

The Views of the Teachers Working in Vocational High Schools About Lifelong Learning

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ABSTRACT

In this study, it was aimed to determine the opinions of teachers working in vocational high schools about lifelong learning. The study group of the research consists of 30 teachers from different branches working in Vocational and Technical Anatolian High School in Osmangazi district of Bursa in the 2019-2020 academic year. In the study group, the views of both vocational and cultural teachers were included. In this research carried out in the case study pattern, which is one of the qualitative research methods; the data were obtained through face to face interviews and semi-structured questions prepared in line with expert opinions. The data obtained in the research were analyzed through descriptive and content analysis. When we look at the opinions of the teachers about the necessity of learning new information throughout life, the largest share of these views is that they can keep up with changing and developing conditions. When their opinions about the contributions of lifelong learning to personal development are examined, the biggest share is that lifelong learning favorably supports personal development. On the other hand, in the opinions that they give about their studies to improve themselves individually and professionally, the biggest share has been reading. When we look at the opinions they give about the reflections of the trainings they receive individually and about their profession on their professional lives, we see that the biggest share is the view of sharing information with students. When we look at the opinions that teachers give to the question of what can be done to provide students with lifelong learning skills at school, it is determined that there is an opinion about explaining the importance of lifelong learning to students in the first plan

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INTRODUCTION

Changes and developments in the field of science and technology affect many areas in our lives. This domain impels us to be more equipped so that people can keep up with the changing and developing age. The qualities required by the age we live in and what we should always have make our efforts to improve ourselves permanent. This makes learning inevitable to spread throughout our lives. This is where lifelong learning comes into play. In discussions about the concept of education, which is seen as a solution to meet the needs that come with these changes and that arise later in our lives, the concept of lifelong learning has become a concept that we frequently encounter. Every society needs individuals who are open to development, self-developed, equipped, away from stagnation and have lifelong learning ability (Soran, Akkoyunlu & Kavak, 2006). In our age, through education; it is aimed to raise individuals who will raise both themselves and the society and sign the differences rather than individuals blindly adhering to environmental conditions, accepting things blindly, and continuing their lives (Yeşilyaprak, 2010). In other words, the person should not be indifferent to what is happening around him, what is going on should be able to keep up with the changes, and the concept of time and space should be considered at a larger level (Kabal, 2019). It covers a wide range that cannot be limited only to educational institutions because the lifelong learning process. The point to be emphasized here is that learning efforts continue throughout life and include all educational levels (Bağcı, 2011).

Lifelong learning is that learning activities that he is involved in throughout his life with the aim of advancing his characteristics and abilities with an understanding of individual, social and business fields (MEB, 2009). According to Sönmez (2008), lifelong learning can be defined as the continuity of acquiring the desired behaviors as mentioned at the basis of learning. Lifelong learning is an effort to obtain information whenever necessary and by using all kinds of possibilities and to evaluate the information obtained by blending it in the flow of life (Odabaş & Polat, 2008). Akcaalan and Arslan (2016) defined the learning based on different definitions about lifelong learning with the expressions common denominators in the definitions

as learning continues from preschool ages to retirement, be necessary to keep pace with social differences, meeting all educational processes, ensuring that everyone can benefit from all learning opportunities regardless of differences, making important the learning activities that occur outside the institutions that provide education, enabling individuals to gain the competence to discover, develop and use information as active and as desired, directing individuals to autonomous learning, motivating them, offering individuals the opportunity to learn as much as they wish and opening the gates of learning to the end.

The main thing in people who always try to carry themselves to higher levels than they are is the desire for endless learning. Lifelong learning aims to take people's abilities, skills and equipment to a higher level. People in this thought actually feel responsible to themselves and whips them to new learning in this thought. People who are in the process of lifelong learning determine their own pace and motivate themselves and never fit themselves into narrow patterns. The potential to overcome the possessions is possible only by including education and learning in all areas of his life. Our need for learning should not be limited to educational levels, but should always exist without ever ending. When we put the concept of lifelong learning at the center of our lives, we actually spread the educational activities to our lives. Our efforts to improve ourselves should not be a stop. One side of us should always be hungry for education and developing ourselves so that we can protect this dynamism at all times. We can consider these trainings as supportive works to improve ourselves, take them to higher levels, increase our efficiency, keep up with the requirements of the era and keep this dynamism alive. In this process, the teacher should have sufficient equipment so that he can have the potential to motivate the learners and be a good role model for them in all respects and reflect this (Yaman & Yazar, 2015). In other words, the teacher should be open to development and training both individually and professionally. Teachers equipped with certain qualifications prior to service also need to update their qualifications during certain periods of service. In order to be more beneficial and more efficient, we should follow the in-service training activities, and our efforts to improve ourselves should continue without stagnation and always in the process. The continuity of self-renewal efforts can only be achieved through lifelong learning skills. In-service training activities turn into a training process that provides professional renewal for people who are fed with lifelong learning (Babacan & Özay, 2016). In lifelong learning, it is aimed that the person will continue his life with quality and gain knowledge and ability to keep up with different times of his life (Güleç, Çelik, & Demirhen, 2012). Therefore, we can think of lifelong learning not as an alternative to formal education, but as an understanding that ensures the completion of missing and inadequate points, paving the way for the discovery of new talents and always creating new opportunities in learning (Göksan, Uzunduran, Keskin, 2009).

