Lifelong learning can be regarded not as an alternative to formal education, but as a subsequent complement to it to complete imperfect or inadequate parts of education or the discovery of previously unexplored abilities (Goksan et al. 2009). Besides, lifelong learning is a substantial tool that not only increases socialization, effective citizenship, and personal development, but also competitiveness and employment (Coskun and Demirel 2012).

Poyraz and Titrek (2013) stated that creating a lifelong learning culture in organizations, establishing cooperation within and among organizations, and establishing coordination are important factors in the development of lifelong learning. Formal education organizations can be started of lifelong culture and they can be perceived as the beginning and subsequent stages of lifelong learning (Budak 2009) since each individual that starts formal education has also formally begun the lifelong learning process. However, the lifelong learning process should be structured in ways to meet the needs of the individual not only in formal but also in informal ways. Therefore, the function of schools is not only to educate and graduate, but in the meantime to equip students with the required skills and prepare them to sustain their education through formal and informal education. Schools are also responsible for motivating the students for subsequent learning opportunities and facilitating the development of positive attitudes towards learning (Griffin 1983, cited in Kivrak 2007). We can say that despite all the deficiencies of the system lifelong learners will be victorious. Lifelong learners will be able to evaluate themselves with their spirit of inquiry and reading ability skills (Bryce and Withers 2003). Parental support plays an important role in lifelong learning. The participation of the family in learning activities generates the idea of cooperation in learning activities among the school, family, and society. As a matter of fact, when families are informed of teaching-learning processes and the program, they are better equipped to support the learning process. However, the real responsibility lies with the learners themselves. Learners should develop their learning skills, take responsibility in the process and participate in decision making. In order to accomplish this, individuals should be able to develop skills of self-control. Individuals with self-control can take steps by identifying their own learning needs and undertake learning activities. Effective learners are individuals who can relate real life to learning, who need to learn throughout their lives, and who motivate themselves for learning (Yaman 2014). In a sense, we can present lifelong education as a counteraction against the current education system. It comprises a refusal of an autocratic system (but not only authority). People do not want to accept the idea that school is the only way of learning, and learning should not be limited to a certain period (Knapper 2000).

The foundations of lifelong learning as a continuous dimension of daily life were laid in the 1920s with the works of John Dewey and Eduard Lindeman and Basil Yeaxle (Kivrak 2007). However, lifelong learning in Turkey has an earlier background since ideas regarding the views that learning cannot be limited by time and space, that learning can take place at every moment of a person's life, that everywhere human beings live and communicate, and that individuals who teach even one letter should be respected were a part of Turkish culture years and even centuries ago, while education and learning have been always valued and implemented as such. But lifelong learning has started to be regarded as an approach in the field of education and training in recent years just as in other countries (Turkey Lifelong Learning Strategy Document and 2009-2013 Period Lifelong Learning Activity Plan 2012).

Today's changing world needs people with advanced learning skills and self-management competencies. Also, these people should be effective in their career management and in learning throughout their lifetime (Mittendorff et al. 2011). Highly developed concepts of lifelong learning also make changes in individuals' beliefs about their future careers, since spreading learning to life in general notwithstanding time and space increases individuals' expectations from their careers and their efforts to adapt to them. A career is the progress obtained by time and effort, achievement and expertise (Turkish Linguistic Society 2015), a series of positions one attains throughout life, and in particular progress in the same vocation/profession and receiving more financial rewards and responsibilities over time (Bakioglu and Inandi 2001). Career concerns are personal considerations about one's vocational future. Designing a career is the most critical role of career concerns (Yousefi et al. 2011). Since the selection of a career will bring about many changes in one's life due to its results, it is one of the most crucial decisions that can be taken in life. If students' abilities can be discovered in time, and career planning can be done neatly, these abilities which are as carbon can be transformed into diamonds (Altay Kose and Yangin 2015). Hence, Ugurlu (2007) emphasizes this importance by stating that a career includes the education, skills, and experience one obtains or will obtain in the long run in order to secure the lifestyle one desires. Change, which was one of the most crucial para-

