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Abstract

The lifelong learning strategy is one of the most significant strategies suggested for bringing up modern persons in the appropriate circumstances. This study attempts to identify, in terms of several characteristics, the lifelong learning tendencies of the Turkish language, literature, and Turkish teacher candidates. 297 students studying Turkish Language and Literature as well as Turkish Teacher Certification at a university in the east of Turkey make up the study's sample in the survey model. The Lifelong Learning Tendency Scale (Gür Erdoan & Arsan, 2016) was used to gather the research's data. The information gathered throughout the study was analyzed using four distinct methods, including frequency, percentage, t-test for independent groups, and Kruskal Wallis H test. The statistical software package SPSS for Windows 22.00 was used to analyze the data. The study's findings revealed that, when it comes to gender-related factors, female teacher candidates had stronger lifelong learning tendencies than male teacher candidates. It was discovered that teacher candidates who read books frequently—every day, every other day, and once a week—had better propensities for lifetime learning than those who read books just once a month. It was found that teacher candidates with stronger dispositions toward lifelong learning studied scientific/academic, personal development, adventure, novel/story, and literary genres. Additionally, it was discovered through the research that there was no significant difference in the lifelong learning tendencies of teacher candidates about factors like age, the department or major of science they studied in college, the grade level they studied in, family income level, the education levels of their mothers and fathers, and preferred reading model. In general, it was found that teacher applicants scored extremely well on the lifelong learning tendencies scale when it came to their responses regarding their degrees of willingness to learn and grow over time.

Introduction

Education is considered a universal right to contribute to the individual's personal, mental, physical, and social development and to provide the information he needs. While education helps individuals realize their potential, it also makes significant contributions to the development of society. Education enables individuals to become more conscious, knowledgeable, and talented individuals by increasing their knowledge and skill levels. This helps them be more successful in their personal and professional lives and realize their potential. Education also supports

the social development of individuals and helps them become active and participatory individuals in society. Through education, people can better communicate, collaborate, respect different cultures, and interact with other members of society (Üsküplü, 2019).

One of the most important criteria that shows the level of development of a country is the educational opportunities it offers to individuals. Qualified and accessible education opportunities increase the knowledge and skill level of society, increase labor productivity, and support economic development. Education provides a fundamental basis for innovation and progress by increasing access to knowledge and technology. It also contributes to the spread of values such as education, democracy, human rights, and social justice (Karadağ ve Balkar, 2015).

In the developing world, education systems constantly change and adapt. Advances in technology allow for innovations in educational materials and methods. Education is an important tool that contributes to the advancement of societies from one to another. Raising well-educated individuals increases the competitiveness of a society and contributes to the development of other societies through the transfer of knowledge and skills (Yeşilorman ve Koç, 2014).

Rapid change in the field of science and technology causes knowledge in many fields to become outdated in a short time. The concepts of “strong individual” or “strong society” are associated with the competencies of accessing, structuring, producing, and disseminating information. For this reason, individuals who improve themselves and learn throughout life are needed (Bagnall, 2006; SCANS, 1991; Evin Gencel, 2013). The idea of "lifelong learning" was created as a result of people's ongoing desire to update their knowledge (Lambeir, 2005: 350; İzci and Koç, 2012). Lifelong learning is defined as learning activities that continue in all areas of human life and are an important factor in development (Akkoyunlu, 2008; Ersoy and Yılmaz, 2009; Turan, 2005; Köğce, Özpınar, Mandacı Şahin, Aydoğan Yenmez, 2014).

The content of lifelong learning has gained popularity as a result of modern developments in educational psychology, shifts in educational philosophies' perspectives on knowledge, industrialization, and globalization, the rapid obsolescence of knowledge taught in schools since the second half of the 20th century, and technological advancements. In other words, communities now want people who can develop their abilities and engage in lifelong learning. Understanding the world and oneself is the goal of lifelong learning. It entails acquiring fresh information, abilities, and power—real value you can never lose. It entails spending money on oneself. Lifelong learning entails making things and discovering the world's new wonders. Lifelong learning is characterized as a behavior or learning habit (Demirel, 2011: 214). Additionally, Lifelong Learning is defined as all types of learning activities that one participates in throughout one's life to improve one's knowledge, skills, interests, and competencies. It has a personal, community, social, and employment-related approach (Soran, Akkoyunlu, and Kavak, 2006; Epcacan, 2013).

Lifelong learning has begun to be seen as a solution point to meet the new needs created by rapidly developing technology in individual lives all over the world. Formal education is no longer able to address every student's needs in the digital age we now inhabit. This situation has also revealed that the education given in schools does

not shed enough light on the individual's ability to solve the problems he will encounter in real life. (Bağcı, 2011). It has become necessary in industrialized nations to create new educational policies and programs as a result of this scenario. As education and training institutions began to experience great difficulties in creating the society and educating individuals that the era needs, many countries, especially the European Union countries and candidate countries, have started to provide lifelong learning or lifelong education programs in addition to formal education institutions to eliminate these problems. He gave great importance to non-formal education institutions that made a great contribution to education (Ersoy and Yılmaz, 2010). With this importance, the aim for individuals is lifelong learning opportunities that will cover the entire life of the individual, rather than an education limited only to school (Geray, 2013).

