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Anthropological Attitudes and Views of the Teachers Towards Lifelong Learning

Okan Sarigoz

Adult Education, Attitude, Lifelong Learning, Social Anthropology, Teachers,
Akdeniz University Division of Curriculum and Instruction, Antalya, Turkey, Postcode-07500
Home Phone: +90 0242 735 73 91 Phone: +90 0553 601 15 94,
E-mail: okan.sarigoz@gmail.com

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ABSTRACT In the study, the General Screening Model, which is one of the descriptive methods has been used. Validity and reliability studies of the 19-item Lifelong Learning Attitude Scale used in the study were conducted and the Cronbach's Alpha internal reliability coefficient was calculated as 0.94. According to the results obtained in the study, such results have been reached that the teachers have some basic information about Lifelong Learning, they rely on their vocational knowledge, therefore, they do not need vocational knowledge, however, they do not use numerous key features of lifelong learning in their lives and there is no difference of opinions related to the age between female and male teachers in terms of lifelong learning.

INTRODUCTION

Anthropology is a discipline, which informs about cultures of, communications of, modes of living of, relations of, lives of and especially, educations of individuals constituting societies (Sengir 2015; Simsek and Akhan 2015). According to anthropological understanding, individuals should pass on all knowledge for life combined with experiences to the next generations. The most important matters that social anthropology puts emphasis on and adaptation efforts of individual also defined are culture and education (Nar 2015; Oguz 2011). To Yuca (2015), education systems, which were used by past societies to develop themselves, and basis characteristics of these education systems, are only understood thanks to social anthropology. In addition, social anthropology tries to analyze complex structures like order of and culture of societies, and personality of and education of individuals constituting societies (Demirel 2011; Guclu 2014; Tekin 2015). Social anthropology covers lifelong learnings that individuals have gained for life. The approach of lifelong learning was developed with reference to learnings included in social anthropology and this approach is still used in education systems of many modern countries at the present time effectively.

People always have consulted various methods and techniques in order to find the most efficient learning model about education (Head et al. 2015). The idea that learning does not consist of only a limited period in human life introduced the concept of lifelong learning (LLL) and this concept has become a concept and model of learning that attracted attention worldwide. In this way, the concept of learning from the cradle to the grave in education (EC 2003; Teyfur 2009: 373; Ultanir and Ultanir 2005) has also been adopted. Lifelong learning is a concept aimed at the continuous sociocultural as well as professional development of individuals. According to Toprak and Erdogan (2012: 70), LLL is a phenomenon that Europeans societies have been trying for half a century to develop its mechanisms, to embody it with education and professional development policies, and to build it human resources-oriented. According to Gulec et al. (2012: 40), LLL includes any learning activity undertaken throughout life in order to develop knowledge, skills and adults under the light of a personal, civil, social and employment-related perspective. According to Sisman (2012: 334), continuous increase of the information to be learned has led to expressing the concept of lifelong learning more often. In addition, advances in science and technology, increase in communication facilities, diversification of the educational environment, and diversification of the professional competence of teachers has led to the acceptance of the concept of lifelong learning.

According to Kilic and Tuncel (2014) and Ayhan (2005: 10), the concept of lifelong learning was used for the first time by John Dewey, Eduard Lindeman and Basil Yeaxle in the 1920s.

Then the concept, which was developed by a group of expert from UNESCO, has started to be emphasized and used in a powerful way was in the mid-1990s, and has been expressed as the 'cradle to grave learning' (EC 2003; Teyfur 2009: 373; Toprak and Erdogan 2012). Many definitions of lifelong learning have been made. Some of them are as follows. According to Erdamar (2011: 220), LLL is to understand life and the self-knowledge, to gain new knowledge and skills, self-investment, to create something, to notice the world's new beauties, a learning habit and a way of behaviors. Lifelong learning is based on a voluntary basis, and the development of competence due to personal and professional reasons (Ireland Ministry of Education and Science 2000). According to Borat (2010), LLL is all kinds of learning activities carried out throughout the life to develop knowledge, skills, competencies and qualifications of individuals in order to provide personal and social development and create employment. According to Candy et al. (1994: 2), LLL is a supportive process that increases and strengthens the knowledge, values, skills and intellects of individuals they developed throughout their lives and enables the use of these in real life. According to European Commission (2006), LLL comprises all personal, social, civil and business related learning activities undertaken throughout life in order to promote knowledge, skills and competencies. According to Candy (2003), LLL is people's developing all kinds of knowledge, skills, values and qualifications throughout their lives and being able to adopt in their lives. According to Koc (2005), lifelong learning is a learning habit and a way of behaviors. According to OECD (Organization for Economic Cooperation and Development), lifelong learning is activities without end that take important roles in the change of people (Ersoy 2009: 9).

