

Determining the relationship between the attitudes of private teaching institution teachers towards lifelong learning and their competence

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Abstract

This research has been conducted to determine the relationship between the attitudes of teachers working in private teaching institutions, preparing students for university exams, and their lifelong learning competencies. In this study correlational survey model has been used. The research universe consists of 286 teachers working in 21 officially registered private teaching institutions in Northern Cyprus in the 2018-2019 academic year. The sample of the study is composed of 185 private teaching institution teachers selected by random sampling method. In the study, attitudes to lifelong learning and lifelong learning adequacy scales were used. As a result of the research, it can be said that teachers working in the private teaching institution have high attitudes towards lifelong learning and good lifelong learning competencies. As the attitudes of teachers regarding the lifelong learning approach increase, their lifelong learning competencies also increase. The attitudes of female and male teachers to the lifelong learning approach, whether full-time or not, and lifelong learning competencies are at the same level. Teachers taking courses in the past year have a higher attitude towards the lifelong learning approach.

Keywords: teachers, lifelong learning, Northern Cyprus, private teaching

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1. Introduction

Competencies of learning how to learn is the ability to organize one's own learning, both individually and in groups, and to continue learning while being able to use time and knowledge effectively. While realising the learning, the knowledge and ability of individuals are important (Caliskan, Uzunboylu, & Tugun, 2018; João, Bravo, & Gomes, 2018; Ozcan, & Genc, 2016). This ability includes involves being aware of one's learning process and needs, identifying appropriate opportunities, and overcoming obstacles to succeed. Competence of learning how to learn means acquiring, processing, assimilating new knowledge and skills and guiding the person. The usage of knowledge and ability are supported by disciplines and experiences from past. Motivation and self-confidence are important for individual competence (Yasa, 2018). Due to the perceived difficulty of courses in these disciplines, high majority of students are attrited Aravind & Refugio, 2019; Atmaca, & Ozen, 2019).

Learning continues throughout life. For this purpose, many researchers have conducted research on different learning methods. Different learning methods help learning becomes continuous in accordance with knowledge and ability of individuals (Devedzic & Devedzic, 2019; Hamdan, Isik & Jallad, 2019; Yildiz, & Uzunboylu, 2018; Kurt, & Yavuz, 2018; Fanzeres, & Cruz-Santos, 2018).

In order to sustain one's life, one normally needs to learn while constantly obtaining some information throughout one's entire life. The fact that the lack of learning continues as a requirement for a continuous lifetime has also led to the emergence of the term lifelong learning (Özçiftçi, 2014; Boz, 2018). Lifelong learning by Demirel (2009), described as: It is an educational approach that aims to give everyone the education they need, at the moment they need it and where they can afford it.

The philosophical core of lifelong education is the idea that education should become a way of life and that there will be no age of learning. In UNESCO's Dictionary of Adult Education terms, the concept of lifelong education is defined in this direction and it is emphasized that education cannot be restricted to formal or organized education. However, due to the fact that learning includes the planned, programmed, intentional and unintentional activities, and because of the effort to transform education into a sector with the help of globalization, life long education has given its place to life long learning. This is because the concept of learning is more dynamic than the concept of education, and the center is not an educator but a learning individual (Kaya, 2016; Gunindi Ersoz, 2017).

The concept of lifelong learning was first studied in the 1920s by John Dewey, Eduard Lindeman and Basil Yeaxle. Aforenamed scientists adopted the idea that the continuous dimension of daily life exists. The expression called life long learning has been frequently included in the book called "the meaning of Public Education" translated by Lindeman in 1926 and also in book called 'lifelong education' translated by Basil Yeaxle in 1929 (Ayhan, 2005, s. 2). In 1972, a report by UNESCO mentioned about two important issues that are essentialities of education policies and encourage all people to learn. One of those is "continuous learning" and other one is "learning society" (Ayhan, 2005). As it is understood from both expressions, life long learning is inclusive. The concept of lifelong learning has been taken into consideration by the European Union in particular, and since the 1996 European Year of Lifelong Learning, there has been a desire to strengthen and speed up the bond in the social and economic fields (Aksoy, 2013). Jarvis (2004) mentioned about the fact that individual and institutional learning are complementary for life long learning. It has been said that lifelong learning includes formal learning, non-formal learning, vocational training, technical training, all educational and educational activities in and out of service. Life long learning is an idea that being able to remove restrictions caused by location, time, age, socio-economic level, education level, etc. and offering equal opportunity for each person (Dinevski ve Dinevski, 2004).