When we consider the mission and responsibilities of teachers for the development of a country, how much attention should be paid to their education actually emerges. Education is a wide area covering many activities, it is perhaps the time that should be devoted to teacher education before it can achieve success in this field (Artvinli, 2010). At this point, apart from the individual responsibility of the teacher, of course the responsibility over the institutions is excessive. Leaving teachers' changes and developments within the process to their own means means to isolate them in this process, which is a fact that we cannot approve in terms of individual and social change and development (Babacan & Özay, 2016). It is inevitable that the person who sees that the equipment he gained in his education life is not enough during the application when he starts the profession and needs education in order to improve himself (Özyürek, 1981). Looking at the results of the research, the teacher who implements the educational policy of the state, directs the policy with these results and ensures the emergence of the intellectual type desired by the society, that is, takes on all these responsibilities (Varış, 1974). If we think that teachers make significant contributions to people in affective and cognitive aspects, regardless of which segment or age group, and that this is continuous, it is impossible for us to ignore the characteristics that teachers should have in order for the country to achieve its aims in education (Kabal, 2019). In the teacher model required for lifelong learning, the teacher should be having both the profession and related equipment, being able to use the competence of different fields in its activities, having the ability and ability to appeal to students with different characteristics at the same time, having the team spirit, open to learning and self-development, always in communication with educational stakeholders and On the way to renew, he must be an expert who competes with him the most (Yasa, 2018).

The task of teachers in acquiring these features at all levels of educational institutions and improving students' lifelong learning skills is quite high and important. First of all, the teacher should have the desire

and competence for lifelong learning so that he can pass it on to the generations. Lifelong learning competencies are an important paradigm for increasing the quality of both the educator and educational programs (Selvi, 2011). Because of all these needs, it was found worthy to research what the opinions of our teachers about lifelong learning desires, which will transfer their lifelong learning skills to future generations. It is hoped that this study will contribute to the field by determining teachers' thoughts on lifelong learning.

Aim of the Study

The rapid change of information and technology causes the need for learning to increase gradually. Individuals always need to learn in order to improve their individual and professional abilities and competencies in order to keep up with the changing conditions and developing features of the age (Aksoy, 2008). This need emphasizes the importance of continuity in learning and forms the basis for the establishment of a lifelong learning culture through studies in this direction. In our country, the importance of lifelong learning is now understood, as in developed countries, and different studies have enabled lifelong learning to be established. In this study, it is aimed to describe and evaluate the opinions of teachers working in a vocational high school about the concept of lifelong learning.

Research Problem

What are the opinions of teachers working in vocational high schools regarding lifelong learning?

Sub Problems

- 1) What are your views on the necessity of learning new information throughout life?
- 2) What do you think about the contribution of lifelong learning to personal development?
- 3) What kind of activities do you do to improve yourself individually and professionally?
- 4) How are the educations about your profession in the individual sense and reflections on your professional life?
- 5) What can be done to provide your students with lifelong learning skills at school?

METHOD

In this research aiming to reveal the opinions of teachers working in vocational high schools about lifelong learning, the data were obtained by using the interview method in order to reveal the thoughts of the teachers in a holistic and realistic way in the natural environment. The research was carried out in the case study pattern, which is one of the qualitative research methods. Case studies take into account how and why questions and allow an in-depth analysis of an event or phenomenon (Yıldırım & Şimşek, 2011). A semi-structured interview form was used in the research to collect data and five open-ended questions were asked to the participants. Semi-structured interview technique is more flexible than structured interview technique. In this technique, the person who will do the research prepares the interview form that includes the questions he prepared before the interview, but he can further deepen the answers of the person with the sub-questions he will ask during the interview (Türnüklü, 2000).

Study Group

The working group of the research consists of teachers working in a Vocational and Technical Anatolian High School in Osmangazi district of Bursa in the 2019-2020 academic year. 30 teachers working in different branches were included in the study on a voluntary basis. In the study group, the views of both vocational and cultural teachers were included. Teachers are coded as K1, K2... K30. The characteristics regarding the demographic information of the employees participating in the research are presented in Table 1.