A Memorandum on Lifelong Learning (2000), defines lifelong learning as all-purpose learning activities that continue throughout the formal or informal educational process to improve knowledge, skills, and capacities within the context of individual, social, social, and professional life. According to Jarvis (2004), lifelong learning encompasses both individual and institutional learning. Formal learning, non-formal learning, technical education, vocational education, and all in-service and out-of-service education and training are all included in the definition of lifelong learning. Every person has an equal chance to succeed since lifelong learning eliminates barriers associated with notions like place, time, age, socioeconomic status, and educational attainment (Dinevski and Dinevski, 2004; Yaman and Yazar, 2015). The ability to learn how to study is the only prerequisite for lifelong learning in the civilizations of today. Knowing where, how, and why one can acquire oneself and one's abilities, accessing them from different sources, using one's emotions and senses to learn, as well as the use of information and communication technologies, can all help one develop the skill of learning to learn (Turan, 2005; Karafilik, 2007; Yaman and Yazar, 2015).

Lifelong learning aims to ensure social unity and to develop effective people. In this context, individuals need to cooperate and ensure sustainable learning throughout their lives and act with this awareness. At this stage, individuals find a place for themselves as active and participatory citizens in society by improving themselves and preserving their innovations (Babanlı and Akçay, 2018). Lifelong learning has taken an important place in both individual and social life, with increasing importance from past to present. The reason for this is the increasing need for learning, especially in the information age we live in (Aksoy, 2013). There are no age or geographic restrictions on the process of lifelong learning, which lasts from the beginning to the end of a person's life (Samancı and Ocakçı, 2017).

Lifelong learning is defined as learning activities that continue in all areas of human life and are an important factor in development. In other terms, lifelong learning is a process by which a person continuously improves his or her abilities and potential. This process aims to facilitate equal and open access of people of all age groups to quality learning opportunities and diverse learning experiences. UNESCO and the OECD created lifelong learning in the 1970s, which gained attention around the world in the latter quarter of the 20th century and began to be discussed often in Turkey in the 2000s (Turan, 2005; Akkoyunlu, 2008; Ersoy and Yılmaz, 2009).

It has established itself as a crucial agenda item in the activities of international organizations like the European

Union and the Organization for Economic Cooperation and Development, and it still has this feature today. "Communication in the mother tongue" ,"communication in foreign languages", "mathematical skills" ,"basic skills in science and technology", "social and human competencies", "digital competence", "learning to learn", "social and human competencies", "initiative and entrepreneurship", and "cultural competences" were listed as the essential lifelong learning skills in the 2006 report by the European Union Parliament and Council. Examining the pertinent literature reveals that multiple definitions of lifelong learning skills have been offered by researchers (Cornford, 2002; Adams, 2007; Aydın, 2023):

- Feeling individual responsibility,
- Being willing and determined,
- Being open to communication and social,
- Ability to use technological opportunities,
- Having analytical and critical thinking skills,
- Being able to comprehend what you read,
- Identifying alternative learning strategies,
- Self-regulation skills,
- Being open to innovations,
- It can be summarized as creative thinking.

Additionally, Knapper and Cropley (2000) stated that lifelong learning skills include skills in analytical thinking, problem-solving, adaptability, and technical areas.According to Scales (2008), in addition to the individual's success in lifelong learning, the individual needs to have skills such as problem-solving and analytical thinking in fields such as science, mathematics, and technology. Competence is described as the knowledge, abilities, and values necessary to accomplish a job. It was stated by the European Framework of Key Competencies in 2007 that competencies such as personal development, participation in employment, and active citizenship are included in the scope of lifelong learning. (European Commission, 2005).

The concept of lifelong learning was first used by Grundtvig in the 1800s (Wain, 2000). The phrase "lifelong learning" first appeared in English publications some 75 years ago, and the majority of the key modern concepts were developed shortly after the Second World War. International policy-making organizations have started to pay more attention to it over time. The European Union designated 1996 as the 'year of lifelong learning'. The 1996 report of the Twenty-first Century International Education Commission of the United Nations Educational, Scientific, and Cultural Organization adopted lifelong learning as its key concept (Knapper and Cropley, 2000). The OECD Education Ministers chose lifelong learning for all as their guiding principle in 1996 (OECD, 1996). Based on Faure's report on lifelong learning in 1972, UNESCO and the OECD showed interest in the subject. The biggest support to the lifelong learning view is UNESCO. However, UNESCO's interest in lifelong learning, especially in the 1970s and 1990s, was effective in attracting attention to the subject from other international organizations such as the OECD (Ereş, 2019; Gödenenli, 2023). The concept of lifelong learning, which was drawn to the attention of UNESCO in the 1970s, also attracted the attention of supranational organizations such as the OECD, World Bank, EU, and ILO in the following years (Tilev, 2020). The European Year of Lifelong Learning was accepted in 1996 and a new declaration was published in 2000 (Akbaş and Özdemir, 2002).