digms of the last century, affects individuals' career choices and their adaptation processes. Ever-changing needs may sometimes canalize individuals to a flexible career perception. The ability to cope with predicted and existing career roles and unpredicted and change-based ambivalences is called career adaptability (Zorver 2011). Career adaptability is a psychological structure that points to the readiness and acquisition of the necessary skills to overcome the existing and future professional developmental tasks, career changes, and stress levels (Yousefi et al. 2011, cited in Kanten 2012). This adaptability also points to the skill of coping with the possible problems one faces during the career transition process and adapting to continuously changing processes. The acquisition of this state requires that the individuals obtain today's dynamics, improved learning skills, and self-regulation competences during their school life and that they play active roles in the lifelong learning and career development processes (Mittendorff et al. 2011, cited in Kanten 2012). One of the hardest periods when this important decision can be made is the adolescents' career choice process at high school.

There are time frames in a person's life when individuals have to make critical decisions for their futures. Now and again, these time frames can turn into difficult processes due to individual physical and psychological states. The period of adolescence, which includes the high school period, is one of these difficult times. Developmental characteristics and many factors, in particular the changes young people go through during this period, affect their decisions. The adaptability of individuals to their selected career after going through these changes will bring about their success/happiness or failure/unhappiness. Young people at high school will have to make decisions about their careers and they will decide about their futures during this process. However, sometimes the first decision taken may not be the best one in life, which is a learning experience itself (Desen 2014). The emerging global system, in the meantime, is trying to dominate students in terms of being more successful and having a fixed career choice. In this way, students should be presented with opportunities to explore the conjectures, generalizations, and beliefs about themselves and the business world (Desen 2014). Career maturity, as presented by Super (1955, cited in Savickas and Porfeli

2012), is not the answer anymore as it was before, and instead of the concept of career maturity, career adaptability is becoming more important. The development of adolescents' career adaptability skills will facilitate their survival in the competitive world of work. Lifelong learning is a continuous process that develops students' competences and potential throughout their lives. This process makes them willing to search for new knowledge by keeping their curiosity and interest active and alive. Hence, it is possible to enable students to keep up with innovations both in society and in the business world, and to make them effective in all parts of life (Akkus 2008). While the concept of "intertwinement," which is one of the most important characteristics of lifelong learning, expresses the fact that learning is intertwined with the world of work and is flexible; it also emphasizes career perceptions and interests. This concept that also expresses the mutual impact between learning and work emphasizes making any knowledge learned useful. In order to generate this flexibility, the dimensions of time and space should be expanded. At this point, the concept of "anytime, anyplace" (Akkus 2008) is a significant tool in lifelong learning that will ensure the continuous development of students' career adaptability. This paper, which was undertaken in this context, aimed to identify high school students' views on lifelong learning and career adaptability. It is believed that the results obtained from this paper will shed light on policies and schools in order to provide high school students with lifelong learning perspectives and develop their career adaptability.

The Aim of the Paper

This paper aimed to identify the relationships between high school students' views on lifelong learning and career adaptability. With this general aim in mind, answers to the following questions were sought:

1. What are high school students' views on lifelong learning?
2. What are high school students' views on career adaptability?
3. Are there any significant relationships between high school students' views on lifelong learning and career adaptability?

METHODOLOGY

Research Model

The study utilized a relational survey model. The relational survey model aims at determining the existence and level of covariance between two or more variables (Karasar 2013).

Working Group

The working group of the paper consisted of 433 voluntary students who attended various high schools in Duzce province, Akcakoca district during the 2014-2015 academic year. 51 percent of the participating students attended Anatolian High Schools, 49 percent attended Vocational High Schools; 43.6 percent of the participating students were female, 56.4 percent were male; 27.77 percent attended the 9th grade, 23.1 percent attended the 10th grade, 21.5 percent attended the 11th grade, and 27.7 percent were in the 12th grade at the time of the study.

