

Exploring the Relationship between Teachers' Lifelong Learning Tendencies and Research Literacy Levels

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Abstract: This study aims to examine the relationship between lifelong learning tendencies and research literacy levels of teachers working in Türkiye. The sample of the study, which was designed as correlational research model, consisted of 455 teachers selected by convenience sampling. The “Teachers’ Research Literacy Skills Scale”, and the “Lifelong Learning Tendency Scale” were used to collect the data. In the analysis of the data, descriptive statistics such as arithmetic mean, standard deviation, minimum and maximum were used to determine the teachers’ research literacy and lifelong learning tendency levels. Pearson correlation analysis was conducted to determine the relationship between teachers’ lifelong learning tendencies and research literacy levels. Simple linear regression analysis was used to determine to what extent teachers’ research literacy predicted their lifelong learning tendencies. The findings showed that teachers’ lifelong learning tendency levels were at very high level and their research literacy levels were at high level. It was determined that lifelong learning tendency and research literacy levels of the teachers did not differ significantly in terms of gender variable while they differed significantly in terms of education level variable. There was a positive, significant, and moderate level relationship between teachers’ lifelong learning tendencies and research literacy levels. Additionally, teachers’ research literacy levels were found to explain 29.0% of the variance regarding their lifelong learning tendency levels. In this context, teachers’ lifelong learning skills can be supported by developing strategies that will increase their research literacy and encourage a holistic approach to professional development.

Anahtar kelimeler: Lifelong learning, research literacy, teachers

Öğretmenlerin Yaşam Boyu Öğrenme Eğilimleri ile Araştırma Okuryazarlığı Düzeyleri Arasındaki İlişkinin İncelenmesi

Öz: Bu çalışmanın amacı, Türkiye’de çalışan öğretmenlerin yaşam boyu öğrenme eğilimleri ile araştırma okuryazarlığı düzeyleri arasındaki ilişkiyi incelemektir. İlişkisel tarama modeli olarak tasarlanan çalışmanın örneklemini, uygun örneklem yöntemiyle seçilen 455 öğretmen oluşturmuştur. Verilerin toplanmasında “Öğretmenlerin Araştırma Okuryazarlığı Becerileri Ölçeği” ve “Yaşam Boyu Öğrenme Eğilimi Ölçeği” kullanılmıştır. Verilerin analizinde, öğretmenlerin araştırma okuryazarlığı ve yaşam boyu öğrenme eğilimi düzeylerini belirlemek için aritmetik ortalama, standart sapma, minimum ve maksimum gibi tanımlayıcı istatistikler kullanılmıştır. Öğretmenlerin yaşam boyu öğrenme eğilimleri ile araştırma okuryazarlığı arasındaki ilişkiyi belirlemek için Pearson korelasyon analizi yapılmıştır. Öğretmenlerin araştırma okuryazarlıklarının yaşam boyu öğrenme eğilimlerini ne ölçüde yordadığını belirlemek için basit doğrusal regresyon analizi kullanılmıştır. Bulgular, öğretmenlerin yaşam boyu öğrenme eğilimi düzeylerinin çok

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yüksek, araştırma okuryazarlığı düzeylerinin de yüksek düzeyde olduğunu göstermiştir. Araştırma sonucunda, öğretmenlerin yaşam boyu öğrenme eğilimlerinin ve araştırma okuryazarlığı düzeylerinin cinsiyet değişkenine göre anlamlı bir fark göstermediği, ancak eğitim düzeyi değişkenine göre anlamlı bir farklılık gösterdiği belirlenmiştir. Öğretmenlerin yaşam boyu öğrenme eğilimleri ve araştırma okuryazarlığı arasında pozitif, anlamlı ve orta düzeyde bir ilişki bulunmuştur. Ayrıca öğretmenlerin araştırma okuryazarlık düzeylerinin yaşam boyu öğrenme eğilim düzeylerine ilişkin varyansın %29'unu açıkladığı bulunmuştur. Bu bağlamda öğretmenlerin araştırma okuryazarlıklarını arttıracak, mesleki gelişime yönelik bütünsel bir yaklaşımı teşvik eden stratejiler geliştirilerek onların yaşam boyu öğrenme becerileri de desteklenebilir.

Anahtar Kelimeler: Yaşam boyu öğrenme, araştırma okuryazarlığı, öğretmenler

Introduction

In alignment with the demands of our contemporary era, it has become increasingly imperative for individuals to adopt themselves to the constantly evolving society and take a proactive role in driving transformative changes. This phenomenon has given rise to the concept of “lifelong learning”. Lifelong learning involves the ongoing aspiration and capacity to acquire knowledge throughout one’s life, fostering continual personal growth and adaptability in the face of a rapidly changing environment (Organisation for Economic Co-operation and Development [OECD], 2021). Field’s (2011) definition concerns the continuous process of learning and individual development across one’s entire lifetime. This form of learning is self-motivated and lacks connections with formal educational institutions such as schools and universities. Boeren (2017) further emphasizes that it is a self-driven pursuit of knowledge and skill development guided by personal interests and goals. This methodological approach gives learners the chance to be open and prepared to acquire new relevant information that occurs every day. The ability to learn new things quickly is a skill that can be acquired through lifelong learning because it enhances memory, critical thinking, and mental abilities (Keating, 2020).