Table 1. Demographic characteristics of the interviewed employees

Participant's Code	Gender	Age	Education Status	Seniority Year	Branch
Participant 1	Male	49	Bachelor	26	Electrics-Electronics
Participant 2	Male	41	Master degree	19	Electrics-Electronics
Participant 3	Female	37	Bachelor	13	Electrics-Electronics
Participant 4	Male	43	Master degree	21	Electrics-Electronics
Participant 5	Male	41	Bachelor	15	Electrics-Electronics
Participant 6	Female	36	Master degree	12	Fashion design
Participant 7	Female	29	Bachelor	4	Industrial automation
Participant 8	Female	50	Master degree	28	Fashion design
Participant 9	Female	50	Bachelor	30	Machine technology
Participant 10	Male	45	Bachelor	21	Machine technology
Participant 11	Male	50	Bachelor	28	Machine technology
Participant 12	Female	36	Master degree	16	Information technologies
Participant 13	Male	40	Master degree	17	Information technologies
Participant 14	Female	35	Bachelor	13	Information technologies
Participant 15	Male	37	Bachelor	15	Information technologies
Participant 16	Female	39	Master degree	14	Turkish language and literature
Participant 17	Female	30	Bachelor	6	Turkish language and literature
Participant 18	Female	42	Bachelor	20	Visual arts
Participant 19	Female	33	Master degree	11	Turkish language and literature
Participant 20	Male	37	Master degree	12	Turkish language and literature
Participant 21	Male	48	Bachelor	25	History
Participant 22	Female	47	Bachelor	24	History
Participant 23	Male	43	Bachelor	19	History
Participant 24	Male	43	Bachelor	18	Chemist
Participant 25	Female	47	Bachelor	25	Maths
Participant 26	Female	34	Master degree	12	Biology
Participant 27	Female	35	Bachelor	12	English
Participant 28	Male	38	Bachelor	10	Philosophy
Participant 29	Female	43	Bachelor	18	Physics
Participant 30	Female	31	Bachelor	8	Religion culture and moral knowledge

As seen in Table 1, 16 of the employees participating in the interviews are women and 14 are men. 10 of them are graduated from master degree and 20 of them are graduated from bachelor. The average age of employees is 40.3 and the average of seniority in the profession is 16.06. When the ages of the participants were examined, it was determined that their ages were between 29 and 50 years old, when the seniority years in the profession were between 4 and 30 years.

Data Collection Tools

In order to obtain in-depth and detailed information in the research, a semi-structured interview form was created. The data were collected with this semi-structured interview form. After the semi-structured interview form was prepared by the researcher, expert opinions were taken to evaluate in terms of content validity, and the questions were evaluated in terms of whether they covered the subject and whether it was open and clear. In line with the feedback from the experts, the interview questions were reexamined and the questions were finalized. The interview form consists of five open-ended questions. After the questions were finalized, a preliminary interview was held with two different teachers from the study group. After determining that the questions were understood by the teachers in the preliminary interview, interviews were made with the teachers in the study group. Interviews with each teacher were held face to face. Teachers were informed about the research prior to the interview. The interviews were conducted by asking semi-structured questions. The interview form consists of personal information about teachers (gender, age,

educational background, seniority, branch) and questions covering lifelong learning. The most important convenience offered by the semi-structured interview technique to the researcher is that the interview is done based on the pre-prepared interview form, which gives the interview technique a systematic structure (Yıldırım & Şimşek, 2011). In the research, internal validity, expert review and participant confirmation were obtained, external validity was tried to be provided by making detailed descriptions of the data.

Collection of Data

In the research, 30 teachers from different branches selected from vocational and cultural teachers working in Vocational and Technical Anatolian High School in Osmangazi district of Bursa were interviewed. The data related to the research were collected through the interviews conducted at the school where the teachers participated in the research, when they deemed appropriate, between February and March 2020. The interviews took place between 10-15 minutes. The researcher who conducted the interview recorded the answers of the teachers in writing. At the end of the interview, the answers given by the teachers were read again and confirmed and data loss was tried to be minimized.

Analysis of Data

All data were written on the computer by the researcher within the scope of the study. Analysis of the research data was made and interpreted using descriptive and content analysis technique in order to deepen the opinions and experiences of the participants. The descriptive analysis consists of a thematic framework and the processing of the data accordingly, determining and interpreting the findings (Yıldırım & Şimşek, 2011). Based on the answers given to the questions within the scope of the semi-structured interview form, sub-themes were created. In order to determine the suitability of the themes created, interviews with a specialist were evaluated, and consensus was reached on the suitability of the themes as a result of the evaluation. After the consensus was reached in the themes, the data coding key was created. The data obtained were then analyzed with the descriptive analysis method and the results were presented in a table. In the interpretation of the findings, direct quotations are included and while selecting these quotations, it is tried to take into consideration the striking (different view), explanatory (suitability to the theme), diversity and extreme sample criteria. In direct quotations from the participants, coding expressing the number of the teacher was used. As an example, the number 1 teacher is given in (K1) format. The teachers interviewed were coded starting from K1 until K30. After evaluating the information obtained, suggestions were made accordingly.

FINDINGS

In the study, the findings obtained from the answers given to the interview questions of teachers working in a vocational high school in Osmangazi district of Bursa are included. 30 teachers from different branches, consisting of vocational and cultural teachers, participated in the meeting. The findings were gathered in main themes in line with the interview questions. The themes are also divided into sub-topics according to the response of the interviewers.

Opinions of teachers working in vocational high schools about the necessity of learning new information throughout life

The views of teachers working in vocational high schools on the necessity of learning new information throughout life are emphasized. The opinions of the participants about the necessity of learning new information throughout life are presented in Table 2.