According to Polat and Odabas (2008: 596), people who are able to access the information required for the solution of a problem, adapt the accessed information to their natures, and add new ones to these are capable of lifelong learning. According to Day, lifelong learners are required to have some skills. These skills are to know how to manage his own learning and how to motivate himself, to know how to adapt to the changing world, to have a wider strategy repertoire for effective learning and communicating with individuals, to practice what have been learned and develop the memory, retrospective correction and enhancement (Demiralay and Karadeniz 2010; Hacicaferoglu 2015; Oral and Yazar 2015; Ozkartal 2015a; Surur 2015; Teyfur 2009: 373).

According to Coskun and Demirel (2012: 109), the understanding of lifelong learning is to recognize that learning is not limited in terms of time and space, and learning can take place where there is the desire to learn. Lifelong learning encompasses what have been learned from family during early childhood, all levels of formal education besides the preschool education, the learnings gained through advanced old age, briefly all learnings gained throughout an individual's life. Also, according to Andresen et al. (1995), learnings based on life and work experiences are also a part of lifelong learning.

Lifelong learning appealing to all age groups in the society has three basic elements in itself. These items are, *Continuity*, that is, the educational process that starts at the first years of life and continues until death and is the individuals' gaining qualifications for their interest and needs throughout all their lives. The changes in individuals' educational futures and changes in their personalities are shaped their education in the youth. During this process, individuals should involve their creativity to the learning process and continue lifelong learning activities. *Creativity*, that is, the main objective of lifelong learning is to turn the individuals into a part of life. Creativity is the individuals realizing their potential and to develop their creativity to adapt to the changes. In contrary to the successful individuals of traditional schools, it reveals the creative potential of individuals. *Learning*, is one of the most important elements of lifelong learning, and is the people's learning on their own and by asking questions. Schools must bear their responsibility to gain the skills (determining the problems, making decisions, solving problems), values and attitudes necessary for lifelong learning (Demiralay and Karadeniz 2008; Erdamar 2011: 223-224; Ozkartal 2015b; Selcuk et al. 2015; Teyfur 2009: 374; Uzunboylu and Husren 2011: 127).

LLL includes formal learning, non-formal learning, courses leading to acquisition of technical training and skills, vocational skills acquired at work and the learning leading to the acquisition of other skills (Gulec et al. 2012: 40). Lifelong learning includes formal education (Primary, Secondary and Higher Education) and non-formal

education (on-the-job training) (Erdamar 2011: 220). In the report published by UNESCO in 1972, it was emphasized that lifelong learning was a right for all individuals, equal resources should be allocated for formal and informal education and it should be involved in activities that would include people of all ages. Also in the report, it was highlighted that as lifelong learning ensures equal opportunities in education as a concept, borders should be removed in order to ensure educational opportunities for individuals with limited opportunities (Kaya 2010: 32; Torres 2001).

According to the State Planning Office (2001: 9), the scope of LLL had three basic elements in the 1970s. These elements were:

1. The extent of the education system will be restructured to train people who will be lifelong learners.
2. Lean education sector will be benefited as much as possible.
3. Independent learning and learning to learn will be focused.

According to Akkus (2008: 4), in the 'Learning To Be' report, a philosophy involving the concepts of people, education and society related to LLL for the first time has been developed and this report has brought an optimistic perspective on the human nature and education's power to change the society.

In the report entitled, 'The World of Education Today and Tomorrow' published in 1972, it has been concluded that education should be an activity, which should continue lifelong through formal and informal channels in order for the individuals to prepare for a society that does not yet exist and the following recommendations have been made.

1. It is wrong to limit the education with school age and school buildings.
2. Education should be considered as the basic element of all educational activities including the school education as well as non-formal education.
3. Educational activities should be more flexible.
4. Education should be designed as an existentialist continuity as long as life (EURYDICE 2000: 9; UNESCO 2005: 76).

According to Kaya (2010: 35), in the presence of today's economic and social changes, along with a rapid conversion to the information society, the repressions resulting from the aging of demographic structure will necessitate developing a new approach related to education and training within the framework of lifelong learning and lifelong purposeful learning activities will fall under three basic classes. These classes are:

1. *Formal Learning*, that is, the learning taking place in education and training institutions, for valid diplomas and qualifications.
2. *Non-Formal Learning*, that is, the learning, which has been structured for learning objectives, duration and learning support, and which occurs as a result of the learner's own request through institutions or services that completed their formal education systems.
3. *Informal Learning* is the learning that is unstructured, cannot be documented and also optional but occurs in most cases unintentionally or accidentally as a natural part of the daily life sustained during the work, within the family or in leisure time (Kaya 2010: 35).