Countries have identified teachers as an important tool in achieving lifelong learning goals. Nowadays, teachers are no longer taking the role of conveying the knowledge and abilities required by century we live in now, rather they are present as a guiding tool, teaching the ways to reach knowledge itself. In this regard, the willingness of each teacher to acquire and to help with others to gain new knowledge and skill for their professional and individual skills become more of an issue (Yaman, 2014).

Considering that education is shaped according to needs, education should be designed to give individuals lifelong learning skills. In this context, it is emphasized that the teacher should be a role model with positive attitude and behavior regarding lifelong learning (Jarman, Mcaleese ve Mcconnell 1997; Steward 2009; Şahin, & Koca, 2017). Having lifelong learning skills of teachers and being able to train individuals with lifelong learning skills will be possible through the acquisition of these skills by teaching staff in education faculties. Therefore, the staff in education faculties should be role model with the positive attitude and behavior towards life long learning for teacher candidates. In order to annihilate the negative attitudes of teaching staff and turn them into positive attitudes, identifying their life long learning competencies and take necessary precautions to make up the deficiencies, indicating the perceptions of teaching staff about lifelong learning competencies is required (Konokman ve Yelken, 2014).

Chisholm (2005) describes the ability to know how to apply information in stable, recurring or changing situations as competence, while also expressing a skill as competencies usually obtained and learned through training to achieve desired results. Lifelong learning competencies that can be characterized as a combination of appropriate knowledge, skills and attitudes in the context of lifelong learning are necessary for each individual in terms of individual success and improvement, active citizenship, sosyal participation and employment (Figel, 2007). Likewise, Knapper ve Cropley (2000) classified the competencies of life long learning students as; to be able to plan and evaluate own learning strategy, being an active student rather than passive one, acquiring the knowledge from teachers, peers and any other personal through formal and informal sources, acquiring knowledge from different fields, and using various educational strategies in different cases.

While the existence of private private teaching institutions is discussed within the Turkish education system, it is seen that private teaching institutions are active in some other countries. Even in the rich countries of the world, such as Japan, the United States and Greece, the private teaching institutions continue their activities. There are also many other countries where private private teaching institutions are established so that individuals can better educate themselves outside of school and do their learning much better (Temel, 2002). Furthermore, the existence of private private teaching institutions in many countries arising from the needs of individuals to educate themselves better outside the systems of schools and to provide better education emmerges as an undeniable social reality (Erdogan, 2002).

It is accepted as must, especially the teachers, but generally all individuals in community need to learn to learn. According to Demirel (2009), the people who live in developed countries are met with the books in real sense and they are individuals who are aware of their own needs and the needs for innovation and improvement questioning and know how to take steps towards becoming perfect, acquire self-regulatory skills, and think critically. People think that" learning is the real pleasure." People with these skills and habits question their communities. In this way, education can also be carried out by moving to a place outside the school, regardless of time and space. In order to keep up with the requirements of the global economy that we are in, the rapidly changing technological requirements and accordingly the increasing need for the manpower trained in different fields of work in the period of time, competencies of learning how to learn is a necessity (Demirel, 2009).

In this study, taking into account the attitude towards lifelong learning in the teaching profession and the importance of lifelong learning competencies of teachers working in private teaching institutions; it is aimed at making contributions for identifying the factors affecting the life long learning attitudes and competences of teachers. Additionally, it is thought that by taking into account the factors in the study, the teacher candidates in the context of lifelong learning can prepare a basis for studies that can be prepared in a quality that can increase attitudes and competence towards lifelong learning. Besides, no studies investigating the life long learning attitudes of teachers working in private teaching institutions, life long learning competences and their relations with respect to different variables have been found. With this research, the attitudes of teachers working in the private teaching institution related to lifelong learning approach and lifelong learning competencies were tried to make a due diligence and the reasons for this were discussed and suggestions were presented. When viewed from this aspect, it is thought that this study will be filling the gap in this field and making contributions to upcoming studies. .

