

Analysis of the views of pedagogical formation training students on the lifelong learning approach

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ABSTRACT

This research was conducted to determine the views of teacher candidates who are receiving pedagogical formation training at Hatay Mustafa Kemal University, Education Faculty, about lifelong learning, taking into account gender, type of department graduated or studied, and age demographic variables. General survey model was used in the research. The Lifelong Learning Scale developed by Sarıgöz (2015) was used as a data collection method in the research. The sample of the research consists of 447 teacher candidates who have graduated from different departments of faculties or are still studying and receiving pedagogical formation training at Hatay Mustafa Kemal University. As a result of the research, it was concluded that candidate teachers develop a positive perspective on lifelong learning or learning from cradle to grave and they attach importance to human and scientific knowledge at every stage of their life.

Keywords: Lifelong learning, learning to learn, candidate teacher, pedagogical formation training.

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INTRODUCTION

Education has a vital role in the development of societies both socially and economically. Social relations and economies of societies with high levels of education have substantially improved. As societies develop, keep pace with the modern era, advance or modernize in every field, they should develop and modernize their individuals without disrupting their cultural structures. Education has two well-known functions (Ergün, 1992). The first one is that education allows future generations to adopt the culture of societies without disrupting it, that is, it ensures the continuity of society without deterioration. The second is that to secure their future, the society raises generations who are critical, creative, open to new discoveries and inventions and who are also able to bring about social change. Societies must first rely on their education or training programs to secure their futures.

Education is the process of changing or creating a desired behavior, a social process that provides social competence and optimum individual development under the influence of a selected and controlled environment, the process of deliberately creating a desired behavior

change in the behavior of the individual through his own life, the desired biochemical changes in the brain as a result of the physical stimulation creation process (Senemoğlu, 2002: 92; Good, 1993: 18; Ertürk, 1972: 12; Sönmez, 2005: 2; Demirel, 1996: 1). Teaching, on the other hand, is the planned, supervised and organized teaching activities carried out in schools, the process of making the behavioral change that will occur in the individual in a planned and programmed manner at school, the process that starts with the individual's own biological, physiological, chemical, emotional and cognitive structure, is related to daily life, is not left to chance and is based on organizations (Fidan, 1996; Demirel, 2011: 9; Binbaşıoğlu, 1994: 3; Varış, 1996; Şişman, 2012; Duman, 2009: 3).

Especially in today's school policies and education system, the learner is required to create the learning task. For this reason, the education programs of developed countries have been developed in this direction. The reason for this is that the learning process does not only consist of schools, but an individual also continues to

learn throughout one's life even after school life is over. The concept of Lifelong Learning has been developed by educators so that people do not put aside learning throughout their lives and can learn and evaluate learning opportunities at any time, anywhere, in any position and any situation.

Lifelong Learning (LLL) is a concept that aims continuous development of individuals both socio-culturally and professionally. LLL is a phenomenon that European societies have been trying to develop their mechanisms, embody their education and professional development policies, and constitute them with a human resources focus for half a century (Toprak and Erdoğan, 2012: 70). LLL covers all types of learning activities undertaken throughout life with the aim of developing knowledge, skills and adults within a personal, civic, social and employment-related perspective (Güleç et al., 2012: 40). A constant increase in the information to be learned has led to the concept of Lifelong Learning (LLL) being mentioned more frequently (Şişman, 2012: 334). In addition, advances in science and technology (Kalogiannakis, 2004), the increase in communication opportunities, the developments in technology, the diversification of educational environments and teachers' professional competencies (Kalogiannakis, 2010) have caused the concept of Lifelong Learning to be accepted in a very short period of time.