Themes (Categories)	Codes	n	%
Opinions of teachers working in vocational high schools on the	Keeping up with changing and developing conditions (K2,K5,K8,K9, K12,K13,K14,K16,K20,K22,K24,K26,K27,K28,K29)	15	50
	Personal development (K7,K11,K12,K13,K17,K19,K20,K25, K30)	9	30
	Necessity of learning (K1,K2,K15,K18,K19,K21,K23)	7	23
	To be open to new information (K2,K10,K11,K25,K28,K29)	6	20
	Keeping up with the developing technology (K6,K7,K14,K29)	4	13
necessity of learning new information throughout life	Not staying behind the age (K5,K9,K20,K27)	4	13
	Learning according to personal differences (K3,K4,K9)	3	10
	Learning in process (K15,K18)	2	7
	Making life easier (K21,K29)	2	7
	Material and moral satisfaction (K13,K25)	2	7
	The development of generations (K26,K30)	2	7

Table 2. Participants' views on the necessity of learning new information throughout life

When Table 2 is analyzed, when we look at the opinions of teachers working in vocational high schools about the necessity of learning new information throughout life, it has the opinion of keeping up with the changing and developing conditions with the biggest share of 50%. Other opinions are 30% personal development, 23% learning is always necessary, 20% being constantly open to new information, 13% keeping up with the developing technology and being behind the age, and 10% according to personal differences, respectively. Later views were given as 7% in the process of learning in the professional process, facilitating our lives, material and moral satisfaction and development of generations. One-to-one quotes from participants' opinions are presented below.

(K5): *"The fact that living conditions are constantly changing requires people to somehow renew themselves and keep up with change. In order to realize life-long learning, we must follow the world and time and fight to be the best in keeping up with change. Every new information produced ages the technology produced before it. This situation forces people to learn new information in order not to lose their job."*

(K12): *"Because we are in the information age, the sources of information and information are constantly changing. We need to learn new information from all sources throughout our lives in order to keep up with this change, to adapt to social characteristics, to survive in competitive environments and to develop ourselves personally."*

(K19): *"Innovations are the primary things that make people alive throughout their lives and keep their hopes alive. What is meant by innovation is our experience that we have gained every day, knowingly or unknowingly. Regardless of the subject, every plus we add to our life connects us even more. For this reason, people who have not lost their purpose and life energy are both happier and more successful. For this reason, every new knowledge is a plus in life success and it is necessary for the quality of life."*

Opinions of teachers working in vocational high schools about the contribution of lifelong learning to personal development

It was focused on what the opinions of teachers working in vocational high schools about the contribution of lifelong learning to personal development. The opinions of the participants about the opinions of lifelong learning on the contribution of personal development are presented in Table 3.

Table 3. Participants' thoughts on the contribution of lifelong learning to personal development

Theme (Categories)	Codes	n	%
The thoughts of teachers working in vocational high schools about the contribution of lifelong learning to personal development	Supports personal development (K4,K5,K6,K7,K9,K10,K11,K12,K13, K20,K21,K22,K28,K29,K30)	16	53
	Self-confidence (K5,K8,K12,K14,K20,K26,K29)	7	23
	Develop personal qualities (K4,K9,K12,K16,K18,K27)	6	20
	Occupational development (K5,K6,K12,K14,K21,K27)	6	20
	New information and experience (K1,K2,K3,K23)	4	13
	Awareness (K10,K12,K14,K27)	4	13
	Getting to know and renew ourselves (K18,K20,K27,K28)	4	13
	Different views (K5,K12,K22,K29)	4	13
	Prestige (K7,K24,K25)	3	10
	Happiness (K5,K8,K24)	3	10
	Equipment (K1,K9,K24)	3	10
	To be counselor (K16,K18,K29)	3	10
	Benefit for society (K2,K8)	2	7
	Enjoy for life (K3,K11)	2	7
	Be productive (K26,K30)	2	7
	Versatile thinking (K5,K14)	2	7

When Table 3 is analyzed, when we look at the opinions of teachers working in vocational high school about the contribution of lifelong learning to personal development, it gets the opinion that the biggest share supports personal development with 53%. Other views are self-confidence with 23%, developing personal characteristics of 20%, professional development with 20%, new knowledge and experience, awareness, self-knowledge and renewal, and different perspectives, 13% respectability, happiness, equipment and guidance, respectively. Subsequent views are in the form of 7% benefit to society, enjoying life, being productive and multi-faceted thinking. One-to-one quotes from participants' opinions are presented below.

(K5): *“His ability to think critically develops, he sees the deficiencies in himself, and his creativity develops. It constantly improves itself and leads to increased self-confidence, efficiency at work and being happy in home life. When a person learns something new, his horizon opens up, he knows different people, captures different perspectives. The person, who has positive thoughts about himself, continues to work as a more active individual in the society and is also happy with his work.”*

(K12): *“The action of learning increases our awareness of innovations in our environment, society and the world. As awareness increases, our problem solving skills develop, we increase our self-confidence in social issues, we can accept that we are members of the society, our communication skills get stronger and enable us to gain different perspectives. When we understand the necessity of learning, we develop ourselves unknowingly. By gaining these skills, we can achieve our goals in business life very quickly.”*

(K20): *“It is not possible for people who believe in personal development and think that this is a necessity to live away from lifelong learning. In order to be able to flow at the same speed as a stream, we have to improve ourselves at every moment. Learning is as important as eating and drinking in our lives, especially since we have to contact a constantly changing generation as a teacher. Those who trust what they know and find themselves sufficient can never reach their desired level.”*

Studies of teachers working in vocational high schools to improve themselves individually and professionally

It was focused on what the work done by teachers working in vocational high schools to improve themselves individually and professionally. The opinions of the participants about the work they have done to improve themselves individually and professionally are presented in Table 4.