Lifelong learning is a very comprehensive education approach that attracts attention not only from the European Union but also from the world. It has been on the agenda of educators since the 1970s (Beycioğlu ve Konan 2008). Faculty members working in teacher training institutions constitute an important link in the education chain. For this reason, teachers as well as teachers are commıtted to "21. Their views on "21st Century Learner Standards" also gain importance (Köğce, Özpınar, Mandacı Şahin, Aydoğan Yenmez, 2014: 209).

Teachers play a significant role in educational services; they need to have a steady and well-balanced personality as well as a strong worldview based on modern ideals. The teacher should serve as both a powerful source of inspiration for students and a good role model for them in the process of lifetime learning. Most of the time, the student is affected by the way the teacher interprets the events and pays more attention to how he approaches the issue than the material he is teaching. Teachers' personality traits have a direct impact on how they organize, carry out, and evaluate their instructional activities (Varş, 1988; Arslan, 2011; Parkinson, 1999; Yaman and Yazar, 2015:1555). In addition, during the education process, the teacher; The child should consider it his duty to encourage, and direct the innate needs of every child and adult, and create new ones from them (Gıordan, 2008). In addition, students need to develop an understanding that allows them to feel their voices while continuing to encourage them to express, tell, and retell their narratives by trying their voices (Freire and Macedo, 1998). In this context, for teachers to raise the type of lifelong learners required by the age, they must first become lifelong learners themselves, that is, they must follow innovations. Most of the time it is not enough to follow innovations; It is necessary to internalize them, master their application, and make it a habit to apply them in classes (Açıkgöz, 2011).

Purpose and Importance of the Research

Aiming to ensure that people develop into individuals who learn to learn throughout their lives, based on learning from cradle to grave, lifelong learning is a concept that evolved as a result of globalization and becoming an information society. The roles and capabilities of educational institutions, particularly instructors, who are effective in lifelong learning, become more significant in line with this goal. In this study, numerous variables were used to analyze the long-term trends of Turkish and Turkish Language and Literature teacher candidates.

In this study, answers were sought to the following sub-problems.

1. Does the gender variable significantly affect the lifelong learning preferences of teacher candidates?
2. Is there a substantial relationship between teacher candidates' propensities for lifelong learning and the age variable?
3. Does the department/major science variable significantly affect teacher candidates' propensity for lifetime learning?
4. Does the grade level variable significantly affect the teacher candidates' propensity for lifetime learning?
5. Are there any notable differences between the propensities for lifelong learning and income levels of teacher candidates?
6. Is there a substantial relationship between teacher applicants' propensity for lifelong learning and the

education level of their mothers?

7. Is there a substantial correlation between teacher applicants' propensity for lifelong learning and the educational attainment of their fathers?

8. Does the frequency of book reading among teacher candidates differ significantly from their propensity for lifetime learning?

9. Are there any notable differences in the types of books that prospective teachers read or favor and their dispositions toward lifelong learning?

10. Does the lifetime learning propensities of teacher candidates differ significantly from the book reading model/approach?

Method

This section includes the research methodology, sample population, data collection device, and data analysis.

Model of the Research

It was conducted using the Lifelong Learning screening approach for candidates for certification in Turkish language, literature, and teaching (Fraenkel and Wallen, 2007). According to Creswell and Creswell (2017), this model is an example of a research model that seeks to quantify the existence and strength of the association between variables. The primary goal of the screening model is to analyze the strength of the relationship between two or more variables and how those relationships affect and change each other simultaneously. The research method, model, hypotheses, population and sample selection, things to do and pay attention to simultaneously with this selection, data collection and processing, choice of the appropriate scales, parameters, reliability and validity checks, and analysis stages are also discussed. Additionally, the problematic facets of the survey model, one of the quantitative research techniques, and how it supports the gathered data are covered (Bekman, 2022).

Sample of the Research

The research sample comprises teacher candidates studying at various grade levels at Atatürk University's Kazm Karabekir Faculty of Education in the 2022–2023 academic year for Turkish and Turkish Language and Literature (n=297). Table 1 lists the demographic details of teacher candidates.

Table 1. Participant Demographics

Variable	Options	n	%
Gender	Female	221	74.4
	Male	76	25.6
Age	18-20	68	22.9
	21-25	196	66.0
	26-30	14	4.7
	31 years and over	19	6.4

Variable	Options	n	%
Department/major of study at university	Turkish Language and Literature Education Department	128	43.1
	Department of Turkish Education	169	56.9
Class	1st Class	68	22.9
	2. Class	40	13.5
	3rd Class	69	23.2
	4th grade	120	40.4
Family income level	8500 TL	139	46.8
	8500-15000 TL	102	34.3
	15000-25000 TL	40	13.5
	25000 -50000 TL	13	4.4
	50000 TL and above	3	1.0
Mother's education level	illiterate	63	21.2
	Primary school	133	44.8
	Middle school	40	13.5
	High school	37	12.5
	University	24	8.0
Father's education level	Primary school	17	5.7
	Middle school	115	38.7
	High school	59	19.9
	University	72	24.2
	Postgraduate	34	11.4
Book reading frequency	I read every day	69	23.2
	I read every two days	54	18.2
	I read once a week	81	27.3
	I read every two weeks	25	8.4
	I read once a month	53	17.8
	I read once a year	13	4.4
	Never Read	2	.7
Type of book read	scientific/academic	8	2.7
	Personal Development type	25	8.4
	Adventure	11	3.7
	Science fiction	19	6.4
	novel/story	188	63.3
	Literary books/texts	34	11.4
	Other	12	4.0
Reading model	printed books	279	93.9
	e-book	16	5.4
	interactive book	2	.7