1.1. Statement of problem

Poverty reduction remains the greatest challenge facing governments in many countries, especially those in the developing world like Ghana. The majority of the poor tend to be in small business activities. The owners of these business activities require financial support to grow, but many were affected with poverty. However, these individuals were those who were neglected by the traditional banks on the basis of perceived risk. The microfinance, therefore, was intended to meet these needs, but there were few in number to satisfy the growing demand of the clients and also some of the existing ones have diverted their focus from the poor who owns small business in the society creating a gap as to their actual support to the livelihood of the poor in the society. This research aims to ascertain the impact of the microfinance activities on the livelihood of the small business own by the people living in the area of Tafo as the basis for the study.

1.2. The Purpose of the Research

The general purpose of this research is to determine the relationship between the attitudes of teachers working in private teaching institutions preparing for university exams and their lifelong learning competencies. In the line with that purpose, below mentioned questions are tried to be answered.

- a) What are the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach?
 - b) What are the lifelong learning competencies of teachers working in the private teaching institution?
 - c) What is the relationship between the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach and their lifelong learning competencies and the subscales of the scales?
 - d) Is there any significant difference between the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach and their lifelong learning competencies and their
- Gender?
 - Working shift in private teaching institutions?
 - The fact that of taking courses in the past one year?

2. Research Model of the Study

Due to the fact that the aim of this study is to determine the relationship between the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach and their lifelong learning competencies, one of the quantitative research models called correlational research model has been used. Correlational research model is a research model that aims to determine the existence or degree of co-exchange between two and more variables (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2017).

2.1. Population and Sample

The population of the research consists of 286 teachers working in 21 officially registered private teaching institutions in Northern TRNC in the 2018-2019 academic year. The sample of the research is composed of 185 private teaching institution teachers selected by random sampling method. According to that, accepted sample size is proper when %5 sampling error is considered. Moreover, selected sample constitutes %65 of population. Basic random sampling is a method in which the selected units are sampled by giving each sampling unit equal probability of being selected (replacing the selected unit) (Büyüköztürk vd., 2017).

Women constitute % 61, and men constitute %38.4 the private teaching institution teacher participants in the study. The majority of the teachers in the study are female teachers. Given the fact that teachers, working in the private teaching institution, work an average of 16.22 hours a week, they work at least 5 hours and 40 hours at most. In addition, 68.6% of teachers are full-time and 31.4% are part-time teachers. 24.3% of teachers have attended a course related to their profession in the past year, while 75.7% have not attended.

2.2. Data collection tools

In the study, as a data collection tool , “Attitudes towards Lifelong Learning Scale (ALLLS)”, “Lifelong Learning Competence Scale (LL LCS)” and “Personal Data Tool” have been used.

2.4. Personal Data Form

This form was developed by researchers. There are 8 items in this form: gender, full-time or part-time work status in the private teaching institution, the status of taking courses related to the profession in the last year related questions are included in that form.

2.5. 'Attitudes towards Lifelong Learning Scale (ALLLS)

'Attitudes towards Lifelong Learning Scale (ALLLS) developed by Uzunboylu and Hürsen in 2011, was used to determine the attitudes of teachers involved in lifelong learning. The lifelong learning attitude scale consists of 19 propositions developed using quintuple ratings. Responses to the scale were scored to be “strongly disagree=1”, “strongly disagree=2”, “undecided=3”, “agree=4” and “strongly agree=5”. For the negative statements, reverse scoring method was used. The highest score obtained as a result indicates that the attitudes towards life long learning are high (Uzunboylu and Hürsen, 2011b). The validity-reliability study conducted by Hürsen (2011) found that the scale was divided into three sub-dimensions: “learning reluctance”, “belief in the benefit of learning activities for professional development”, and “self-assessment of their learning”, which accounted for 54.03%

of the total variance. As a result of internal consistency test conducted by Hürsen (2011), Cronbach alpha results have been found 0.90 for the overall scale, 0.84 for the sub dimension of learning reluctance, 0.85 for the sub dimension of "belief in the benefit of learning activities for professional development", and 0.79 for the sub dimension of self assessment of their learning