The '*lifelong*' phenomenon of learning is concentrated on the formal, non-formal and informal learnings completing each other, this aspect discloses that useful and fun learning will be realized or has been realized within the family, in leisure times, daily life and/or in the working environment, and ensures the recognition that learning is the roles and activities that are changeable or modifiable at different time and environment (Kaya 2010: 35).

The year 1996 has been accepted as the 'European Lifelong Learning Year' with the Decision No 2493/95/EC of the European Parliament and the Council of Europe in 1996 (Berberoglu 2010: 115; Sisman 2012: 334). This event has initiated the process of making joint decision on lifelong learning in the European Union. According to Toprak and Erdogan (2012: 77), the awareness on the following topics was aimed to be strengthened during the year 1996. These include, the importance of higher quality of general education, strengthening competency based vocational training for all the young people, encouraging individuals to receive education, developing cooperation between the business environment and educational institutions, increasing the awareness of the stakeholders and parents in the society, developing the European dimension in initial and continuing education.

As stated in the specialization commission report of the Eighth Five-Year Development Plan,

the objective in the framework of Turkey's lifelong education is to provide the education needed by the community in which individuals of the era who gained problem-solving skills and behavior and scientific thinking habit, who are republicans, live up to Ataturk's principles and revolutions, protecting and helping to the advance of national and spiritual values, secular, gained critical thinking, creative thinking, scientific thinking, associative thinking and reasoning skills, knowledgeable, respecting human rights, sensitive to social problems are living (SPO 2001: 1). What is expected from lifelong learning is that people around the world being literate throughout their life, accessing information and educating themselves continually until the end of their lives. According to Onal (2010: 102), until reaching to the 21st century, which is the information and technology era, developed countries are aiming not only certain groups, but all individuals of the society to gain skill that covers being literate, accessing, using and assessing the information. In the learning society of the age of knowledge, lifelong learning, instead of an education and learning compressed to a certain period of life, suggests a learning process that will continue everywhere and throughout the entire life in order to create new opportunities, provide advanced educational opportunities and adopt to continuously changing conditions for people (Polat and Odabas 2008: 144; Soran et al. 2006: 201).

METHODOLOGY

Problem Sentence

At what level are the knowledge, attitudes and thoughts of the primary and secondary school teachers working in the city center under Hakkari Provincial Directorate of National Education towards lifelong learning?

Objective of the Research

The objective of this research is trying to determine knowledge, attitudes and thoughts of the primary and secondary school teachers working in the city center under Hakkari Provincial Directorate of National Education about lifelong learning considering some demographic variables (gender, field of study, type of school, professional seniority, and school graduated). In the study, referring to the teachers' opinions, attitudes and thoughts, various recommendations regarding lifelong learning have also tried to be brought forward.

The Importance of the Research

In the light of the findings from this research, students, educators, teachers and academics are thought to learn the subjects more effectively, meaningfully and permanently through the lifelong learning. Also, various concepts such as understanding the world and self-knowledge, self-investing, competence development, creating employment, increasing understanding and gaining new knowledge and skills are believed to be learned through lifelong learning and used in education. The research is expected to guide all students, academics, educators and teachers in respect of lifelong learning.

Population and Sample

The population of this research constitutes primary and secondary school teachers working under the Hakkari Provincial Directorate of National Education and the sample of the research constitutes preschool teachers, elementary school teachers, elementary education Science and Technology teachers, elementary education Mathematics teachers, elementary education Social Studies teachers, elementary education English teachers, elementary education Turkish teachers, secondary education Mathematics teachers, secondary education Physics teachers, secondary education Chemistry teachers, secondary education Biology teachers, secondary education Turkish Language and Literature teachers, secondary education History teachers, secondary education Philosophy teachers and secondary education Geography teachers.

Research Model

In this study, the attitudes and thoughts of teachers working in state schools about lifelong learning have tried to be determined considering also the variables of gender, professional seniority and the work school, the school graduated and field of study. For this purpose, earlier researches on the subject by the researcher were scanned and the *'Lifelong Learning Attitude Scale'* developed by Hursen (2011), was used in the study with permission from the researcher.