Data Collection Tool

According to Gül Erdoğan and Arsan (2016), the "Lifelong Learning Tendency Scale" was used to collect the research's data. According to a 5-point Likert scale, the research's scale was graded as "strongly disagree, disagree, undecided, agree, and strongly agree." The calculation of the scale's validity and reliability yielded the following results: the criteria scale validity was computed as 71, the Cronbach's alpha internal consistency coefficient as 86, and the value as 89. Regarding the stability of the scale, the test-retest reliability coefficient was discovered to be 76. This demonstrates how the trustworthiness of the scale is adequate.

Data Analysis

Four distinct statistical analyses, including frequency, percentage, t-test for independent groups, and Kruskal Wallis H test, were used to analyze the data gathered for the study. These analyses were carried out on a computer using the SPSS for Windows 22.00 statistical package**.**

Research Ethics and Ethics Committee Permission Information

All guidelines outlined in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" (YK, 2023) were adhered to in this study. No behavior or action that would be against scientific research and publication ethics has been taken after considering the activities listed under the heading "Actions Contrary to Scientific Research and Publication Ethics" in the directive. This study's writing process was thoroughly guided by ethical and scientific considerations. With its judgment dated 11.04.2023 and numbered 05/07, the Atatürk University Social and Humanities Ethics Committee Educational Sciences Unit Ethics Committee granted the study ethical approval.

Results

Information about the descriptive characteristics of the pre-service teachers included in the study is given in Table 1. 297 teacher candidates took part in the study; 74.4% of them were female and 25.6% were male. The participants' average age is between 18 and 20 years old (22.9%), followed by 21 to 25 years old (66%) and then 26 to 31 years old (6.4%). 56.9% of the teacher candidates are enrolled in the Department of Turkish Education, while 43.1% of teacher candidates are enrolled in the Department of Turkish Language and Literature Education. First-graders make up 22.9% of the participants, followed by second-graders (13.5%), third-graders (23.2%), and fourth-graders (40.4%). The monthly income of the family of 46.8% of the teacher candidates is 8500 TL, 34.3% of them have a monthly income of 8500-15000 TL, 13.5% have a monthly income of 15000-25000 TL, 4.4% have a monthly income of 25000-50000 TL, 1% have a monthly income of 50000 TL and is on. Nearly half of teacher candidates come from low-income families. When the table is examined, the mothers of 44.8% of the participants are primary school graduates and the mothers of 21.2% are illiterate. Again, 13.5% of the teacher candidates have a secondary school graduate, 12.5% have a high school graduate, and 8% have a university graduate. In addition, 38.7% of the teacher candidates have a secondary school graduate, 24.2% have a university

graduate, and 19.9% have a high school graduate. The fathers of 11.4% had postgraduate education. 27.3% of teacher candidates say it once a week, 23.2% every day, 18.2% every two days, 17.8% once a month, 8.4% every two weeks, 4.4% once a year, 0.7%. He doesn't read any books. 63.3% of teacher candidates prefer to read novels/story books. Additionally, 11.4% read literary books/texts, 8.4% read personal development books, 6.4% read science/fiction books, 3.7% read adventure books, and 2.7% read scientific/academic books. 93.9% of teacher candidates read printed books, 5.4% read e-books, and 0.7% read interactive books. Table 2 displays the arithmetic mean and standard deviation of the scores that teacher candidates obtained on the Lifelong Learning Tendencies Scale.

Table 2. Lifelong Learning Tendency Scale Scores for Teacher Applicants, including Arithmetic Mean and Standard Deviation

Dimensions	$\overline{X}$	SD
Willingness to learn the dimension	45.07	5.77
Willingness to improve dimension	26.13	3.21
Lifelong Learning Tendencies Scale Total score	71.21	8.33

The Lifelong Learning Tendencies Scale's Willingness to Learn dimension was found to have an arithmetic mean of 45.07 5.77, the Willingness to Develop dimension to have an arithmetic mean of 26.13 3.21, and the Total Score to have an arithmetic mean of 71.21 8.33. Given that the range of total scores that can be acquired from the Lifelong Learning Tendencies scale extends from 17 to 85, these findings demonstrate that teacher applicants received exceptionally high scores in the overall Lifelong Learning Tendencies Scale. Table 3 compares the results of teacher candidates' scores on the Lifelong Learning Tendency Scale by gender.