Table 4. Participants' efforts to improve themselves individually and professionally

Theme (Categories)	Codes	n	%
Studies carried out by teachers working in vocational high schools to improve themselves individually and professionally	Reading book (K3,K7,K9,K10,K12,K16,K17,K18,K19,K20,K22,K23,K26, K27,K29,K30)	16	53
	To research (K3,K6,K18,K22,K23,K24,K26,K29,K30)	9	30
	Information exchange (K5,K7,K17,K22,K23,K29)	6	20
	Course (K6,K12,K14,K18,K21,K25)	6	20
	Seminar (K18,K21,K25,K26,K30)	5	17
	Following changing technology (K2,K3,K5,K10,K12)	5	17
	Education on different areas (K1,K4,K15,K25,K29)	5	17
	Social and artistic activities (K7,K16,K19,K26)	4	13
	Foreign language education (K4,K13,K25,K29)	4	13
	Reviewing academical publishing (K8,K12,K13)	4	13
	Following social media (K9,K14,K18,K24)	4	13
	Following magazine etc. (K1,K5,K18,K26)	4	13
	In-service training (K1,K4,K7,K8)	4	13
	Participation in exhibitions and fairs (K8,K11,K18)	3	10
	Following developments about branch (K6,K9,K11)	3	10
	Master degree education (K8,K12,K13)	3	10
	Sportive activities (K19,K20,K22)	3	10
	Trip activities (K7,K19)	2	7

When Table 4 is analyzed, when we look at the opinions of the teachers working in vocational high schools about the work they have done to improve themselves individually and professionally, the biggest share is reading at the rate of 53%. Other views are 30% research, 20% information exchange and attending courses, 17% attending seminars, following changing technology and training in different fields, respectively. Later opinions 13% social and artistic activities, foreign language education, academic publication review, social media follow-up, magazines, etc. broadcast follow-up and in-service training. These views are followed by 10% participation in exhibitions and fairs, following developments related to the branch, postgraduate education and sports activities and 7% sightseeing activities. One-to-one quotes from participants' opinions are presented below.

(K8): "I received a master's degree in my field. Whenever I have the opportunity to improve myself professionally, I examine academic articles. I attend in-service training seminars in my field. I try to follow fairs, exhibitions, fashion shows and competitions related to my field."

(K9): "I try to read and follow new developments to improve myself individually. I attend in-service trainings opened to adapt to technological developments. I follow new vocational training programs and machines related to my field. I watch videos that will improve myself in this regard."

(K12): "I believe that all the work I do to improve myself improves me both individually and professionally. I think that I have achieved professional development by doing a master's degree and I have developed myself individually. I read books, examine academic articles, listen to news. My perspective towards life is constantly improving. I go to courses to learn new things professionally. Like artificial intelligence and student coaching. I am trying to learn the popular technological developments even though I do not attend my class. I think focusing on the future."

Reflections of the education of the teachers working in vocational high schools about their profession

It is focused on what the reflection of the trainings received by the teachers working in vocational high schools in their personal sense and their profession to their professional lives.

Table 5. The reflections of the trainings received by the participants about their profession

Theme (Categories)	Codes	n	%
The reflections of the education of the teachers working in vocational high schools about their profession	Sharing information with students (K1,K6,K7,K8,K10,K11,K12,K29)	9	30
	Happiness (K6,K9,K13,K17,K20,K24)	6	20
	Strong teacher-student communication (K3,K7,K14,K17,K26)	5	17
	Self confidence (K9,K12,K19,K20,K26)	5	17
	Occupational development (K1,K2,K9,K27)	4	13
	Source of motivation (K18,K19,K30)	3	10
	Current information (K2,K10,K18)	3	10
	Personal development (K9,K20,K27)	3	10
	Be guide (K1,K25)	2	7
	Feeling respectful (K12,K5)	2	7
	Personal satisfaction (K12,K13)	2	7
	Be more professional (K16,K19)	2	7
	Dealing with problems (K6,K25)	2	7
	Raising performance (K9,K26)	2	7
	Looking at life from different angles (K20,K29)	2	7
	Inoculating students desire to learn (K5,K15)	2	7
	Class domination (K14,K27)	2	7

When Table 5 is analyzed, when we look at the opinions of the teachers working in vocational high schools about the reflections of the trainings they receive individually and about their profession on their professional lives, their biggest share is 30%. Other opinions are 20% happiness, 17% strong teacher-student communication and self-confidence, 13% professional development, 10% motivation source, current knowledge and individual development, respectively. These views are followed by 7% of the students' guidance, feeling respected, personal satisfaction, being more professional, coping with problems, increasing performance, looking at life from different perspectives, instilling a desire to learn and classroom dominance. One-to-one quotes from participants' opinions are presented below.