Validity and reliability studies of 'Lifelong Learning Attitude Scale' used in the study were re-conducted and Cronbach's alpha internal reliability coefficient of 19-item scale was calculated as 0.94. The answers of the teachers participated in the study to the survey depending on the demographic variables were calculated by using the ANOVA test, which is an F-test, t-test and one-way variance analysis with the help of SPSS 20 statistical software package. The survey used in the study consists of a five-point Likert type scale with 19 items including, (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree and (5) Strongly Agree. Ranges of options and overall assessment of the survey items used in the study were calculated and determined as below (Cengiz et al. 2015; Sarigoz and Ozkara 2015; Uzunboylu and Sarigoz 2015):

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

RO: Range of Options
HV: The Highest Value
LV: The Lowest Value
NO: Number of Options

1.00 - 1.80: Strongly Disagree
1.81 - 2.60: Disagree
2.61 - 3.40: Undecided
3.41 - 4.20: Agree
4.21 - 5.00: Strongly Agree

In the study, the 'General Screening Model', one of the descriptive methods was used. According to Karasar (2008), general screening model is the screening arrangements carried out on a group, sample group or a paradigm or the entire universe in order to draw conclusion about the universe composed of numerous elements.

Analysis of the Data

The answers of the teachers who participated in the study to the data collection tool were calculated by using SPSS statistical software package. In the analysis of data, from descriptive statistics, percentage and frequency were used, and also t-test and one-way variance analysis were utilized in the comparisons made in terms of independent variable for each survey item. In inferential analysis, significance level was determined $p < .05$.

FINDINGS

In this part of the study, demographic data about teachers who participated in the survey, the data obtained about the survey used in the study and the statistical findings and observations about this data are presented.

From the data in Table 1, 63 of the teachers (53.80%) are female, and 54 of them (46.20%) are male. 67 of the teachers (57.26%) are working in elementary education schools, and 50 of them (42.74%) are working in secondary education schools (high school). 92 of the teachers (78.60%) graduated from Faculty of Education, 4 of them (3.42%) from Vocational School, 4 of them (3.42%) from Secondary School (High School), and 17 of them (14.56%) with a Postgraduate or Doctorate degree. 31 of the teachers (26.50%) are working as preschool and elementary school teachers, 18 of them (15.38%) as elementary education Science and Mathematics teachers, 19 of them (16.23%) as elementary education Social Science, English and Turkish teachers, 22 of them (18.80%) as secondary education (high school) Physics, Chemistry, Biology and Mathematics teachers, and 27 of them (23.09%) as secondary education (high school) Literature, History, Philosophy, Geography and English teachers. 51 of

Table 1: Numeric data about the teachers participated in the study

Variable	*N*	*%*
Gender		
Female	63	53.8
Male	54	46.2
Total	117	100
School of Work		
Elementary Education	67	57.26
Secondary Education (High School)	50	42.74
Total	117	100
School Graduated		
Faculty of Education	92	78.6
Vocational School	4	3.42
Secondary Education	4	3.42
Postgraduate/Doctorate	17	14.56
Total	117	100
Field of Study		
Preschool, Elementary School Teacher	31	26.50
Elementary School Science, Mathematics	18	15.38
Elem .Ed. Social Sciences, Eng., Turkish	19	16.23
Sec.Ed. Mat., Physics, Chemistry, Biology	22	18.80
Sec. Ed. Lit., Hist., Phil, Geogr., Eng.	27	23.09
Total	117	100
Work Experience		
1-5 years *(Professional Seniority)*	51	43.59
6-10 years	30	25.64
11-15 years	23	19.66
Over 16 years	13	11.11
Total	117	100

the teachers (43.59%) have the work experience of 1-5 years, 30 of them (25.64%) between 6-10 years, 23 of them (19.66 %) between 11-15 years, and 13 of them (11.11%) over 16 years.

From the answers of the students, who participated in the research, to the Lifelong Learning Attitude Scale in Table 2, it was stated that from among 117 of the teachers, who participated in the research, 63 (53.80%) are female, 54 of them (37.10%) are male, and also, arithmetic mean of given answers to the research questions by female teachers participating in the research is $\overline{X}$=79.44, on the other hand, arithmetic mean of given answers to the research questions by male teachers is $\overline{X}$=79.15. It can be said that teachers have similar thoughts in consequence of arithmetic means of given answers by male and female teachers. Moreover, from the answers of the teachers participated in the research to the Lifelong Learning Attitude Scale in Table 2, it can be stated that the opinions of the teachers about lifelong learning did not differ according to the gender variable by looking at the (p> .05) t- test results.