Table 3. Compares Teacher Applicants' Ratings on the Lifelong Learning Tendency Scale Based on their Gender

Dimensions	Gender	N	$\overline{X}$	SD	t	p
Willingness to learn the dimension	Female	221	45.52	5.17	2.265	.024
	Male	76	43.79	7.12		
Willingness to improve dimension	Female	221	26.54	2.79	3.812	.000
	Male	76	24.95	4.00		
Lifelong Learning Tendencies Scale Total score	Female	221	72.05	7.22	3.036	.003
	Male	76	68.74	10.62		

According to the gender of pre-service teachers, all t values were found significant at $p<0.05$ level of significance in terms of willingness to learn dimension, willingness to develop dimension, and total score of Lifelong Learning Dispositions Scale. When the table is analyzed, it is seen that female pre-service teachers have higher mean scores of willingness to learn dimension, willingness to develop dimension, and Lifelong Learning Dispositions Scale Total score than male pre-service teachers. As a result, it can be said that female pre-service teachers have better lifelong learning tendencies than male pre-service teachers. The comparison of the Lifelong Learning Dispositions Scale scores of pre-service teachers according to their ages is given in Table 4.

Table 4. Comparison of Lifelong Learning Dispositions Scale Scores of Pre-Service Teachers According to their Ages

Dimensions	Age	N	$\overline{X}$	SD	KW	p
Willingness to learn the dimension	18-20	68	45.01	5.73	2.640	.451
	21-25	196	44.93	5.66		
	26-30	14	46.57	4.48		
	31 years and over	19	45.63	7.85		
Willingness to improve dimension	18-20	68	26.88	2.68	6.665	.083
	21-25	196	25.94	3.25		
	26-30	14	26.86	2.18		
	31 years and over	19	24.89	4.53		
Lifelong Learning Tendencies Scale Total score	18-20	68	71.90	7.76	2.001	.572
	21-25	196	70.87	8.24		
	26-30	14	73.43	5.96		
	31 years and over	19	70.53	12.21		

As a result of the Kruskal Wallis H test related to the Lifelong Learning Dispositions Scale scores of pre-service teachers according to their ages, all chi-square values were found to be insignificant at p>0.05 significance level. This finding shows that there is no difference between the pre-service teachers participating in the study in terms of their Lifelong Learning Dispositions Scale scores according to their ages. The comparison of the Lifelong Learning Dispositions Scale scores of the pre-service teachers according to the department/major discipline they studied at the university is given in Table 5.

Table 5. Comparison of Lifelong Learning Dispositions Scale Scores of Pre-service Teachers according to the Department/Major Field of Study at The University

Dimensions	Major	N	$\overline{X}$	SD	t	p
Willingness to learn the dimension	Department of Turkish Language and Literature Education	128	44.93	5.44	.375	.708
	Department of Turkish Education	169	45.18	6.03		
Willingness to improve dimension	Department of Turkish Language and Literature Education	128	26.37	3.08	1.103	.271
	Department of Turkish Education	169	25.95	3.30		
Lifelong Learning Tendencies Scale Total score	Department of Turkish Language and Literature Education	128	71.30	7.89	.164	.870
	Department of Turkish Education	169	71.14	8.67		

At the p>0.05 significance level, it was determined that none of the t values for the Lifelong Learning Tendency Scale scores according to the department/major of science that the teacher candidates studied at the university

were significant. This result demonstrates that regardless of the department or major they are studying at the university, there are no differences in the Lifelong Learning Tendency Scale scores of the future teachers taking part in the study. Table 6 compares teacher applicants' results on the Lifelong Learning Tendency Scale based on their family's financial level.

Table 6. Comparison of Lifelong Learning Tendencies Scale Scores of Teacher Candidates according to their Grade Level

Dimensions	Grade level	N	$\overline{X}$	SD	KW	p
Willingness to learn the dimension	1st Class	68	45.07	5.32	.362	.780
	2. Class	40	45.93	4.61		
	3rd Class	69	44.78	7.33		
	4th grade	120	44.96	5.38		
Willingness to improve dimension	1st Class	68	26.53	2.96	2.470	.062
	2. Class	40	27.13	2.41		
	3rd Class	69	25.67	3.54		
	4th grade	120	25.84	3.32		
Lifelong Learning Tendencies Scale Total score	1st Class	68	71.60	7.69	.989	.398
	2. Class	40	73.05	6.29		
	3rd Class	69	70.45	10.19		
	4th grade	120	70.80	8.08		

The Lifelong Learning Tendency Scale scores of the teacher candidates according to their grade level as determined by the Kruskal Wallis H test were all found to be inconsequential at the $p>0.05$ significance level. This result demonstrates that, regardless of the grade level they are studying at, there are no differences in the Lifelong Learning Tendency Scale scores of the potential teachers who took part in the study. Table 7 compares teacher applicants' results on the Lifelong Learning Tendency Scale based on their family's financial level.