Data Collection Tool

The Lifelong Learning Tendency Scale developed by Coskun and Demirel (2010) was used in the study to determine students' lifelong learning tendencies. The scale includes 4 sub-dimensions (motivation, perseverance, lack of self-regulation, and lack of curiosity) and a total of 27 items. The 6-point Likert type scale is rated with a range from "completely agree" to "completely disagree". The Cronbach Alpha value, which is the internal validity of the scale, was found to be .89 for the whole scale.

The Career Adapt-Abilities Scale, adapted to Turkish by Kanten (2012), was used in the study to determine students' career adaptabilities. The reliability and validity studies of the scale were also undertaken by Kanten (2012). The scale includes 4 sub-dimensions (concern, control, curiosity, and confidence) and a total of 19 items. The scale is a 5-point Likert type scale and is rated from "completely agree" to "completely disagree." The Cronbach Alpha values for the sub-dimensions were found as follows: .61 for concern, .77 for control, .79 for curiosity, and .81 for confidence.

In the current paper, the Cronbach Alpha values for the Lifelong Learning Scale and for its sub-dimensions were found as follows: .89 for the scale in general, .85 for motivation, .84 for

perseverance, .86 for lack of self-regulation, and .87 for lack of curiosity. The Cronbach Alpha values for the Career Adaptabilities Scale and for its sub-dimensions were found as follows: .91 for the scale in general, .78 for concern, .84 for control, .79 for curiosity, and .84 for confidence.

Data Analysis

The data were analyzed using the SPSS for Windows 22.0 program. The normalcy of data distribution was examined by a Kolmogorov-Smirnov test to identify the analysis that will be undertaken, and the data were found not to present a normal distribution ($p < .05$). In this context, the standard deviation and means were examined for the lifelong learning tendency and career adaptability levels, whereas correlation analysis (Spearman's rho) was used to determine the relationship between the lifelong learning tendency and career adaptability levels; the level of significance was found to be .05.

RESULTS

Findings Regarding Lifelong Learning

According to Table 1, in terms of their views on lifelong learning, students expressed that they agreed with the motivation and lack of self-regulation sub-dimensions ($\bar{x}=4.79$), partially agreed with the perseverance sub-dimension ($\bar{x}=4.27$), and partially disagreed with the lack of curiosity sub-dimension ($\bar{x}=3.35$). While the highest means in the students' views were found in motivation and lack of self-regulation, the lowest means were observed in the lack of curiosity sub-dimension. The students expressed that they partially agreed with the general scale ($\bar{x}=3.94$). The fact that students agree with the motivation and lack of self-regulation sub dimensions of the lifelong learning concept reveals that students have motivation towards the lifelong learning however they have problems with self-regulation. Besides this, students do not feel competent enough about

Table 1: High school students' views on lifelong learning

Scales	Dimensions	N	x	ss
Lifelong Learning Scale	Motivation	433	4.79	.932
	Perseverance		4.24	1.071
	Lack of self-regulation		4.79	.932
	Lack of curiosity		3.35	1.224
	Total Scale		3.94	.673

perseverance concept of lifelong learning and they have lack of curiosity also. In addition, with these findings it may be said that students' opinions for lifelong learning are not at the desired level.

Findings Regarding Career Adaptability

According to Table 2, students expressed agreement about the career adaptability scale sub-dimensions of concern ($\bar{x}=3.86$), control ($\bar{x}=4.17$), curiosity ($\bar{x}=3.61$), and confidence ($\bar{x}=4.14$). Similarly, student also agreed with the statements on the scale ($\bar{x}=3.97$). Although the students agreed with all the sub-dimensions, the highest level of agreement was found in the control and confidence sub-dimensions, whereas the lowest level of agreement was observed in the curiosity sub-dimension. In line with the findings, it may be said that students are concerned about their careers, and also they have curiosity. Moreover, they both control themselves and feel safe. The fact that students expressed agreement in the general scale may reveal students have positive opinions towards career adaptability.