Table 2: t-test analysis results of the teachers' answers to the Lifelong Learning Attitude Scale according to gender

Gender	*N*	*x*	*Ss*	*Sd*	*t*	*p*
Female	63	79.44	3.68	115	.445	.658
Male	54	79.15	3.48			

p>0.05

It was stated that from among 117 of the teachers participated in the research, 67 of the teachers (57.26%) are working in elementary education schools, 50 of them (42.74%) are working in secondary education schools, and also, it was specified that arithmetic mean of given answers to the research questions by teachers who are working in elementary education schools is $\overline{X}$=79.49, on the other hand, arithmetic mean of given answers to the research questions by teachers who are working in secondary education schools is $\overline{X}$=79.06. It can be said that teachers who are working in elementary education and secondary education schools, have similar thoughts in consequence of arithmetic means of given answers to the research questions by them. Furthermore, from the answers of the teachers participated in the research to the Lifelong Learning Attitude Scale in Table 3, there is no significant difference between elementary education and secondary education teachers according to the type of school variable by looking at the (p>.05) t- test results.

Table 3: t-test analysis results of the teachers' answers to the Lifelong Learning Attitude Scale according to the type of school

Type of school	*N*	*x*	*Ss*	*Sd*	*t*	*p*
1. Elementary	67	79.49	3.74	115	.645	.520
2. Secondary	50	79.06	3.36			

p>0.05

It was stated that from among 117 of the teachers that participated in the research, 92 of the teachers were graduates from faculty of education, 4 of them were graduates from vocational school, 4 of them were graduates from secondary school and 17 of them have a postgraduate or doctorate degrees (Table 4). It was specified that arithmetic mean of given answers to the research questions by teachers who participated in the research and were graduated from faculty of education is $\overline{X}$=79.14, arithmetic mean of given answers by teachers graduated from vocational school is $\overline{X}$=81.75, arithmetic mean of given answers by teachers graduated from secondary school is $\overline{X}$=82.25, and arithmetic mean of given answers by teachers who have postgraduate/doctorate degrees is $\overline{X}$=78.94. It can be said that teachers who graduated from different schools, have similar thoughts as a result of the arithmetic means of given answers to the research questions by them. Also, from the answers of the teachers participated in the research to the Lifelong Learning Attitude Scale in Table 4, it can be stated that there is no statistically significant difference between teachers who have graduated from Faculty of Education, Vocational School, High School and Postgraduate/Doctorate degree according to the type of school variable by looking at the ANOVA test results [$F_{(1.678),}$ $p_{(.176)}$; p< .05].

It was stated that from among 117 of the teachers who participated in the research, 51 of the teachers have professional seniority with work experience of 1-5 years, 30 of them have professional seniority with work experience of 6-10 years, 23 of them have professional seniority with work experience of 11-15 years, and 13 of them have professional seniority with work ex-

Table 4: Anova test analysis results of the teachers' answers to the Lifelong Learning Attitude Scale according to the variable of school graduated

School graduated	*N*	*x*	*Ss*	*Variance source*	*Sum of squares*	*Sd*	*Mean square*	*F*	*p*	*Significant difference (Tukey)*
1) Fac. of Ed.	92	79.14	3.61	Btw Gr.	63.32	3	21.11	1.678	.176	
2) Voc. Sch.	4	81.75	3.40	Wit. Gr.	1421.60	113	12.58			
3) High Sch.	4	82.25	3.20	Total	1484.92		116			
4) P.Grd./Dr	17	78.94	3.28							

p>0.05

perience of over 16 years. It was specified that the arithmetic mean of given answers to the research questions by teachers who participated in the research and have professional seniority with work experience of 1-5 years is $\bar{X}$=79.14, arithmetic mean of given answers by teachers who have professional seniority with work experience of 6-10 years is $\bar{X}$=80.23, arithmetic mean of given answers by teachers who have professional seniority with work experience of 11-15 is $\bar{X}$=79.35, and arithmetic mean of given answers by teachers who have professional seniority with work experience of over 16 years is $\bar{X}$=77.77. It can be said that teachers who have different professional seniority have similar thoughts about the research questions in consequence to the arithmetic means of given answers to the research questions by them. Besides, from the answers of the teachers participated in the research to the Lifelong Learning Attitude Scale in Table 5, it can be stated that there is no statistically significant difference between teachers with work experience of 1-5 years, 6-10 years, 11-16 years and over 16 years according to professional seniority variable by looking at the ANOVA test results [$F_{(1.531)}$, $p_{(.210)}$; p< .05].