The concept of Lifelong Learning was first used by John Dewey, Eduard Lindeman and Basil Yeaxle in the 1920s (Ayhan, 2005: 10). The concept, later developed by a group of UNESCO experts, began to be strongly emphasized and used in the mid-1990s and was referred to as 'learning from the cradle to the grave' (EC, 2003; Toprak and Erdoğan, 2012; Teyfur, 2009: 373). Lifelong Learning is basically knowing the world and oneself, gaining new knowledge and skills, investing in oneself, creating something, realizing the new beauties in the world, learning habits and a way of behavior, creating a second opportunity for people by updating basic skills and offering further learning opportunities, development of competence for personal and professional reasons on a voluntary basis, a learning approach that aims for individuals to constantly acquire new knowledge, skills and competencies, integrate their existing knowledge, skills and competencies, new learning with old learning and it is all kinds of learning activities carried out throughout life in order to develop the knowledge, skills, competencies and competencies of individuals in order to provide personal and social development and to create employment. (Erdamar, 2011: 220; Soran et al., 2006: 202; Candy et al., 1994: 2; Ireland Ministry of Education and Science, 2000; Şişman, 2012: 335; Borat, 2010; Avrupa Komisyonu, 2006; Candy, 2003; Coşkun and Demirel, 2012: 109; Uzunboylu and Hürsen, 2011: 125; Koç, 2005; Ersoy, 2009: 9; Polat and Odabaş, 2008: 596). All these behaviors and activities are generally related to the individual's field of interest or work and are

continuous. Life and work experience-based learning is also part of lifelong learning (Andresen et al., 1995)

Lifelong Learning, which appeals to all age groups in society, has three basic elements. One of these elements, *continuity*, is that the educational process begins in the first years of life and continues until death, and individuals acquire qualities that are relevant to their interests and needs throughout their entire lives. The future of individuals in the educational field and the changes in their personalities are shaped by the education they have received in advance. Therefore, individuals should also add their own creativity to the learning process and continue their lifelong learning activities. *Creativity* is individuals' realizing their own potential and developing their creativity in order to keep up with and adapt to change. The main purpose of Lifelong Learning is to make individuals a part of life. It is to reveal the creative potential of individuals against the successful individuals of traditional schools and to take actions aimed at increasing the creativity of individuals. *Learning*: One of the most important elements of lifelong learning is that people learn by themselves and by asking questions. Thus, schools should assume the responsibility of acquiring the skills (identifying problems, making decisions, solving problems, etc.) values and attitudes necessary for Lifelong Learning. (Uzunboylu and Hürsen, 2011: 127; Teyfur, 2009: 374; Karakuş, 2013; Erdamar, 2011: 223-224; Torres, 2001; Kaya, 2010: 32; DPT, 2001: 9; Güleç et al., 2012: 40).

The 'Learning to Be' report published by UNESCO in 1970 is accepted as a pioneering report on LLL. In the report, UNESCO explains the concept of LLL as follows: Spreading educational services beyond school age limits, increasing interest in education as a tool to increase the quality of life, developing and focusing on educational areas related to the needs of daily life, participation of employees, families and community members in decisions about education, being open-minded in planning, management and goal setting and teaching the individual to learn. (Recepoğlu, 2021; Akkuş, 2008: 4; Güleç et al., 2012: 36). For the first time, in the 'Learning to Be' report, a philosophy including the concepts of human, education and society related to LLL was developed and this report brought an optimistic perspective on human nature and the power of education to change society (Akkuş, 2008: 4).

In the report titled "Today and Tomorrow of World Education" published in 1972, it was concluded that education should be an activity that should last a lifetime through formal and informal channels in order to prepare individuals for a society that does not yet exist, and the following recommendations were made: It is wrong to limit education to school age and school building. Education should be considered as the essential component of all educational activities that include both school education and out-of-school education. Educational activity should be more flexible. Education

must be conceived of as an existential continuum as long as life (EURYDICE, 2000: 9; UNESCO, 2005: 76).

In the 1972 'Fuare' report, the main purpose of education is the integration of the individual as a full human being physically, intellectually, emotionally and morally, and the principles that define LLL are summarized as follows in the report (Can, 2011). Every individual should continue lifelong learning. LLL is the cornerstone of the learning society. The learning experience should be independent of time and place. Education should be given with the help of various tools. Completely open education allows learners to move horizontally or vertically, which gives them more options to learn. The concept of general education should be expanded to include social and economic, technical and practical knowledge. Education should not only prepare young people for their future jobs but should also prepare them for continuous improvement and adaptation to new situations, production styles and conditions. It should help young people to have the highest level of mobility in work and to move from one job to another. The concept of lifelong learning describes that business, industrial and agricultural companies will also have a comprehensive educational function. A new understanding of education makes individuals the creator of their own cultural development. Self-learning, especially assisted self-learning, has an immutable value in all educational systems. Education means continuous improvement until it eventually becomes a function of the whole society. Because of this, large sections of society should participate in education. Teaching should be stimulated by self-learning, as opposed to the understanding of traditional education. The learner should not submit to the predetermined rules of instruction.