Cronbach alpha values calculated as a result of the internal consistency test conducted by the researcher are 0.93 for the overall scale, and for the subdimensionsof the learning reluctance .85, for the subdimensionsof belief in the benefit of learning activities for professional development .88, and for the subdimensionsof self-assessment of their learning .89 have been found. In the line with these results, it has been concluded that the lifelong learning attitude scale is a valid and reliable measurement tool for determining the attitudes of teachers working in the private teaching institution towards lifelong learning.

2.6. Life Long Learning Competence Scale (LLCS)

This scale was developed by Uzunboylu and Hürsen (2011a). The scale consists of 51 items and 6 sub-dimensions. These sub-dimensions are as follows: "self-management competencies", " learning competencies", " competencies of initiative and entrepreneurship", " knowledge acquisition competencies", " digital competencies and competencies of decision-making. The scale is of 5 Likert structure ("Never", "A little", "Medium", "A lot" and "All"). The cronbach Alpha reliability coefficient of the scale is 0.95. The cronbach Alpha reliability coefficient of the scale calculated as .88 for this study. The subscales are Cronbach Alpha reliability coefficients are .96, .74, .93, .88, .96, .90 respectively.

2.7. Data collection tool

Teachers, who agree with participating in study, were first informed about the research on the day the teachers came to the private teaching institutions with permission from the private teaching institution management. The questionnaires were collected from the participants in 30-40 minutes who agreed with participating in the study.

2.8. Data analysis

Statistical Package for Social Sciences SPSS 24.0 software was used for statistical analysis of research data. Significance level was considered as .5. In order to test homogeneity of data, preliminary analysis was done through SPSS 24.0 program. The Kolmogorow-Smirnov test showed that the distribution of dependent variables in subgroups was not normal ($p < 0.05$). The mean and standard deviation values are calculated for the explanations of scale items.

While the significance of the differences between the mean scores was tested in the study, the Mann-Whitney U test was used for independent samples for nonparametric independent samples in cases where the variable has two subgroups. Due to the fact that the Kruskal Wallis h test did not provide a normal distribution to determine if the difference between the sample mean was significantly different than the unbound two, and the level of association between the two dependent variables, Spearman correlation tests were used (Büyükoztürk, 2017)

3. Findings

3.1. What are the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach?

The mean and standard deviation values for the subscales of the attitudes of teachers working in the private teaching institution on Lifelong Learning Approach are given in Table 1. When the attitudes of teachers, working in the private teaching institution regarding the lifelong learning approach, are evaluated according to the mean and standard deviation values of the subscales of the scale, the participants said that they don't have any learning reluctance by saying "strongly disagree" (\bar{X} =1,54; SS=0,494) in the "learning reluctance" subscale.

Table 1. Attitudes of teachers working in the private teaching institution regarding lifelong learning approach

Sub dimensions	\bar{X}	SS
Learning reluctance	1.55	.494
Belief in the benefit of learning activities for professional development	4.23	.527
Self-assessment of their learning	4.21	.526

For the sub dimension of "belief in the benefit of learning activities for professional development" (X =4,23; SS=0,527) they demonstrated that they believe in the benefit of learning activities for professional development by giving a strongly agree response. Due to the fact that for the self-assessment of their learning the teachers of the private teaching institution said strongly agree (X =4.21; SS=0.526), it can be said that they have a high level of self-assessment of their learning. In general, it can be said that teachers working in the private teaching institution have positive attitudes towards the lifelong learning approach by giving a concurring response to the scale of their attitudes towards the lifelong learning approach (X =3,95; SS=0,460).