Table 2: High school students' views on career adaptability

Scales	Dimensions	N	$\bar{x}$	ss
Career Adaptability Scale	Concern	433	3.86	.821
	Control		4.17	.793
	Curiosity		3.61	.794
	Confidence		4.14	.720
	Total Scale		3.97	.619

Relationship between Lifelong Learning and Career Adaptability

According to Table 3, a moderate level significant relationship was identified between the motivation sub-dimension of the Lifelong Learning Scale and the Career Adaptabilities Scale in general ($r=.537$, $p<.01$) and the curiosity ($r=.482$, $p<.01$) and confidence ($r=.443$, $p<.01$) sub-dimensions, and a low-level significant relationship was determined to exist between the concern ($r=.369$, $p<.01$) and control ($r=.327$, $p<.01$) sub-dimensions. The obtained findings show that when students' motivation increases, their career adaptability and perceptions towards the curiosity and confidence sub-dimensions increase moderately and their perceptions towards the concern and control sub-dimensions increase at a low level.

A moderate level relationship was identified between the perseverance sub-dimension of the Lifelong Learning Scale and the General Career Adaptabilities Scale ($r=.352$, $p<.01$) and the curiosity ($r=.384$, $p<.01$) sub-dimension, and a low-level relationship was determined to exist between the concern ($r=.220$, $p<.01$), control ($r=.150$, $p<.01$), and confidence ($r=.293$, $p<.01$) sub-dimensions. This finding shows that when students' perseverance levels increase, their career adaptabilities and perceptions regarding the curiosity sub-dimension increase moderately and their perceptions regarding the concern, control, and confidence sub-dimensions increase at a low level.

A moderate level relationship was identified between the lack of self-regulation sub-dimension of the Lifelong Learning Scale and the General Career Adaptabilities Scale ($r=.537$, $p<.01$) and the curiosity ($r=.482$, $p<.01$), concern ($r=.369$, $p<.01$), control ($r=.327$, $p<.01$), and confidence ($r=.443$, $p<.01$) sub-dimensions. This finding shows that increases in students' lack of self-regulation levels also increase their career adaptabilities and their perceptions regarding all the sub-dimensions at a moderate level.

A low-level relationship was identified between the lack of curiosity sub-dimension of Lifelong Learning Scale and only the concern sub-dimension of the General Career Adaptabilities Scale ($r=.114$, $p<.05$). This finding points to the

Table 3: Correlation analysis table for the relationship between students' views on lifelong learning tendency and career adaptabilities scale

Scales		Concern	Control	Curiosity	Confidence	Total
Motivation	r	.369**	.327**	.482**	.443**	.537**
Perseverance	r	.220**	.150**	.384**	.293**	.352**
Lack of self-regulation	r	.369**	.327**	.482**	.443**	.537**
Lack of curiosity	r	.114*	.067	.065	.055	.101*
Total	r	.233**	.157**	.276**	.242**	.299**

* $p<.05$; ** $p<.01$

fact that increases in a lack of curiosity will lead to low-level increases in concern levels.

A low-level relationship was identified between the General Lifelong Learning Scale and the General Career Adaptabilities Scale ($r=.299$, $p<.01$) and the curiosity ($r=.276$, $p<.01$), concern ($r=.233$, $p<.01$), control ($r=.157$, $p<.01$), and confidence ($r=.242$, $p<.01$) sub-dimensions. This finding means that increases in student perceptions regarding lifelong learning will result in low-level increases in career adaptability and perceptions regarding all the sub-dimensions.

DISCUSSION

Lifelong learning is essential to support student thinking, self-management, and social interaction, enabling the pursuit of education and career goals so students who have lifelong learning tendencies can master academic content and translate knowledge into action (Mc Garrah 2015). The students who participated in the study are millennials who have been affected by the changing world of the 2000s. These students who can use technology in every aspect of their lives do not have difficulty in accessing information at all; they can also carry this knowledge outside school and have long since got rid of the limits of time and space automatically. Students who are free from these limits do not regard learning only in connection with school and classes, and their perceptions towards learning have instead developed as they have the opportunity to practice what they learn in their lives. This improved perception positively affects students' levels of motivation. The fact that students partially agree with the perseverance sub-dimension of the lifelong learning concept may be related to the way of perceiving life by this new generation because it is composed of individuals who get their own way quickly, who accept and assimilate change very easily, and who cannot persevere to attain their goals for long periods of time. This impatience may prevent students from engaging in long-term pursuits on the road to their goals and may cause problems in decision-making processes. The fact that students expressed partial disagreement with the lack of curiosity sub-dimension may not be seen as negative because this finding indicates curiosity for learning on the part of the students who can easily adapt to change. In general, students expressed that they partially agreed with