In the 1972 Faure final report, the educational understanding of Lifelong Learning was explained with concepts such as self-learning, the function of education, education with materials, education being independent of time and place, and learning society. In today's economic and social change process, the pressures arising from the aging of the demographic structure have led to the rapid transition to the information society (Kaya, 2010: 35). Purposeful learning activities that will make it necessary to develop a new approach to education and teaching within the framework of lifelong learning and will last for a lifetime are grouped under three basic types: These types are classified as follows. *Formal learning* is learning carried out in education institutions for valid diplomas and qualifications. *Non-formal learning* is learning structured in terms of learning objectives, duration and learning support and occurs as a result of the learner's own will, through institutions or services that complement formal education systems. *Informal learning*, which is in most cases involuntary or random, is learning as a natural part of daily life maintained during work, in the family, or in leisure time and it is unstructured, undocumented, and optional in terms of goals, duration,

and learning support (Kaya, 2010).

The "lifelong" phenomenon of learning focuses on the complementarity of formal, non-formal and informal learning. This dimension describes how useful and fun learning can or does occur in the family, in free time, in daily life and/or in the working environment, and makes it clear that learning is a set of roles and activities that can change and be changed in different times and places (Kaya, 2010: 35).

In 1996, by resolution 2493/95/EC of the European Parliament and the Council of Europe, 1996 was recognized as the 'European Year of Lifelong Learning' (Berberoğlu, 2010: 115; Şişman, 2012: 334). This event started the process of joint decision-making on 'Lifelong Learning' in the European Union. During 1996, it was aimed to strengthen awareness on the following issues (Toprak and Erdoğan, 2012: 77): The importance of high quality of general education, strengthening of vocational education based on qualifications for all young people, encouraging individuals to receive education, developing cooperation between the business world and educational institutions, increasing the awareness of stakeholders and parents in the society and development of the European dimension in initial and continuing education and training. The four main purposes of the Lifelong Learning phenomenon, which are of vital importance in achieving equal opportunity and social integration, are listed by the European Parliament as follows (Gündoğan, 2003): To draw public attention to the importance of lifelong learning as a key factor in the personal development of individuals, to establish an intensive development and competition model for Europe, to expand cooperation between educational institutions and especially small and medium-sized enterprises, creating a common European space through the definition of academic and professional qualifications, to emphasize the importance of promoting equal opportunities in education, especially between women and men.

In 2000, the Council of Europe meeting was held in Lisbon by the member states. At the meeting, it was stated that LLL covers formal and informal learning that starts from pre-school ages and continues until after retirement and lasts for life. The meeting consists of six keys (MEGEP, 2007). These keys are: *New skills for everyone*: economic and social change that everyone should have as a minimum requirement is to develop the basic skills necessary for participation in business, family life and European society and economy. *More investment in human resources*: The level of money and time investment in learning needs to be increased in order to prioritize people, who are seen as Europe's most valuable asset. *Innovation in teaching and learning*: It is the planning effective teaching and learning methods for lifelong learning continuity. *Valuing learning*: significantly improving how learning, participation and outcomes are understood and appreciated, particularly in non-formal education. *Reassessment of guidance and counseling*:

ensuring that everyone has easy access to good quality information and advice on learning opportunities throughout their lives in all parts of Europe. *Bringing learning closer to home*: Lifelong learning opportunities are provided to students as closely as possible in their own communities and, where appropriate, are supported by ICT-based facilities.

Features of the European Union, Lifelong Learning Policy, Europe 2020 vision and Lifelong Learning strategy that mutually strengthen each other according to Europe 2020 vision (EC, 2010a; EC, 2010b): *Smart growth*: developing an economy based on knowledge and innovation. *Sustainable growth*: promoting a more resource-efficient, environmentally friendly and more competitive economy. *Inclusive growth*: accelerating employment that ensures social and regional harmony.