It was stated that from among 117 of the teachers participated in the research, 31 of the teachers are preschool and elementary school teachers, 18 of them are elementary school science and technology and mathematics teachers, 19 of them are elementary school social sciences teachers, Turkish and English teachers, 22 of them are secondary school physics, chemistry, biology and mathematics teachers and 27 of them are secondary school literature, history, philosophy and English teachers. It was specified that arithmetic mean of given answers to the research questions by preschool and elementary school teachers who participated in the research and is $\bar{X}$=80.48, arithmetic mean of given answers by elementary school science and technology and mathematics teachers is $\bar{X}$=78.50, arithmetic mean of given answers by elementary school social sciences, Turkish and English teachers is =78.90, arithmetic mean of given answers by secondary school physics, chemistry, biology and mathematics teachers is $\bar{X}$=77.55, and arithmetic mean of given answers by secondary school literature, history, philosophy, and English teachers is $\bar{X}$=80.22. It can be said that teachers who have different branches, have similar thoughts about the research questions, but it was specified there is a significant difference of opinion between preschool and elementary school teachers, and secondary school physics, chemistry, biology, mathematics teachers as a result of arithmetic means of given answers to the research ques-

Table 5: Anova test analysis results of the teachers' answers to the Lifelong Learning Attitude Scale according to the variable of professional seniority

Professional seniority	*N*	*x*	*Ss*	*Variance source*	*Sum of squares*	*Sd*	*Mean square*	*F*	*p*	*Significant difference (Tukey)*
1) 1-5	51	79.14	3.69	Btw. Gr.	57.99	3	19.33	1.531	.210	
2) 6-10	30	80.23	3.07	Wit. Gr.	1426.93	113	12.63			
3) 11-15	23	79.35	2.89	Total	1484.92		116			
4) Over 16	13	77.77	4.90							

p>0.05

tions by them. Additionally, from the answers of the teachers who participated in the research to the Lifelong Learning Attitude Scale in Table 6, it can be stated that there is a statistically significant difference between preschool and elementary school teachers and secondary education Physics, Chemistry, Biology teachers among elementary education and secondary education teachers in favor of preschool and elementary school teachers according to the field of study variable by looking at the ANOVA test results [$F_{(3.118),}$ $p_{(.018)}$; $p < .05$].

From the arithmetic averages of the teachers' answers to the Lifelong Learning Attitude Scale in Table 7, it was determined that article 5 stating '*It is not necessary that individuals spend time in order to reach out-of-profession knowledge?*' ($\bar{X}$= 4.58), article 4 stating '*While learning a new subject, it is wasting time trying to relate this subject with prior knowledge in terms of professional development?'* ($\bar{X}$= 4.48), article 7 stating '*Individuals' insufficient information in their professional fields should be ignored?*' ($\bar{X}$= 4.47), article 14 stating '*While learning a new subject, individuals' relating this subject with their past experiences increases the learning?*' ($\bar{X}$= 4.46), and article 3 stating '*Individuals do not have to follow the changes in their fields of profession after graduating?*' ($\bar{X}$= 4.43) were the items with the highest arithmetic averages in the scale. Under the light of the answers of the teachers to the scale items, it can be stated that in lifelong learning, teachers give importance to subjects such as importance of achieving the knowledge regarding the necessity and importance of knowledge, associating the prior knowledge to the new information, competence of academic knowledge, combining the acquired knowledge with experiences.

Again, from the arithmetic averages of the teachers' answers to the Lifelong Learning Attitude Scale in Table 7, it was determined that article 10 stating '*Individuals' sharing information with their colleagues in the environment while learning a new subject increases the success?'* (X=3.47), article 15 stating '*Individuals are required to constantly desire to learn for professional development?*' (X=3.89), article 9 stating '*Individuals should bear the consciousness that knowledge is constantly changing in their professional life?*' (X=3.93) and article 13 stating '*Individuals' participating in profession-oriented professional development activities increases professional productivity?*' (X=3.94) were the items with the lowest arithmetic averages in the scale. Under the light of the answers of the teachers to the scale items, it can be stated that in lifelong learning, teachers disregard issues such as sharing the information with the environment, continuous learning desire, and constant change of knowledge and importance of knowledge in professional activities.