3.2. What are the lifelong learning competencies of teachers working in the private teaching institution?

The mean and standard deviation values for the subscales of the lifelong learning competencies scale of teachers working in the private teaching institution are given in Table 2

Table 2. Lifelong learning competencies of teachers working in the private teaching institutions

Sub dimensions	\bar{X}	SS
Self management competencies	3.79	.664
Competencies of learning how to learn competencies	3.85	.723
Competencies of initiative and entrepreneurship	3.79	.607
Competencies of acquiring information	3.95	.700
Digital competencies	3.88	.876
Competencies of decision making	3.71	.658

In Table 2, when the teachers working in the private teaching institution are evaluated according to the mean and standard deviation values for the subscales of the lifelong learning competencies scale, "Self-management competencies" (X =3.79; SS=.664), "competencies of learning how to learn competencies" (X =3.85; SS= .723), "competencies of initiative and entrepreneurship" (X =3.79; SS=.607), "competencies of acquiring information" (X =3.95; SS=.700), "digital competencies" (X =3.88; SS= .876) and "competencies of decision making" (X =3.71; SS=.658), they have given a strongly agreed response to the sub dimensions.

In general, it can be said that the teachers working in the private teaching institution have very, very good life long learning competencies (X =3.83; SS=0.611) by giving a concurring response to the scale of life long learning competencies.

3.3. What is the relationship between the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach and their lifelong learning competencies and the subscales of these scales?

As seen in Table 3, Pearson correlation analysis was performed to determine the level of association between teachers' attitudes to the life long learning approach and their lifelong learning competencies and the subdimensions of these scales.

Table 3. What is the relationship between the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach and their lifelong learning competencies and the subdimensions of these scales?

		Learning reluctance	belief in the benefit of learning activities for professional development,	Self-assessment of their learning	self-management competencies,	Competencies of learning how to learn	competencies of initiative and entrepreneurship	competencies of acquiring information	Digital competences	Competencies of decision making	Attitudes Towards Life Long Learning Scale	Life Long Learning Competence Scale
Learning reluctance	R P	1										
Belief in the benefit of learning activities for professional development,	R P	-.661**	1									
Self-assessment of their learning	R P	-.599**	.811**	1								
Self-Management Competencies,	R P	-.308**	.449**	.536**	1							
Competencies of learning how to learn	R P	-.263**	.474**	.531**	.768**	1						
Competencies of the initiative and entrepreneurship	R P	-.261**	.423**	.517**	.882**	.778**	1					
Competencies of acquiring information	R P	-.184*	.293**	.350**	.719**	.697**	.691**	1				
Digital competencies	R P	-.179*	.318**	.363**	.594**	.590**	.583**	.830**	1			
Competencies of decision-making	R P	-.168*	.332**	.422**	.804**	.678**	.805**	.714**	.550**	1		
Attitudes Towards Life Long Learning Scale	R P	-.839**	.928**	.906**	.486**	.478**	.452**	.311**	.324**	.348**	1	
Life Long Learning Competence Scale												1

Life Long Learning Competence Scale	R	-.278**	.460**	.541**	.927**	.893**	.915**	.862**	.769**	.841**	.481**	1
	P	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	

*p<0,05 ve **p<0,01

In table 3, Pearson correlation analysis results, collected to demonstrate the correlation between the Attitudes towards Lifelong Learning Scale and Lifelong Learning Competence Scale are shown. When the table is examined, it can be said that there is a significantly negative correlation between the scores, teachers obtained from the subscales of learning reluctance and scores, teachers obtained from "belief in the benefit of learning activities for professional development", "self-assessment of their learning", "self-management competencies", "learning competencies", "competencies of initiative and entrepreneurship", "competencies of acquiring information", "digital competencies", "competencies of decision-making" subdimensions, Attitudes Towards Lifelong Learning Scale (ALLS) and Lifelong Learning Competence Scale (LLCS) (*p<0,05; **p<0,01). Accordingly, as the scores, private teaching institution teachers obtained from subdimensions of "learning reluctance", the scores obtained from "belief in the benefit of learning activities for professional development", "self-assessment of their learning", "self-management competencies", "learning competencies", "competencies of initiative and entrepreneurship", "competencies of acquiring information", "digital competencies", "competencies of decision-making" subdimensions, Attitudes Towards Lifelong Learning Scale (ALLS) and Lifelong Learning Competence Scale (LLCS) increase.