With these policies, the EU has determined where it wants to be by 2020 and has developed policies by setting targets in this direction (Toprak and Erdoğan, 2012: 79). These policies include employment of 75 percent of the 20-64 age group, investing 3 percent of the EU's GDP in R&D, ensuring "20/20/20" climate and energy targets, less than 10 percent early school dropout rate, at least 40 percent of the younger generation with a university degree, and fewer than 20 million people at risk of poverty. The EU's education and training policies for 2020 were adopted in May 2009 and four objectives were set within this framework. According to EC (2011), these objectives are:

1. *Making lifelong learning and mobility actually work*: Implementing lifelong learning strategies, developing mechanisms with qualifications frameworks that will allow the measurement and evaluation of more flexible learning paths, promoting the teaching mobility of all learners, teachers and trainers across Europe, including the 'Youth Movement'.

2. *Improving the effectiveness and quality of education and training*: Ensuring that all learners acquire the key skills and competencies necessary for their employability, including the 'New skills for new jobs' initiative, ensuring that the quality of teacher education and training is improved, and improving the effectiveness and attractiveness of all levels of education and training.

3. *Promoting equality, social cohesion and active citizenship*: Minimizing the disadvantages of education through high-quality early education, more targeted support and inclusive education.

4. *Fostering creativity, innovation and entrepreneurship at all levels of education and training*: Encouraging the acquisition of key competencies and encouraging education and training institutions that are more appropriate and more open to the needs of the labor market and society in general by collaborating with the wider outside world, especially the business world.

Between 2007 and 2013, the European Commission (EC)

allocated approximately seven million Euros to the concept of lifelong learning (Toprak and Erdoğan, 2012: 77). The program includes teachers, educators, all participants involved in education and training, and this category consists of four sub-programs. *Comenius for schools*: At least three million students should be involved in co-educational activities during the anticipated duration of the programme. *Erasmus for Higher Education*: Reaching three million individual participants in student mobility events since the start of the program. *Leonardo da Vinci for vocational training*: Training in workplaces until the end of the program, up to eighty thousand a year. *Grundtvig for adult education*: Ensuring the participation of seven million people in adult education by 2013 (EC, 2006; Toprak and Erdoğan, 2012: 77-78).

Major studies on lifelong learning can be listed as Coşkun and Demirel (2012), Günüş et al. (2012), Bostan and Tabak (2013), Gencel (2013), Cresson and Dean (2000), Litzinger et al. (2001), Aksoy (2008), Hursen (2011), Can (2011), Hondson and Spours (2013), Demiralay and Karadeniz (2008) and Kurubacak and Canberk (2008). These studies were carried out on the students of the faculty of education, engineering faculty, nursing department, students and trainers registered in adult education centers, teachers and primary school students. As a result of the literature review conducted on the lifelong learning approach, which has become increasingly important in the world, no project related to the lifelong learning approach has been found for the students of the faculties of education in the Republic of Turkey. This indicates that there is a need for studies on the lifelong learning approach for pedagogical formation education students in the Republic of Turkey. As a consequence, this project was intended to be carried out in order to determine and develop the views and awareness of the students receiving pedagogical formation education in the Republic of Turkey towards the lifelong learning approach. This research was produced from the project dated 01.05.2020 and numbered 18.M.073 with the same name as the research conducted for the Lifelong Learning approach.

Research objective (purpose of the research)

The aim of this research is to determine the views of teacher candidates who are receiving pedagogical formation education in universities on lifelong learning. For this purpose, the research sought answers to the following questions:

1. What is the level of teacher candidates' views on Lifelong Learning?
2. Do teacher candidates' views on the LLL differ by gender?
3. Do teacher candidates' views on LLL differ in terms of

the variable of the department they graduated from?

4. Do teacher candidates' views on the LLL differ depending on the age variable?

METHOD

The research is a survey model. A survey model is a research method that aims to describe a situation that exists in the past or present in the way it exists. In the survey model, the individual or object that is the subject of research is tried to be defined as it exists within its own conditions (Karasar, 1995, 2008). The research used the Lifelong Learning Scale developed by Sarıgöz (2015).

Universe and sample

The universe of this research consists of all students studying at Hatay Mustafa Kemal University Faculty of Education, and the sample of the research is 447 pedagogical formation students studying at Hatay Mustafa Kemal University Education Faculty in the 2018-2019 academic year. The numerical data of the departments from which the 447 teacher candidates, who participated in the research, graduated, or are currently studying are given in Table 1.