statements about lifelong learning, and this finding may indicate the fact that although they were not at the desired level, they had a tendency towards lifelong learning for the most part. This finding in turn can be taken as a sign that they will be curious and keen to learn after the formal education processes. These students also have many opportunities that will enable them to adopt learning as a lifestyle rather than tasks and homework with the help of various activities that direct them to learning and practicing what they learn. Opportunities offered to students at schools or through international organizations (international exchange programs etc.) and the skill of practicing what is learned and the perception that whatever is learned will be positively rewarding may have caused the development of positive perspectives to lifelong learning.

Concern is related to individuals' awareness of their skills for their professional future and planning for it (Kanten 2012). The fact that students agreed with the statements regarding concern shows awareness of skills and planning for the future based on these skills, but they also express concern about not being able to realize their plans due to unfavorable situations arising from the educational system or the exam system. Individuals should be directed to professions that require the personality traits they possess and that can meet their expectations in the best manner available (Ugurlu 2007). The thought that it is possible not to be able to make career choices based on their personal characteristics of expectations may also cause concern. The findings support this view. The fact that students expressed agreement in the control dimension means that they can make decisions about career planning, that they can justify the values they believe in during the decision-making process, and that they have confidence in themselves. In this planning phase, students should clearly identify their skills, levels of self-confidence, self motivating factors, needs, desires, expectations, passions, hopes, ideas, plans, interesting career options, their potentials, and limitations, and create an action plan accordingly (Ugurlu 2007). The fact that students expressed agreement with the curiosity sub-dimension shows that high school students have curiosity and learning motivation towards their environment and possess the skills for looking for innovative solutions to possible problems, although not all high school students are the same based

on their characteristics. Agreement with the last dimension, *confidence*, points to the fact that students have internalized change and have positive beliefs in terms of adapting to the career they have planned for themselves.

A moderate level significant relationship was identified between the motivation sub-dimension of the Lifelong Learning Scale and the Career Adaptabilities Scale in general and the curiosity and confidence sub-dimensions, and a low-level significant relationship was determined to exist between the concern and control sub-dimensions. The obtained findings show that when students' motivation increases, their career adaptability and perceptions towards the curiosity and confidence sub-dimensions increase moderately and their perceptions towards the concern and control sub-dimensions increase at a low level. In this case, it can be claimed that increases in the level of motivation to achieve also increase their desire to reach more knowledge, develop their feelings of curiosity and self-confidence to perceive the environment, and increase their levels of concern about whether they will realize their aims of reaching their career goals. Increases in motivation will also have positive results in increasing the control levels, which means self regulation skills and making career decisions. This may be related to the fact that high school students are keen, full of curiosity, and have self confidence when they are motivated, but their moods are not permanent due to the characteristics of the adolescent period, and they cannot observe themselves critically. Students who belong to the technology generation receive a lot of stimuli from their environment, and this may cause deficiencies in decision making. It is known that taking responsibility in the decision-making process and standing behind their positive or negative decisions may help reduce professional indecisions and instabilities (Akkoc 2012).

A moderate level relationship was identified between the perseverance sub-dimension of the Lifelong Learning Scale and the General Career Adaptabilities Scale and the curiosity sub-dimension, and a low-level relationship was determined to exist between the concern, control, and confidence sub-dimensions. This finding shows that when students' perseverance levels increase, their career adaptabilities and perceptions regarding the curiosity sub-dimension increase moderately and their perceptions regarding the concern, control, and confidence sub-dimensions

increase at a low level. Students who are good at perseverance seem to be keener on adapting their chosen careers and the research related to their careers. However, it can be claimed that students who do not enjoy making a lot of effort to reach their goals are not aware of their fields of interest even when they act patiently, that they are not successful at making the right decisions, and that they do not trust themselves about the accuracy of the decisions they have made.