Additionally, it is observed that there is a statistically significant positive correlation between the scores teachers obtained from subdimensions of "belief in the benefit of learning activities for professional development" and scores obtained from "self-assessment of their learning", "self-management competencies", "learning competencies", "competencies of initiative and entrepreneurship", "competencies of acquiring information", "digital competencies", "competence of decision making" subdimensions, Attitudes Towards Lifelong Learning Scale (ALLS) and Life Long Learning Competence Scale (LLCS) (*p<0,05; **p<0,01). Accordingly, as the scores that the private teaching institution teachers obtained from "belief in the benefit of the learning activities for the professional development" subdimension increase, the scores they obtained from "self-assessment of their learning", "self-management competencies", "learning competencies", "competencies of initiative and entrepreneurship", "competencies of acquiring information", "digital competencies", "competence of decision making subdimensions, Attitudes Towards Lifelong Learning Scale (ALLS) and Lifelong Learning Competence Scale (LLCS) also increase.

It was observed that there is a statistically significant positive correlation between "self-assessment of their learning" subdimension scores and "self-management competencies", "learning competencies", "competencies of initiative and entrepreneurship", "competencies of acquiring information", digital competencies, decision-making competence subdimensionsscores, Attitudes Towards Lifelong Learning Scale (ALLS) and Lifelong Learning Competence Scale (LLCS) (*p<0,05; **p<0,01). In accordance with that, as the scores, obtained by private teaching institution teachers in "self-assessment of their learning" subscale, increase, the scores they obtain from "self-management competencies", "learning competencies", "competencies of initiative and entrepreneurship", "competencies of acquiring information", "digital competencies", "competence of decision making" subdimensions, Attitudes Towards Lifelong Learning Scale (ALLS) and Lifelong Learning Competence Scale (LLCS) also increase.

There are statistically significant and positive correlations between the scores obtained by private teaching institution teachers those participated in study, in the all subscales of Life Long Learning Competence Scale (p<0,05; **p<0,01). In addition, there is a statistically significant and positive moderate correlation between Attitudes Towards Lifelong Learning Scale (ALLS) and Lifelong Learning Competence Scale (LLCS) (**p<0,01). Accordingly, as the scores of teachers obtained from any

lifelong learning competencies subdimension of Lifelong Learning Competence Scales (LLCS) itself increase, the scores obtained from any other subscales and Attitudes Towards Lifelong Learning Scale (ALLS) scores increase.

3.4. Is there a significant difference between the attitudes regarding the lifelong learning approach of teachers working in the private teaching institution and their gender?

The answers given by private teaching institution teachers as a result of the Attitudes Towards Lifelong Learning Scale (ALLS) were compared with the help of Mann-Whitney U test in comparison with their gender in Table 12.

Table 4. Comparison of responses of teachers working in private teaching institutions to Attitudes Towards Lifelong Learning Scale (ALLS) questions in terms of gender

Gender	N	Mean Rank	Rank Sum	U	p
Total points given by teachers as a Male response to Attitudes Towards Lifelong Learning Scale (ALLS)	71	91.33	6484.50		
Female	14	94.04	10720.50	3928,5	.738

There was no significant difference found as a result of Mann-Whitney U test in Table 5, comparing the responses given by teachers to Attitudes Towards Lifelong Learning Scale (ALLS) questions according to gender factor ($p > .05$). Accordingly, the attitudes of male and female teachers working in the private teaching institution regarding the lifelong learning approach are at the same level.

3.5. Is there a significant difference between the gender and lifelong learning competencies of teachers working in the private teaching institution?

The answers given by private teaching institution teachers as a result of Life Long Learning Competence Scale (LLCS) compared with the help of Mann-Whitney U test in comparison with their gender in Table 5.

Table 5. Comparison of responses of teachers working in private teaching institutions to Life Long Learning Competence Scale (LLCS) questions in terms of gender

Gender	N	Mean Rank	Rank Sum	U	p
Total points given by teachers as a Male response to Life Long Learning Competence Scale (LLCS)	71	94.02	6675.50		
Female	114	92.36	10529.50	3974,5	.838

There was no significant difference found as a result of Mann-Whitney U test in Table 5, comparing the responses given by teachers to Life Long Learning Competence Scale (LLCS) questions according to gender factor ($p > .05$). Accordingly, the attitudes of male and female teachers working in the private teaching institution regarding the lifelong learning approach are at the same level

3.6. Is there a significant difference between the attitudes of teachers working in the private teaching institution and their working shifts in the private teaching institution?