In a research regarding this issue made by Appley (2001), the conclusion was reached that field courses in university education and lifelong learning skills can be taken at universities. In another research made by Knapper and Cropley (2000), it was concluded that learning happens in many environments, which are academic or non-academic, and also in community, workplace, and family. In the research made by Dag (2016), the conclusion was reached that in-service training program for teachers' professional developments do not have the quality to support lifelong learning. Concerning this issue, re-

Table 6: Anova test analysis results of the teachers' answers to the Lifelong Learning Attitude Scale according to the variable of field of study

Field of study	*N*	*x*	*Ss*	*Variance source*	*Sum of squares*	*Sd*	*Mean square*	*F*	*p*	*Significant difference (Tukey)*
1) Pre-S., Elm. S. T.	31	80.48	3.24	Bet. Gr.	148.77	4	37.19	3.118	.018	
2) Elm., Sci., Mat.	18	78.50	3.52	Wit. Gr.	1336.15	112	11.93			1-4
3) Elm, Soc.S., Tur.,Eng.	19	78.90	4.38	Total	1484.92	116				
4) High S., PCB. Mat.	22	77.55	3.69							
5) High S., Lit., Hist, Phil., Eng.	27	80.22	2.62							

$p<0.05$

Table 7: Arithmetic averages of the answers of the teachers who participated in the research to the Lifelong Learning Attitude Scale

Lifelong learning scale items	*x*	*Skill level*
5. It is not necessary that individuals spend time in order to reach out-of-profession knowledge?	4.58	S. agree
4. While learning a new subject, it is wasting time trying to relate this subject with prior knowledge in terms of professional development?	4.48	S. agree
7. Individuals' insufficient information in their professional fields should be ignored?	4.47	S. agree
14. While learning a new subject, individuals' relating this subject with their past experiences increases the learning?	4.46	S. agree
3. Individuals do not have to follow the changes in their fields of profession after graduating?	4.43	S. agree
1. In the process of professional development, it is wasting time trying to learn difficult subjects?	4.41	S. agree
6. It is not necessary to learn new things at every stage of professional life?	4.32	S. agree
12. Individuals are required to prepare plans for their professional development?	4.33	S. agree
2. It is not necessary for the individuals who are promoted in their fields of profession to participate in professional development activities?	4.26	S. agree
16. In the process of professional development, taking advantage of mass media tools enhances the learning process?	4.25	S. agree
11. Research skills of individuals enhance their professional development?	4.21	S. agree
18. It is an individual responsibility to adapt to the changes of information in the fields of profession?	3.98	Agree
17. Individuals' self-motivation in the learning process is necessary for their professional developments?	3.97	Agree
19. The use of technological tools such as computers and mobile phones enhances the learning in the process of accessing to information?	3.96	Agree
8. Relating the knowledge with the life is important in terms of professional development?	3.95	Agree
13. Individuals' participating in profession-oriented professional development activities increases professional productivity?	3.94	Agree
9. Individuals should bear the consciousness that knowledge is constantly changing in their professional life?	3.93	Agree
15. Individuals are required to constantly desire to learn for professional development?	3.89	Agree
10. Individuals' sharing information with their colleagues in the environment while learning a new subject increases the success?	3.47	Agree
General Arithmetic Average:	*4.17*	

searchers can make researches about how much final year pre-service teachers studying at the faculty of education effectively have learned or embraced lifelong learning at university.

DISCUSSION

In the research, from the answers of the teachers to the Lifelong Learning Attitude Scale, it was concluded that the teachers' views on lifelong learning did not differ according to gender. In the light of this data, it can be said that female and male teachers share similar views regarding LLL. It was stated that views of the teachers who participated in the research, on lifelong learning do not differ according to gender. However, arithmetic means of given answers to the research questions in terms of gender indicate arithmetic means of given answers by female teachers are higher than by male teachers. According to certain researches regarding this issue (Kavtelek 2014; Oral and Yazar 2015), there was no significant difference found between lifelong learning and gender. In certain researches (Coskun and Demirel 2012; Gencel 2013) it was found a significant difference in favor of female students, on the other hand, a significant difference in favor of male students was found in some researches (Akkoyunlu 2010; Izci and Koc 2012). Thanks to the research results, it can be said that the difference between lifelong learning and gender stems from factors such as departments of, class levels of, family education levels of and current cities of students.

In the research, from the answers of the teachers to the Lifelong Learning Attitude Scale, it was concluded that there was no significant difference between elementary school teachers

and secondary school teachers depending on the type of school. In the light of these data, it can be said that elementary school teachers and secondary school teachers share similar views regarding LLL. There was no significant difference between teachers who are working in elementary education schools and those working in secondary education schools in a study on Lifelong Learning made by Cavus and Arcagok (2014). Thus, it cannot be said that level of schools working in affects lifelong learning so much.