(K7): *"I take care to reflect the good practices I have seen through the training received to my classes and students. I think these trainings have contributed to the variety of methods in the lessons and to establish a better communication with the children."*

(K9): *"The new trainings I received both contribute to my personal development and make me happier, peaceful and comfortable professionally. My self-confidence is growing. I feel stronger and more dynamic. My energy and performance are increasing positively."*

(K20): *"The feeling of self-esteem and happiness that accomplishment contributes to the development of personal development in the first place, is indescribable. As a self-developed individual, it is one step ahead of the people around you, the change in the way people view us, etc. things encourage people to improve themselves. To look at life from a wide angle and to be able to live life beyond limits is directly proportional to the trainings I have received."*

Opinions of teachers working in vocational high school about what can be done to gain students lifelong learning skills at school

It is focused on what can be done to teach the students of vocational high schools to gain lifelong learning skills at school. The opinions of the participants about what can be done to gain students lifelong learning skills at school are presented in Table 6.

Table 6. Participants' views on what can be done to provide their students with lifelong learning skills at school

Theme (Categories)	Codes	n	%
Opinions of the teachers working in vocational high school about what can be done to gain students lifelong learning skills at school	Importance of lifelong learning (K1,K7,K8,K9,K11,K12,K15,K22,K24,K25,K29,K30)	12	40
	Teaching learning (K1,K8,K13,K14,K20,K25,K27)	7	23
	Activity (K16,K17,K18,K19,K24,K29,K30)	7	23
	Education (K1,K6,K10,K19,K20,K25)	6	20
	Usage of information truly (K5,K8,K12,K14,K24)	5	17
	Course (K7,K9,K10,K17)	4	13
	Adaptation to new technology (K1,K2,K5,K6)	4	13
	Linking knowledge to life (K20,K21,K29)	3	10
	Career days (K4,K8)	2	7
	Areas of interest(K3,K23)	2	7
	Reading books (K17,K27)	2	7
	Real life stories (K11,K24)	2	7
	Sample event telling (K12,K14)	2	7
	Including to working life (K2,K7)	2	7

When Table 6 is analyzed, when we look at the opinions of the teachers working in vocational high schools about what can be done to provide students with lifelong learning skills at school, the importance of lifelong learning with the biggest share is 40%. Other views are teaching and learning 23%, learning effectiveness, 20% education, 17% correct use of information, 13% course and adaptation to new technology, and 10% knowledge reconciliation with life. These views are followed by 7% career days, interests, reading books, real life stories, case studies, and inclusion in business life. One-to-one quotes from participants' opinions are presented below.

(K8): "First of all, students need to grasp the importance of lifelong learning. To teach how to access the correct information, that is to learn and to ensure the correct use of information. Career days can be organized. I also think that the education system should support lifelong learning."

(K14): "To provide lessons to be learned by giving examples from events that happen to us in daily life. The aim is to guide the student on how to obtain information and how to use it. Learning to learn is our goal."

(K18): "Our students can be told what lifelong learning is like and can be taken to the activities of people who have done good work in different fields. In this way, I think that accumulation can be ensured that people can see the benefits for themselves and the people around them. Open-ended activities, observation and research assignments, platforms for interpreting events, challenging tasks until solving problems, focusing studies can be done as long as not the result."

RESULT, DISCUSSION AND SUGGESTIONS

In this study, it was aimed to determine the opinions of teachers working in vocational high schools about lifelong learning. The study group of the research consists of 30 teachers from different branches working in a Vocational and Technical Anatolian High School in Osmangazi district of Bursa in the 2019-2020 academic year. In the study group, the views of both vocational and cultural teachers were included. The results obtained in the research can be summarized as follows:

1) When we look at the opinions of teachers working in vocational high schools about the necessity of learning new information throughout life, they get the view of keeping up with the changing and developing conditions with the biggest share of 50%. Other opinions are 30% personal development, 23% learning is always necessary, 20% being constantly open to new information, 13% keeping up with the developing technology and not being behind the age, and 10% according to learning to personal differences, respectively. Subsequent views were given in the form of 7% professional learning, facilitating our lives, material and moral satisfaction and the development of generations.

2) When we look at the opinions of teachers working in vocational high schools about the contributions of lifelong learning to personal development, it is believed that it supports personal development with a share of 53%. Other opinions: 23% self-confidence, 20% personal development, 20% professional development, 13% new knowledge and experience, awareness, self-knowledge and renewal, and different perspectives, 10% reputation, happiness, equipment and guidance like this. Subsequent views are in the form of 7% benefit to society, enjoying life, being productive and multi-faceted thinking.

3) When we look at the opinions of the teachers working in vocational high schools about the work they have done to improve themselves individually and professionally, the biggest share has the opinion of reading books with a rate of 53%. Other views are 30% research, 20% information exchange and attending courses, 17% attending seminars, following changing technology and training in different fields, respectively. Later opinions are 13% social and artistic activities, foreign language education, academic publication review, social media follow-up, magazines, etc. broadcast follow-up and in-service training. These views are followed by 10% participation in exhibitions and fairs, following developments related to the branch, postgraduate education and sports activities, and 7% sightseeing activities.