In table 6, the responses given by private teaching institution teachers to Attitudes Towards Lifelong Learning Scale (ALLS) questions are compared in terms of their working shift in private teaching institution with the help of Mann-Whitney U test.

Table 6. Comparison of responses of teachers working in private teaching institutions to Attitudes Towards Lifelong Learning Scale (ALLS) questions in terms of teachers' working shift in private teaching institutions

	Working shift	N	Mean Rank	Rank Sum	U	p
Total points given by teachers as a response to Attitudes Towards Lifelong Learning Scale (ALLS)	Full time	127	92.26	11716.50	3588,5	.779
	Part time	58	94.63	5488.50		

There was no significant difference found as a result of Mann-Whitney U test in Table 6, comparing the responses given by teachers to Attitudes Towards Lifelong Learning Scale (ALLS) questions according to their working shifts ($p > .05$). Accordingly, teachers' attitudes towards lifelong learning are at the same level, regardless of their working shifts in the private teaching institution.

3.7. Is there a significant difference between the lifelong learning competencies of the teachers working in the private teaching institution and their working shifts in the private teaching institution?

The answers given by private teaching institution teachers as a result of Life Long Learning Competence Scale (LLCS) compared with the help of Mann-Whitney U test in terms of their working shifts Table 7.

Table 7 Comparison of responses of teachers working in private teaching institutions to Life Long Learning Competence Scale (LLCS) questions in terms of their working shifts in private teaching institutions

	Working shift	N	Mean Rank	Rank Sum	U	p
Total points given by teachers as a response to Life Long Learning Competence Scale (LLCS)	Full time	127	92.52	11749.50	3621,5	.856
	Part time	58	94.06	5455.50		

There was no significant difference found as a result of Mann-Whitney U test in Table 7, comparing the responses given by teachers to Life Long Learning Competence Scale (LLCS) questions according to the their working shifts ($p > .05$). Accordingly, teachers who work in the private teaching institution have the same level of lifelong learning competencies regardless of their working shifts in the private teaching institution.

3.8. Is there any significant difference between the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach and the status of taking courses in the in the past one year?

In table 8, the responses given by private teaching institution teachers to Attitudes Towards Lifelong Learning Scale (ALLS) questions are compared in terms of their status of taking courses in the past one year with the help of Mann-Whitney U test.

Table 8 Comparison of responses of teachers working in private teaching institutions to Attitudes Towards Lifelong Learning Scale (ALLS) questions in terms of their status of taking courses in the past one year

	Course taking status	N	Mean Rank	Rank Sum	U	p
Total points given by teachers as a response to Attitudes Towards Lifelong Learning Scale (ALLS)	Yes	45	116.51	5243.00		
	No	140	85.44	11962.00	2092,0	.001

There was a significant difference found as a result of Mann-Whitney U test in Table 8, comparing the responses given by teachers to Attitudes Towards Lifelong Learning Scale (ALLS) questions in terms of taking course in the past one year in favour of teachers taking courses in the past year ($p > .05$). Accordingly, teachers taking courses in the past year have a higher attitude towards the lifelong learning approach.

3.9. Is there a significant difference between the lifelong learning competencies of teachers working in the private teaching institution and the status of taking courses in the last year?

The answers given by private teaching institution teachers as a result of Life Long Learning Competence Scale (LLLCS) in terms of their status of taking courses in the past one year with the help of Mann-Whitney U test was compared in Table 9.

Table 9 Comparison of responses of teachers working in private teaching institutions to Life Long Learning Competence Scale (LLLCS) questions in terms of their their status of taking courses in the past one year

	Course taking status	N	Mean Rank	Rank Sum	U	p
Total points given by teachers as a response to Life Long Learning Competence Scale (LLLCS)	Yes	45	128.38	5777.00		
	No	140	81.63	11428.00	1558,0	.001

There was a significant difference found as a result of Mann-Whitney U test in Table 8, comparing the responses given by teachers to Life Long Learning Competence Scale (LLLCS) questions in terms of taking course in the past one year in favour of teachers taking courses in the past year ($p > .05$). Accordingly, teachers who take courses in the last year have higher lifelong learning competencies.