Data collection tools

The Lifelong Learning Scale developed by Sarıgöz (2015) was used as a data collection tool to determine the opinions of the teacher candidates participating in the research. The scale used in the research consists of 2 parts. In the first part, the demographic variables of the participants (gender, department type and age) and in the second part, the items related to the lifelong learning criteria are included.

Data collection and analysis

The items of the Lifelong Learning Scale, which was developed to determine the opinions of the participants on the subject of Lifelong Learning, are in the 5-point Likert type as "Strongly Agree", "Agree", "Undecided", "Disagree" and "Strongly Disagree". There are two different types of items on the scale as positive items and negative items. Positive statements in the scale were scored from "Strongly Agree" to "Strongly Disagree" by giving numerical values from 5 to 1, while negative statements were scored by giving numerical values from 1 to 5 on the contrary.

For the validity and reliability of the scale, first of all, the distribution of the scale total scores was examined. When the results of the normal distribution analysis were

Table 1. The number of pedagogical formation students participating in the research and types of departments.

Department	N	%
Accounting-Finance	36	8.05
Physical Education	85	19.02
Biology-Medicine	32	7.16
Geography	33	7.37
History	77	17.23
Psychology-Philosophy	31	6.94
Visual arts	39	8.72
English	48	10.74
Mathematics	30	6.71
Music	18	4.03
Turkish Language and Literature	18	4.03
Total	447	100.0

examined, the minimum value was 70, the maximum value was 149, the confidence interval was 112.551-115.997, the range was 79, the mean value was 114,274, the median was 114, the standard deviation was 13,263, the skewness was -0.141, and the kurtosis value was 0.569.

In the first stage of the factor analysis, with Principal Components Analysis, it was tried to test whether the "Lifelong Learning Scale" was unidimensional or not, and as a result of the analyzes, it was determined that the scale was unidimensional or factored. In scale development studies, it is stated that factor loads ranging between 0.30 and 0.40 can be taken as the lower cutoff point when creating a factor pattern (Gürbüz Türk and Şad, 2010). In this research, the lower cut-off point was accepted as 0.30.

As a result of the item analysis, KMO (Kaiser-Meyer-Olkin) and Bartlett's test of sphericity (BTS) tests were carried out. As a result of the analysis, the KMO value was found to be 0.826. In the analyzed KMO and Bartlett's test results of the scale, Bartlett's test of sphericity; approx. Chi-square: 2089,263, df: 300 and p: 0.00 values were significant. The item-total correlations calculated for 25 items to examine the distinctiveness of the items in the scale range from 0.311 to 0.646. Cronbach's Alpha coefficient for internal consistency, which was calculated based on item analysis for the reliability of the scale, was calculated as 0.858.

In Table 2, the data of the gender of the teacher candidates participating in the research are given numerically. Of the teacher candidates participating in the research, 299 are female and 148 are male.

In Table 3, the data of the ages of the teacher candidates participating in the research are given numerically. Of the teacher candidates participating in the research, 271 are in the age range of 18-25, 70 are in the age range of 24-29, 63 are in the age range of 30-35, and 43 are in the age range of 36 and older. Table 4 shows

Table 2. Data on the gender of the pedagogical formation students participating in the research.

Gender	N	%
Female	299	66.89
Male	148	33.11
Total	447	100.0

Table 3. Data on age variable of pedagogical formation students participating in the research.

Age	N	%
1.00 (18-23)	271	60.63
2.00 (24-29)	70	15.66
3.00 (30-35)	63	14.09
4.00 (36-older)	43	9.62
Total	447	100.0

how the numerical and verbal evaluations of the evaluation intervals of the scale used in the research were determined.

In Table 4, the score ranges of the Lifelong Learning

Table 4. The score ranges of the Lifelong Learning Scale (LLLS) and Lifelong Learning Awareness Scale (LLLAS).

$SA = \frac{EYD - EDD}{SS} = \frac{5 - 1}{5} = 0.8$	1.00 - 1.80: Strongly disagree
SA: Option Range	1.81 - 2.60: Disagree
EYD: Highest Value	2.61 - 3.40: Undecided
EDD: Lowest Value	3.41 - 4.20: Agree
SS: Number of Options	4.21 - 5.00: Strongly agree

2. Do teacher candidates' views on the LLL differ by gender?

When Table 6 is examined, it has been determined that there is no statistically significant difference between male and female students ($p > .05$) in terms of the gender variable of teacher candidates' views on Lifelong Learning. Based on the research data, it can be said that the opinions of female teacher candidates and male teacher candidates about lifelong learning are almost the same or similar to each other.