4) When we look at the opinions of the teachers working in vocational high schools about the reflections of the trainings they receive individually and about their profession on their professional lives, the biggest share is shared with the students with a rate of 30%. Other opinions are 20% happiness, 17% strong teacher-student communication and self-confidence, 13% professional development, 10% motivation source, current knowledge and individual development, respectively. Then, 7% of the students follow the views of guiding students, feeling respected, personal satisfaction, being more professional, coping with problems, increasing performance, looking at life from different perspectives, instilling a desire to learn, and class domination.

5) When we look at the opinions of the teachers working in vocational high schools about what can be done to provide students with lifelong learning skills at school, the importance of lifelong learning with the highest share is 40%.

Other views include teaching and learning 23%, learning effectiveness, 20% education, 17% correct use of information, 13% course and adaptation to new technology, 10% of reconciling knowledge with life. These views are followed by 7% career days, interests, reading books, real life stories, case studies, and inclusion in business life. The changing world, the developing technology and the innovations brought by the information age have revealed the need for people to renew and develop themselves. These needs also made the trainings received only with formal education inadequate at some points or revealed some deficiencies of the trainings.

Lifelong learning is very important in that it contains many different ways that allow us to take our knowledge, skills, attitudes and competencies to a higher level, apart from the trainings we receive and help us complete these insufficient parts and deficiencies. The fact that my lifelong learning carries all the learning paths makes individuals to be more equipped. This shows us that lifelong learning corresponds to different and multiple learning not only during our lifetime (Akcaalan & Arslan, 2016). In this study, we see that the statements of the participants whose opinions are consulted support lifelong learning, are highly motivated and in an effort to improve themselves. Köğne, Özpınar, Şahin and Yenmez (2014); In the researches of instructors about 21st century learner standards and their views on lifelong learning, it was stated that the majority of teachers had high level of thoughts on the necessity of having lifelong learning skills. In the Tanatar (2017) research, teachers 'motivation for lifelong learning is high, while Poyraz (2014) stated that teachers' perspectives on lifelong learning are generally positive. In the research results of Kabal (2019), Yaman (2014) and Erdoğan (2014), it was stated that teachers have high lifelong learning tendencies. It is seen that these research results have similar results with our study.

In our study, we see that teachers are familiar with the concept of lifelong learning, are open to improvement and renewal, and they give importance to the concept of learning to learn. Similarly, Izci and Koç (2012) concluded that the participants had a strong sensitivity about lifelong learning as a necessity of the information age in their studies on the evaluation of pre-service teachers' views on lifelong learning.

In the research, we see that teachers also use technology to access information in order to adapt to today's conditions. In their study, Merter and Koç (2010) stated that teachers need to use the computer in

order to keep up with the changing information age. In the research conducted by İzci and Koç (2012), it was concluded that benefiting from the communication and information technologies of teachers will support lifelong learning positively. Therefore, it can be said that these results are similar to our research results. When we ask who are the people who will be successful in the future; we can say that there will be people who can cope with problems and produce solutions for them, put their own efforts to reach information and evaluate them by using technology and using it actively (Özçiftçi, 2014). When we look at the results of the research carried out by Özçiftçi (2014), it is stated that teachers, who have an important place in the education of people, have a direct relationship between their lifelong learning tendencies and their self-efficacy towards educational technology standards.

One of the most important reasons for lifelong learning is that science and technology are constantly changing and renewing itself. In this study, we see that the teachers who try to keep up with this change gain different perspectives when they try to improve themselves, and accordingly, their self-confidence increases and they feel more respected and happy. For all these reasons, teachers who trust themselves personally and professionally endeavor to improve themselves in order to complete their deficiencies and improve their competencies. In his research entitled "The views of faculty members of education faculty about lifelong learning", Hoşgörür stated that people who are constantly intertwined with learning increase their self-confidence and develop life-long learning skills and provide different perspectives to their problems. Kabal (2019) stated that it is natural for teachers with high lifelong learning tendencies to feel happy as a result of their satisfaction in their personal and professional lives in their study on lifelong learning trends and happiness levels. Yaman (2014) states that teachers always update their knowledge in order to make progress in their professions and their self-confidence increases as they learn based on the new equipment they have acquired. It was observed that the teachers who emphasized the necessity of learning within the scope of the research also gave importance to the concept of teaching learning. Demiralp (2016) supports this result in his research and states that lifelong learning can be improved and enriched with the most effective use and permanent use of learning competence.

When we look at the results of the research, we see that teachers participate in courses, seminars, in-service training or training activities in different fields in order to improve themselves and their efforts. It is understood from the research results of Yaman (2014) that teachers consider in-service training courses as an opportunity for them to learn new and different information in their profession. Apart from these educational activities, teachers can read books, magazines etc. by following the publications, by examining the academic publications, we find the studies they have done to improve themselves both personally and professionally in the research results. When we look at the research of Yaman (2014), we see similar results. In this study, it was concluded that teachers took time to read books and scientific journals that they believed to develop themselves professionally and personally in order to get to know themselves better. In the research results, we see that our teachers also participate in social, cultural and sports activities in order to improve themselves. When we look at the research of Yaman (2014), we reach a conclusion that supports this result. It was concluded that teachers made efforts to reach learning opportunities addressing their own interests and needs, and participated in different social activities to increase their professional development.