3.10. What is the relationship between the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach, lifelong learning competencies and the total hours of lessons per week?

As seen in Table 10, in order to determine the level of correlation between teachers ' attitudes towards lifelong learning, lifelong learning competencies and total weekly hours, Pearson correlation analysis was performed.

Table 10 The relationship between the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach, lifelong learning competencies and the total hours of lessons per week

		Total course hours per week	ALLS	LLLCS
Total course hours per week	R	1		
	P			
ALLS	R	.481**	1	
	P	.000		
LLLCS	R	.007	.069	1
	P	.924	.348	

** $p < .01$

In Table 10, the results of Pearson correlation analysis were given to determine the correlations between the attitude scale for lifelong learning approach, the lifelong learning competencies scale and the total hours of lessons per week. When the table was examined, it was found that there was a significantly positive relationship between the teachers' total weekly hours and the Attitudes Towards Lifelong Learning Scale (ALLS) (** $p < 0.01$). Accordingly, as the weekly hours of lessons are increased, the scores that teachers receive from Attitudes Towards Lifelong Learning Scale (ALLS) are also increased. There was no significant relationship found between total hours of lessons teachers have per week and Lifelong Learning Competence Scale (LLCS) ($p > 0,05$).

4. Discussion and Interpretation

The teachers that participated in the study, work at least five hours a week and at most forty hours. In the context of weekly business hours, it is possible to work at least eight hours in up to forty hours for five days in institutions. A similar study was conducted by Yilmaz and Altinkurt (2011). The high majority of private teaching institution teachers didn't attend any courses related to their occupation in the past one year. Those who attended the course preferably attended once. This finding provides insight into teachers' perceptions of lifelong learning. Generally, it can be said that teachers working in the private teaching institution have high attitudes towards lifelong learning and good lifelong learning competencies. Similar findings were found as a result of study conducted by Abbak (2018) and Hürsen (2011). In this case, it is very important that the teachers of the private teaching institution are lifelong learners. As the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach increase, their lifelong learning competence also increases. This finding parallels with the the work of Yilmaz and Beşkaya (2018).

The attitudes of female and male teachers to the lifelong learning approach, whether full-time or not, and lifelong learning competencies are at the same level. Teachers taking courses in the past year have a higher attitude towards the lifelong learning approach. The importance of in-service training is increasing in the context of lifelong learning, as new developments in education are known to oblige teachers to attend in-service courses in order to ensure their professional development (Demir, Büyük and Erol, 2012).

5. Conclusion

In the scope of research, the teachers work at least five hours and forty hours at most in a week, and the majority of them have not attended a course related to their profession in the past last year. In general, it can be said that teachers working in the private teaching institution have a high attitude towards the lifelong learning approach and have good lifelong learning competencies. As the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach increase, their lifelong learning competencies also increase. The attitudes of female and male teachers to the lifelong learning approach, whether full-time or not, and lifelong learning competencies are at the same level. Teachers taking courses in the past year have a higher attitude towards the lifelong learning approach.

Recommendations

As the attitudes of teachers working in the private teaching institution regarding the lifelong learning approach increase, their lifelong learning competencies also increase. Teachers taking courses in the past one year have a higher attitude towards the lifelong learning approach. For this reason, it

can be recommended that teachers can be given in-service training related to lifelong learning. Institutions, those train teachers, may include courses related to the lifelong learning approach in their curriculum. In addition, institutes may encourage researchers to conduct research on this topic.

With the help of future studies, the attitude towards lifelong learning, lifelong learning competence and motivation of students, teachers and school administrators and people working in different institutions can be reviewed. In addition, it can be determined why individuals who choose not to be lifelong learners begin this path and the importance and the place of lifelong learning in today's world can be emphasized to these people to help them gain awareness.

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