In the research, from the answers of the teachers to the Lifelong Learning Attitude Scale, it was concluded that there was no statistically significant difference between teachers who graduated from Faculty of Education, Vocational School, High School and Postgraduate/Doctorate Degrees depending on the variable of school graduated. In the light of these data, it can be said that teachers who graduated from Faculty of Education, Vocational School, High School and Postgraduate/Doctorate Degrees share similar views regarding LLL. In a study on Lifelong Learning made by Tuncer and Tanas (2011), there was a difference in favor of students graduated from vocational school among students graduated from secondary schools giving education in various fields. When making a comparison between schools about lifelong learning, lifelong learning is higher in schools including learning imperative.

In the research, from the answers of the teachers to the Lifelong Learning Attitude Scale, it was concluded that there was no statistically significant difference between teachers with work experience of 1-5 years, 6-10 years, 11-15 years and over 16 years depending on the variable of professional seniority. In the light of these data, it can be said that teachers with work experience of 1-5 years, 6-10 years, 11-15 years and over 16 years share similar views regarding LLL. In a study on Lifelong Learning made by Cavus and Arcagok (2014), there was no significant difference among the teachers who have different professional seniority. Therefore, it cannot be said that professional seniority are not effective in lifelong learning.

In the research, from the answers of the teachers to the Lifelong Learning Attitude Scale, it was concluded that depending on the variable of profession, there was a statistically significant difference between teachers with preschool and elementary school teaching profession and teachers with the profession of Physics, Chemistry, Biology and Mathematics among teachers working in elementary and secondary schools in favor of preschool and elementary school teachers. In the light of this data, it was determined that there is no difference of opinion between teachers of elementary education, science, mathematics, social studies, English and High School Turkish Language and Literature, History, Philosophy and English regarding LLL but Pre-School and Elementary School teachers among Preschool and Elementary School teachers and high school, Physics, Chemistry, Biology and Mathematics think more critical regarding LLL.

CONCLUSION

From the arithmetic average of the answers of the teachers to the Lifelong Learning Attitude Scale used in the study, it was concluded that the items with the highest arithmetic average were items such as out-of-profession knowledge is also important, it is necessary to associate former and new learnings, insufficient information should not be ignored and it is necessary to merge the information with the experience. From the scale items with the highest arithmetic average, it can be said that teachers mostly give importance to items related to the importance of information and merging knowledge with experience.

From the arithmetic average of the answers of the teachers to the Lifelong Learning Attitude Scale used in the study, it was concluded that the items with the lowest arithmetic average were items that related to the importance of establishing a link between knowledge and life in terms of professional development, the effect of scientific development in professional efficiency, the will to learn within professional development and exchanging information with the colleagues for professional development. It can be said that the scale items with the lowest arithmetic average were related to occupational information such as professional development, professional exchange of ideas, professional knowledge and professional efficiency. Thus, it can be said that the teachers rely on their professional knowledge and hence they do not need professional knowledge.

Considering the overall average of the answers of the teachers to the Lifelong Learning Attitude Scale used in the study, it was determined that the average of the scale coincides to 'Agree', just under 'Strongly Agree'. This situation shows that teachers' views on LLL are just under expected.

RECOMMENDATIONS

How precious and important information is in life and the importance of information in the modernizing world should be apprehended to teachers through various trainings and the advantages and achievements of knowledgeable and experienced individuals in life should be emphasized thoroughly in these trainings.

Teachers should be explained thoroughly that knowledge alone would not always work at the level they want, so information has to be combined with the experience and knowledge will only work when used.

The importance of information literacy in all areas in order to reach information should be explained thoroughly to all people and information literacy education should be given to all individuals effectively in all stages of life beginning from primary.

How to effectively use mass media, Internet and computers in order to gain access to information and how to gain access to accurate, reliable and scientific information should be provided to every individual through a variety of trainings.

All the current libraries should be revised and modernized in order to access and obtain information, more importance should be given to online libraries, and the use of scientific publications such as e-books and e-magazines should be encouraged more.

A variety of professional career trainings regarding LLL should be provided to all individuals who will be retiring, are retired or want to retire and all individuals should be trained vocationally.

All the staff at the retirement age or the adults should be subjected to a variety of pre-retirement trainings about LLL and their thoughts such as retirement syndrome or the thought of inefficiency should be changed and they should be explained and motivated through various in-service trainings and courses that they can also be effective after the retirement.

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