3. Do teacher candidates' views on LLL differ in terms of the variable of the department they graduated from?

In Table 7, in terms of the department type variable, there is a statistically significant difference in views on Lifelong Learning of teacher candidates studying in different departments ($p < .05$). With the results of the Tukey test,

Scale and the Lifelong Learning Awareness Scale were determined according to the formula used in this field (Demir and Gedikoğlu, 2007: 4). The score ranges of both the Lifelong Learning Scale and the Lifelong Learning Awareness Scale were determined based on the formula.

FINDINGS

1. What is the level of teacher candidates' views on Lifelong Learning?

As shown in Table 5, from the arithmetic means of the answers of the teacher candidates who participated in the research, it was found out that they communicate better, express themselves better, speak better in front of a community, and understand better what they read or listen in their mother tongue when it is compared to other foreign languages. Furthermore, it was determined that the teacher candidates gave high points to the items as the internet and computer are important tools in obtaining information, the internet is effective in disseminating information, and cultural activities can be explained with artistic activities.

which was conducted to find the source of this difference, it has been determined that there is a significant difference in favor of the teacher candidates studying or graduated from the Visual Arts Department of opinion between the teacher candidates studying or graduated from the Visual Arts Department and the teacher candidates studying or graduated from the Mathematics Department.

4. Do teacher candidates' views on the LLL differ depending on the age variable?

In Table 8, there is no statistically significant difference in opinion among teacher candidates studying in different departments in terms of the age variable of teacher candidates' views on lifelong learning ($p > .05$). Therefore, it can be said that teacher candidates from different age groups have similar views on lifelong learning.

Table 5. The arithmetic means of the responses of the formation students participating in the study to the scale items.

Question	\bar{X}	Sd	N
Q1	4.3087	.77140	447
Q2	4.2304	.82732	447
Q3	4.3579	.75574	447
Q4	4.2215	.77093	447
Q5	4.0671	.78379	447
Q6	4.0134	.75750	447
Q7	4.0805	.72912	447
Q8	4.1342	.83094	447
Q9	4.2953	.88462	447
Q10	4.2506	.73347	447
Q11	4.1365	.89427	447
Q12	4.0470	.82290	447
Q13	4.0425	.83665	447
Q14	4.0336	.86602	447
Q15	4.0089	.76052	447
Q16	4.1051	.90596	447
Q17	4.0783	.69311	447
Q18	4.1253	.66120	447
Q19	4.0268	.79753	447
Q20	4.0962	.88442	447
Q21	4.0089	.59889	447
Q22	4.0447	.67483	447
Q23	4.0380	.82608	447
Q24	4.3490	.78888	447
Q25	4.0962	.93375	447

General Arithmetic Mean of the Scale: 4.128 (Agree).

Table 6. The t-test results of the pedagogical formation students' responses to the scale items in terms of gender variable.

Gender	N	\bar{X}	Ss	Sd	t	p
Female	299	103.14	9.43	445	.018	.857
Male	148	103.31	9.34			
Total	447					

p > 0.05.

Table 7. Anova test results of the answers of the pedagogical formation students participating in the research to the scale items in terms of the department type variable.

Department	N	\bar{X}	Ss	Var. Sou.	Sum of Squares	Sd	Avg. Squares	F	p	Significant Difference (Tukey)
1) Acc.-Fin.	36	1.2.92	8.83	In-gr	2094.01	10	209.40	2.45	.007	
2) Phyc. Edu.	85	103.66	8.57	Int-gr	37210.66	436	85.35			9-7
3) Bio.-Med.	32	102.13	10.15	Total	39304.67	446				
4) Geo	33	105.09	9.04							

Table 7. Continues.

5) History	77	102.00	9.48
6) Psyc.-Phil.	31	102.71	9.37
7) Vis. Arts	39	107.82	8.32
8) English	48	102.33	9.56
9) Maths	30	98.83	10.22
10) Music	18	106.78	9.21
11) TLL	18	100.17	9.85
Total	447	103.20	9.39

$p < 0.05$.