Table 7. Compares Teacher Candidates' Results on the Lifelong Learning Tendencies Scale Based on the Income of Their Families

Dimensions	Income	N	$\overline{X}$	SD	KW	p
Willingness to learn the dimension	8500 TL	139	45.38	5.41	2.114	.715
	8500-15000 TL	102	44.20	6.39		
	15000-25000 TL	40	45.53	5.47		
	25000 -50000 TL	13	47.08	5.56		
	50000 TL and above	3	46.00	1.00		
Willingness to improve dimension	8500 TL	139	26.24	3.11	1.341	.854
	8500-15000 TL	102	26.05	3.37		
	15000-25000 TL	40	25.78	3.33		
	25000 -50000 TL	13	26.54	2.99		

Dimensions	Income	N	$\overline{X}$	SD	KW	p
	50000 TL and above	3	26.67	2.89		
Lifelong Learning Tendencies Scale Total score	8500 TL	139	71.63	7.94		
	8500-15000 TL	102	70.25	9.06		
	15000-25000 TL	40	71.30	8.18	1.159	.885
	25000 -50000 TL	13	73.62	7.73		
	50000 TL and above	3	72.67	3.79		

The Lifelong Learning Tendency Scale scores of the teacher candidates according to the income level of their families were all determined to be non-significant in the Kruskal Wallis H test results at the p>0.05 significance level. This result demonstrates that, regardless of their family's income level, the teacher candidates who took part in the research did not differ in their scores on the Lifelong Learning Tendency Scale. Table 8 compares teacher applicants' ratings on the Lifelong Learning Tendency Scale based on the educational level of their mothers.

Table 8. Compares the Trends in Lifelong Learning Teacher Candidates' Scale Scores Based on Their Mothers' Educational Level

Dimensions	Mother's Educational Level	N	$\overline{X}$	SD	KW	p
Willingness to learn the dimension	Illiterate	63	44.97	5.87		
	Primary school	133	45.66	5.73		
	Middle school	40	44.98	5.24	7.652	.105
	High school	37	43.03	6.23		
	University	24	45.78	5.44		
Willingness to improve dimension	Illiterate	63	25.94	3.57		
	Primary school	133	26.49	3.15		
	Middle school	40	25.88	2.96	6.915	.140
	High school	37	25.43	2.71		
	University	24	26.13	3.72		
Lifelong Learning Tendencies Scale Total score	Illiterate	63	70.90	8.99		
	Primary school	133	72.15	8.24		
	Middle school	40	70.85	7.64	8.476	.076
	High school	37	68.46	7.93		
	University	24	71.91	8.44		

The Lifelong Learning Tendency Scale scores of the teacher candidates according to the education level of their mothers were all determined to be non-significant in the Kruskal Wallis H test results at the p>0.05 significance level. This result demonstrates that the Lifelong Learning Tendency Scale scores of the research participants who are aspiring teachers do not alter based on the education level of their mothers. Table 9 compares teacher applicants' ratings on the Lifelong Learning Tendency Scale based on the educational degree of their father.

Table 9. Compares Teacher Applicants' Ratings on the Lifelong Learning Tendencies Scale Based on the

Education Degree of Their Father.

Dimensions	Father's Educational Level	N	$\overline{X}$	SD	KW	p
Willingness to learn the dimension	Primary school	17	44.94	8.407	.943	.918
	Middle school	115	45.04	5.771		
	High school	59	44.85	4.824		
	University	72	45.31	5.864		
	Postgraduate	34	45.15	5.868		
Willingness to improve dimension	Primary school	17	25.53	4.638	6.549	.162
	Middle school	115	26.35	3.361		
	High school	59	25.36	2.845		
	University	72	26.35	2.980		
	Postgraduate	34	26.59	2.808		
Lifelong Learning Tendencies Scale Total score	Primary school	17	70.47	12.585	2.278	.685
	Middle school	115	71.39	8.602		
	High school	59	70.20	6.997		
	University	72	71.65	8.025		
	Postgraduate	34	71.74	7.917		

The Lifelong Learning Tendency Scale scores of the teacher candidates according to the educational level of their father were all determined to be non-significant in the Kruskal Wallis H test results at the p>0.05 significance level. This result demonstrates that the Lifelong Learning Tendencies Scale scores of the teacher candidates taking part in the study do not alter depending on the level of education of their father. Table 10 compares the results of the Lifelong Learning Tendencies Scale for teacher candidates according to how frequently they read books.Table 10 compares teacher candidates' ratings on the Lifelong Learning Tendencies Scale based on how frequently they read books.

Table 10. Compares the Trends in Lifelong Learning. Scale Results for Potential Teachers Based on How Often They Read Books

Dimensions	Frequency of reading books	N	$\overline{X}$	SD	KW	p	Difference
Willingness to learn the dimension	I read every day	69	46.59	6.71	16.554	.011	1-2-3>5
	I read every two days	54	45.43	5.01			
	I read once a week	81	45.42	5.05			
	I read every two weeks	25	44.68	5.38			
	I read once a month	53	43.02	5.89			
	I read once a year	13	42.77	6.14			
	I never read	2	43.50	.71			
Willingness to learn the dimension	I read every day	69	26.88	3.21	24.902	.000	1-2-3>5
	I read every two days	54	26.65	2.47			
	I read once a week	81	26.53	2.93			
	I read every two weeks	25	25.84	3.08			