First of all, teacher candidates and teachers should have a positive tendency in this regard in order to provide their students with lifelong learning skills at school or to raise lifelong learners in life (Erdoğan, 2014). Because, at the beginning of the roles that teachers take on the life stage is to share their experiences with the students and not to give up their development activities while doing this. The share of the experiences and the correct orientations made in providing students with these skills is quite large. Selvi (2011) argued that teachers should first have an attitude in this direction in order to prepare their students for lifelong learning in their research called lifelong learning competencies.

Suggestions

In the light of the findings obtained in this research, which aims to determine the opinions of teachers working in vocational high schools about lifelong learning, the following suggestions were presented to practitioners and future researchers.

Suggestions based on research results

- 1) In this research, it was seen that the expressions of the teachers whose opinions about lifelong learning were consulted support lifelong learning. Therefore, the number of in-service training activities for teachers to improve their lifelong learning skills can be increased.
- 2) Based on the assumption that teachers' lifelong learning desires may increase and change over time, complementary in-service trainings can be organized to gain new skills.
- 3) Teachers' interests and wishes for lifelong learning can be benefited to increase the professional performance of teachers.
- 4) The opportunities of teachers to reach lifelong learning opportunities (seminars, courses, postgraduate education, internet, library, e-school applications etc.) can be enriched.
- 5) By keeping the lesson hours at a certain level, teachers can increase the time they can allocate and use this time for lifelong learning activities.
- 6) Taking part in lifelong learning activities; Teachers who perform lifelong learning activities for their colleagues, students or parents in their schools can be rewarded. Thus, other teachers can be encouraged to organize useful educational activities for themselves and their environment voluntarily, apart from their essential duties.
- 7) Lifelong learning can be made more effective in our education system, and the teaching-learning processes can be organized in the light of these findings.
- 8) By combining the elements in our education system with the subject of lifelong learning, a common stance can be taken that our students, who we entrust our future, are lifelong learning individuals.

Suggestions for future research

- 1) This research was conducted based on the opinions of teachers working in a vocational high school in Osmangazi district of Bursa. Opinions of teachers working in different provinces or working in different levels and school types regarding lifelong learning requests can be obtained.
- 2) The universe and sample of the study can be expanded and the relationship of different variables can be examined.
- 3) Different methods and techniques can be used as a data collection tool in the research.
- 4) Lifelong learning views or trends of teachers working in different levels and school types can be evaluated and compared.
- 5) Qualitative and quantitative research with a broader content can be conducted through the opinions or trends of vocational high school teachers about lifelong learning.
- 6) Opinions can be taken about the opinions of teachers and students in vocational high schools about lifelong learning, or studies can be conducted on a mutually relational basis.
- 7) Opinions about the opinions of teachers and students from different levels and school types about lifelong learning can be taken, or studies can be conducted in a mutually relational way.
- 8) Qualitative and quantitative studies with broader content can be conducted through the views or tendencies of teacher candidates studying in different fields in education faculties or technical education faculties regarding lifelong learning.
- 9) In Education Faculties, which are qualified as teacher training institutions, awareness of lifelong learning can be increased prior to service by placing lessons or organizing activities such as various trainings and seminars within the scope of lifelong learning.

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GÖRÜŞME FORMU

Değerli Meslektaşım,

Bu çalışma Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Programları ve Öğretimi Bölümü Master çalışması olarak “Meslek liselerinde çalışan öğretmenlerin yaşam boyu öğrenmeye ilişkin görüşleri nelerdir?” başlıklı araştırma için hazırlanmıştır. Bu araştırma ile ilgili olarak soracağım beş soruyu içtenlikle cevaplamanızı rica ediyorum. Çalışmada elde edilecek bilgiler sadece bilimsel amaçlar için kullanılacak ve üçüncü kişilerle paylaşılmayacaktır. Bu çalışmaya katılmayı kabul ettiğiniz için şimdiden teşekkür ederim.

(Çalışma otuz katılımcı ile desteklemiştir.)

KATILIMCI KİŞİSEL BİLGİLERİ

Cinsiyet : () Kadın / () Erkek

Yaş :

Eğitim Durumu : () Lisans / () Yüksek Lisans

Kıdem Yılı :

Branş :

KATILIMCI GÖRÜŞME SORULARI

- 1) Yaşam boyunca yeni bilgiler öğrenmenin gerekliliği konusundaki görüşleriniz nelerdir?
- 2) Yaşam boyu öğrenmenin kişisel gelişime katkıları hakkında neler düşünüyorsunuz?
- 3) Bireysel ve mesleki anlamda kendinizi geliştirecek ne gibi çalışmalar yapıyorsunuz?
- 4) Bireysel anlamda ve mesleğinizle ilgili eğitimler almanın meslek hayatınıza yansımaları nasıl olmaktadır?
- 5) Öğrencilerinize okulda yaşam boyu öğrenme becerileri kazandırma konusunda neler yapılabilir?