Table 8. Anova test results of the answers of the pedagogical formation students participating in the research to the scale items depending on age variable.

Age	N	\bar{X}	Sd	Var. Sou.	Sum of Squares	Sd	Avg. Squares	F	p	Significant Difference (Anova)
1) 18-23	271	103.03	9.00	G.içi	77.66	3	25.89	.292	.831	
2) 24-29	70	102.97	10.12	G.ara	39227.01	443	88.55			
3) 30-35	63	104.22	10.20							
4) 36-older	43	103.12	9.59	Top.	39304.67	446				
Total	447	103.20	9.39							

$p > 0.05$.

DISCUSSION AND CONCLUSION

This research was conducted to determine the views of teacher candidates, who are receiving Pedagogical Formation Education at Hatay Mustafa Kemal University, on the Lifelong Learning approach, by taking into account some demographic variables.

Considering the arithmetic averages of the answers given by the teacher candidates who participated in the research to the scale items, it can be concluded that the teacher candidates communicate better, express themselves better, speak better in front of a community, and understand better what they read or listen to in their mother tongue compared to foreign languages. In a study conducted by Haldan and Pekbak (2019), it is stated that mother tongue has a unique culture and knowing only an academic foreign language cannot provide effective intercultural communication, hence, it has been concluded that the communication in the mother tongue of the individuals living in the culture changes the communication positively.

In the research, it has been concluded that the internet and computer are important tools in acquiring information and the internet is effective in disseminating information, but cultural activities can also be explained with various artistic activities. Soysaldı (2018) mentioned that archaeological or ethnographic works describe the lifestyles, male-female relations, social order,

management styles, values such as clothing and ornamentation of societies living in the past with an artistic language.

Examining the views of teacher candidates on lifelong learning by taking into consideration the gender demographic variable, it was concluded that there was no statistically significant difference of opinion between female teacher candidates and male teacher candidates. Based on the research data, it can be concluded that the opinions of female teacher candidates and male teacher candidates about lifelong learning are almost the same or similar to each other. Some studies also found no significant difference between the sub-dimensions of lifelong learning depending on gender (Şahin and Arcagök, 2014; Oral and Yazar, 2015).

It has been determined that there is a statistically significant difference in opinion on lifelong learning among teacher candidates studying in different departments in terms of the department type variable. To find the reason for this difference, the results of the analysis showed that there was a significant difference of opinion between the candidates of teachers studying or graduating in the Visual Arts Department and the candidates studying or graduating in the Mathematics Department in favor of the candidates of teachers studying or graduating in the Visual Arts Department. Based on the results of the analysis, it can be said that candidates for teachers studying or graduated from

departments associated with Fine Arts have a more moderate or positive attitude towards lifelong learning.

It has been determined that there is no statistically significant difference in the views of prospective teachers on Lifelong Learning between pre-service teachers studying in different departments in terms of the age variable. Therefore, it can be said that teacher candidates from different age groups have similar or close views on lifelong learning.

When the overall arithmetic mean of the scale was examined, it was determined that it coincided with the 'Agree' range. The arithmetic means' result of the scale is slightly less than the expected value. The expected value of the scale result is the 'Strongly Agree' range. From the interviews and meetings with the teacher candidates, it can be concluded that the reason for this is that the teacher candidates are not satisfied with the information in their minds or the available opportunities and they always want to learn more.

RECOMMENDATIONS

Teacher candidates always want to improve themselves and learn. Thus, teacher candidates should be offered continuous opportunities and assisted in every way.

The main purpose of lifelong learning is to learn from the cradle to the grave. For this reason, all students from primary school to university should be thoroughly told about the importance of knowledge and it should be understood that knowledge is more important than many factors in life. Even individuals who do not study in a formal school should be given necessary courses in institutions such as public education.

Individuals may have studied, worked or still working in different departments in life. Regardless of what field and subject they have a profession in, required courses by relevant institutions or organizations should be given to individuals who have problems with experience, practice or knowledge. The main goal of lifelong learning is not only to have a profession or to acquire a profession. Individuals can be encouraged to be successful in life by providing various courses to offer a second opportunity to those who want to get another job or occupation as a hobby or to those who do not like their profession.

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