Dimensions	Frequency of reading books	N	$\overline{X}$	SD	KW	p	Difference
	I read once a month	53	24.42	3.82			
	I read once a year	13	25.38	3.07			
	I never read	2	24.00	.00			
Lifelong Learning Tendencies Scale Total score	I read every day	69	73.48	9.35			
	I read every two days	54	72.07	6.79			
	I read once a week	81	71.95	7.19			
	I read every two weeks	25	70.52	7.74	22.641	.001	1-2-3>5
	I read once a month	53	67.43	9.17			
	I read once a year	13	68.15	8.45			
	I never read	2	67.50	.71			

According to the frequency of book reading among teacher candidates, all KW values were found to be significant at the p0.05 significance level for the Lifelong Learning Tendencies Scale's Willingness to Learn dimension, Willingness to Improve dimension, and Total score. These results demonstrate that, depending on the frequency of book reading, there are differences between the prospective teachers in terms of the Willingness to Learn, Willingness to Improve, and Total scores of the Lifelong Learning Tendencies Scale. A Post Hoc test was used to determine that the difference was brought about by how frequently teacher applicants read books. Following the Post Hoc test, it was discovered that the average scores of the teacher candidates who responded "I read every day", "I read every other day", and "I read once a week" were higher than those of the teacher candidates who responded "I read once a month" in the dimensions of "Willingness to Learn", "Willingness to Improve", and "Total Score" of the Lifelong Learning Tendencies Scale. At the 0.05 significance level, it was determined that the disparities between them were higher and significant. According to these results, teacher candidates who indicated that they read regularly every day, every other day, or once a week had better propensities for lifelong learning than those who stated that they read a book once a month. Table 11 compares the results of the Lifelong Learning Tendencies Scale based on the kinds of books teacher candidates read.

Table 11. Compares the Trends in Lifelong Learning. Scores on a Scale based on the Books that Teacher Candidates Have Read

Dimensions	Type of books read	N	$\overline{X}$	SD	KW	p	Difference
Willingness to learn the dimension	Scientific/academic	8	46.50	4.243			
	Personal Development type	25	47.08	6.157			
	Adventure	11	45.45	6.039			
	Science fiction	19	40.05	8.534	12.718	.048	1-2-3-5-6-7>4
	Novel/story	188	44.97	5.328			
	Literary books/texts	34	46.29	5.054			
	Other	12	45.67	5.598			
Willingness to learn	Scientific/academic	8	26.13	2.696	9.670	.139	-
	Personal Development type	25	26.96	3.835			

Dimensions	Type of books read	N	$\overline{X}$	SD	KW	p	Difference
the dimension	Adventure	11	26.55	2.770			
	Science fiction	19	23.95	5.296			
	Novel/story	188	26.14	2.945			
	Literary books/texts	34	26.79	2.683			
	Other	12	25.50	2.611			
Lifelong Learning Tendencies Scale Total score	Scientific/academic	8	72.63	6.278			
	Personal Development type	25	74.04	9.676			
	Adventure	11	72.00	7.616			
	Science fiction	19	64.00	13.296	12.946	.044	1-2-3-5-6-7>4
	Novel/story	188	71.11	7.521			
	Literary books/texts	34	73.09	7.259			
	Other	12	71.17	7.469			

Regarding the Willingness to Learn dimension and the Total Score of the Lifelong Learning Tendencies Scale about the kinds of books the teacher candidates read, all KW values were discovered to be significant at the p0.05 significance level. These results demonstrate that, depending on the kinds of books teacher candidates read, there are differences between them in terms of the Willingness to Learn dimension and the Total Score of the Lifelong Learning Tendencies Scale. A post-hoc test was done to determine what kind of books the teacher candidates' reading was responsible for the difference. The Post Hoc test revealed that readers of books in the scientific/academic, personal development, adventure, novel/story, and literary genres had higher mean scores on the Willingness to Learn dimension and Lifelong Learning Tendencies Scale than readers of science fiction. At the 0.05 significance level, it was determined that there was a significant difference between them. These results demonstrate that teacher candidates who read books in the scientific/academic, personal development, adventure, novel/story, literary, and other genres have stronger tendencies toward lifelong learning than teacher candidates who read books in the science/fiction category. Tendencies towards Lifelong Learning are compared. Table 12 lists the scale scores of teacher candidates according to their reading model.

Table 12. Compares the Trends in Lifelong Learning Scale Results for Potential Teachers Based on their Reading Model

Dimensions	Reading Model	N	$\overline{X}$	SD	KW	p
Willingness to learn the dimension	Printed books	279	45.03	5.89	.544	.762
	e-book	16	46.00	3.50		
	Interactive book	2	43.50	3.54		
Willingness to learn the dimension	Printed books	279	26.09	3.23	4.166	.125
	e-book	16	27.25	2.44		
	Interactive book	2	22.50	3.54		
Lifelong Learning Tendencies Scale Total	Printed books	279	71.13	8.47	1.912	.384
	e-book	16	73.25	5.50		

Dimensions	Reading Model	N	$\overline{X}$	SD	KW	p
score	Interactive book	2	66.00	7.07		

The Lifelong Learning Tendency Scale scores of the teacher candidates according to their reading model were all determined to be non-significant in the Kruskal Wallis H test results at the p>0.05 significance level. This result demonstrates that there is no difference between the prospective instructors taking part in the study in terms of their reading model-based scores on the Lifelong Learning Tendency Scale.