A moderate level relationship was identified between the lack of self-regulation sub-dimension of the Lifelong Learning Scale and the General Career Adaptabilities Scale and the curiosity, concern, control, and confidence sub-dimensions. This finding shows that increases in students' lack of self-regulation levels also increase their career adaptabilities and their perceptions regarding all the sub-dimensions at a moderate level. It can be claimed that when high school students ensure learning affects all parts of their lives, they will be able to present more positive approaches towards following a critical and analytical way of solving the possible problems that they will face in their chosen professions. Being able to make plans is the safest way to reach a goal, and individuals who are able to manage this will always experience positive processes in their careers and in their attitudes towards learning.

A low-level relationship was identified between the lack of curiosity sub-dimension of Lifelong Learning Scale and only the concern sub-dimension of the General Career Adaptabilities Scale. This finding points to the fact that increases in a lack of curiosity will lead to low-level increases in concern levels. In this case, students who do not feel the need to research their environment and to attain more knowledge can be claimed to face hardships in planning for the future and do not have accurate self-awareness in terms of selecting a career. Lack of curiosity causes a person to be content with what he/she has, and this orientation will create obstacles for individuals in the form of a standstill or lack of harmony. It can be suggested that students who are not curious and who are content with their existing knowledge will have shortcomings in terms of interest, relevance, and confidence.

A low-level relationship was identified between the General Lifelong Learning Scale and the General Career Adaptabilities Scale and the curiosity, concern, control, and confidence sub-

dimensions. This finding means that increases in student perceptions regarding lifelong learning will result in low-level increases in career adaptability and perceptions regarding all the sub-dimensions. Some of the basic skills related to lifelong learning can be listed as self-regulation, having effective communication with groups in order to receive or give knowledge, managing individuals or tasks, and adapting to changes and innovations (Akkus 2008). Although the results of this paper point to low-level relationships between lifelong learning perceptions and career adaptability, individuals who have internalized lifelong learning will reflect this situation in their attitudes towards their careers. Basic skills included in lifelong learning refer to the sub-dimensions of career adaptability, for instance self-regulated students have higher control levels, and students who adapt to changes have high levels of confidence. As a result, it can be argued that lifelong learning affects students' lives and positively contributes to career adaptation.

CONCLUSION

High school students were found to partially agree with lifelong learning in general, agree with the motivation and lack of self-regulation sub-dimensions, partially agree with the perseverance sub-dimension, and partially disagree with the lack of curiosity sub-dimension. High school students were found to agree with career adaptability in general and with all its sub-dimensions (concern, control, curiosity, confidence). Whereas, a low-level relationship was identified between high school students' views on the lifelong learning career adaptability scales in general, a low-level or moderate relationship was detected between their views on the sub-dimensions.

RECOMMENDATIONS

One of the foundations of education should be creating adaptable and successful individuals in their chosen careers by educating them in a manner that will make lifelong learning principles part of their lifestyles. Learning environments in schools should be renewed and made interesting and fun in line with the expectations of society and the advances of the technological age in order to develop positive perceptions of lifelong learning, and in this way learning should be taken beyond mere obligations. Stu-

dents should be provided with environments in which they can learn by doing, so that they can learn to love what they learn, learn to experience what they learn, and learn to walk with secure steps in the infinity of learning. Directing students based on their real skills, tendencies, and interests will prevent them from problems of adaptability and failure in academia and the career choices they will make. A career planning and adaptation commission composed of experts could be established in schools which could present rationalist and broad outlooks for students in terms of career selection. Also, guidance teachers should provide the necessary support for students. This paper examined high school students' views on lifelong learning tendencies and career adaptability. It is suggested that this study be replicated with teachers by whom students are affected the most and who are viewed as role models.

NOTE

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