Discussion and Conclusion

Our lives now depend heavily on lifelong learning as a result of globalization and the digital age we live in. The knowledge and skills that individuals have, their motivation, and their active participation in lifelong learning processes are of great importance for the development, competition, and change of societies (Balay, 2004). People should be raised as individuals with interdisciplinary thinking skills who can process information that requires the ability to deal with today's complex relationships, rapid changes intellectual flexibility, and the ability to deal with complex systems (Aksoy, 2013).

Instead of acquiring knowledge, teaching how to access knowledge is becoming increasingly important. It is aimed at "individuals who learn how to learn" with the learning activities of all the knowledge, experience, skills, qualities, and competencies gained and developed throughout life (Aksoy, 2013). Aiming to teach each person how to study by developing self-directed research skills, education is seen as a continual process of research. In this context, teaching methods of accessing information are becoming increasingly important (Kazu & Erten 2016).

Individuals need to be self-learning individuals to put into practice the knowledge and skills required by their age. The necessity of lifelong learning comes to the fore at the point of self-learning and individuals are expected to acquire lifelong learning skills. To achieve lifelong learning, the involvement of teachers and teacher candidates is crucial. The ability to develop teachers who not only impart the knowledge needed by the age but also teach students how to obtain knowledge is one of the most crucial characteristics of higher education institutions that train teachers today. For teacher candidates to achieve this mission, it is an important obligation that they first learn to learn, tend to learn throughout their lives, and continue to do so. Candidates for teaching positions must be eager to learn new things to advance both personally and professionally. As in many other countries, the content of lifelong learning is significant in our nation (Yaman & Yazar, 2015).

The outcomes of this study, which looked at Turkish and Turkish Language and Literature teacher candidates' tendencies toward lifelong learning, are as follows. The study's findings showed that 25.6% of teacher candidates were men and 74.4% were women. While just 22.9% of participants are between the ages of 18 and 20; 66% are between the ages of 21 and 25. Regarding the area of study, 56.9% of students are enrolled in the Department of Turkish Education, while 43.1% are enrolled in the Department of Turkish Language and Literature Education. When family incomes are examined, it is seen that 46.8% of them have a monthly income of 8500 TL and are low

income. The fathers of 38.7% of the participants were determined to be secondary school graduates, and the fathers of 24.2% were determined to be university graduates. In terms of students' reading habits, 23.2% read books every day, while 63.3% are interested in novels/story books. Additionally, 93.9% of the participants prefer printed books, while 5.4% prefer e-books. It is seen that women are in the majority among teacher candidates, young age groups are concentrated, Turkish and Turkish Language and Literature education fields come to the fore, and the habit of reading books is quite common. According to the study, female teacher candidates have stronger impulses toward lifelong learning than male teacher candidates. According to these research results, female teacher candidates have higher mean scores on the Lifelong Learning Tendencies Scale Total score, Willingness to Learn dimension, and Willingness to Improve dimension than male teacher candidates. As a result, it can be claimed that female teacher candidates have stronger impulses toward lifelong learning. Additionally, it has been observed that teacher candidates who read books regularly—every day, every other day, or once a week—have better propensities for lifetime learning than those who read books only once a month. The research participants' degrees of lifelong learning varied according to the types of books they preferred to read. It demonstrates that teacher candidates who read books about science or academia, personal growth, adventure, novels or stories, or literary texts have better propensities for lifelong learning than do teacher candidates who read books about science or fiction.

According to age, department/major science at the university, grade level, family income level, mother and father education level, education level, and reading model characteristics, the research participants' propensities for lifelong learning did not differ. It has been determined that these factors do not differ in terms of the propensity of teacher candidates for lifetime learning. This study's finding is consistent with Arsal (2011) and Karakuş (2013), two important works.

In terms of willingness to learn and grow, it has been found that teacher applicants generally have very high lifetime learning levels. When the lifelong learning literature is evaluated, it becomes clear that studies have been done on the lifetime learning inclinations, perspectives, competencies, and meanings that university students give to this content. Atik Kara and Kürüm (2007), Demiralay (2008), Coşkun (2009), Şahin, Akbaşlı and Yanpar Yelken (2010. İzci and Koç (2012) Gencel (2013), Oral and Yazar (2013), Demirel (2009b), Epçaçan (2013), Ödemiş (2014). In their studies, Şahin and Arcagök (2014), Özçiftçi and Çakır (2015) looked at prospective teachers' perspectives of lifetime learning about numerous variables and concluded that the prospective teachers scored highly on lifelong learning. This research's findings are consistent with those of other studies in the field.

Recommendations

The research's findings have led to the recommendations that are listed below. Teacher candidates at the Department of Turkish Language and Literature and Turkish Education participated in the research. The propensity for lifelong learning of potential teachers from various fields might be researched. The study was conducted while taking into account factors including teacher applicants' gender, age, parental education level, monthly income, and frequency and pattern of book reading. Researchers can look into how various factors affect lifetime learning. Courses and activities that emphasize the lifelong learning approach and develop abilities in this

area can be offered more regularly in education faculties.

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