Lifelong learning encompasses various forms such as formal, non-formal, vocational, and in-service training. As a result, the continuum of lifelong education broadens its scope to include academic settings, outdoor environments, workplaces, and virtually any situation where humans are present. This approach inherently guarantees equal learning opportunities for all individuals, regardless of factors like location, time constraints, or economic circumstances (Ayvaz, 2021). According to this paradigm, the main goal of lifelong learning is to develop people who can actively engage in all aspects of life without being constrained by factors like economic inequality, social dynamics, age, or gender inequality (Aksoy, 2013). Integral to this process is the individual’s need to self-assess and recognize personal strengths while simultaneously nurturing and refining existing proficiencies (Kılıç & Kılıç, 2022). Therefore, the main objectives of the educational system are to give students access to information, enable them to turn that information into useful value, produce new insights, master information and communication technologies, foster critical thinking, entrepreneurship, innovation, and productivity, and ensure that they have a lifelong desire to learn (Parlar, 2012). To achieve this overarching goal, teachers must stay current on global and educational innovations, comprehend them, and swiftly apply them to their areas of expertise to improve teaching. To this end, their competencies must continually evolve alongside the ever-changing landscape, facilitated by lifelong learning (Coolahan, 2002). Additionally, establishing a

society of lifelong learners necessitates teachers to be equipped with new skills and foster a culture of ongoing learning throughout their lives, which, in turn, cultivates their openness to new ideas. Educators who are committed to lifelong learning can enhance the learning environments in their classrooms and empower their students to become lifelong learners by nurturing their own learning competencies (Thwe & Kálmán, 2023). To effectively fulfill this role, teachers should not only embrace the concept of lifelong learning in their personal lives but also guide their students to become self-directed learners (Çetin & Çetin, 2017). They should also possess a high level of professionalism, be knowledgeable about new developments and innovations, be eager to grow both personally and professionally (Arinaitwe, 2021), and be aware of and able to adjust to changing trends in instructional methodology (Lewis & Munn, 1997). In this context, lifelong learning serves as a guiding principle for educators, enabling them to continually grow, adapt to evolving educational landscapes, and effectively mentor their students.

Enhancing lifelong learning involves actively engaging in research. For teachers who want to keep learning throughout their lives, developing research skills is crucial (Cotton, 1998). Teachers must actively engage in research to enhance their teaching strategies continuously (Mortimore, 2000; Hemsley-Brown and Sharp, 2003). Research proficiency is the cornerstone for teachers to expand their intellectual abilities, improve communication, excel in design skills, and nurture critical thinking and creativity. This role is inherent in modern education, where teachers are not just knowledge disseminators but enthusiastic researchers. They dive into extensive data collection daily, rapidly assess and synthesize information, and use these findings to make informed decisions (Whitman & Kelleher, 2017). Consequently, teachers' roles involve both applying research-driven insights and utilizing educational research. Incorporating research into teacher training ensures that educators keep learning and improve their teaching methods throughout their careers (Winch et al., 2015). Research skills empower teachers to explore and apply cutting-edge educational concepts, making their teaching methods more effective for diverse students. Gaining proficiency in research is not only a professional growth opportunity for teachers but also a means to instill curiosity and lifelong learning in their classrooms (Evans et al., 2017). Experienced teachers exhibit an active approach to stay updated with the latest research findings through various scholarly activities, such as subscribing to and engaging with professional journals. This unwavering commitment to lifelong learning and continuous professional growth demonstrates their dedication to remaining informed about the latest research, thus enhancing their expertise as educators in the field of education (Stanovich & Stanovich 2003). Effective teaching mandates that teachers integrate research into their instructional practices, especially in developed countries, where using research findings to enhance teaching methods and address educational challenges is the norm (Mortimore, 2000) In summary, research skills contribute to lifelong learning by helping teachers improve their teaching methods and stay current with the latest educational developments, promoting professional growth and fostering curiosity and innovation in their classrooms and institutions. Therefore, studying teacher' research literacy is crucial because research skills play a pivotal role in promoting lifelong learning.

In a significant and valuable document discussing teachers and research, the British Educational Research Association (BERA) presents the term "research literacy" as encompassing the degree to which educators, as well as school and college leaders, possess an understanding of various research techniques, stay updated with recent research discoveries, and comprehend the consequences of such research for their daily activities, as well as for educational policies and practices on a larger scale (BERA, 2014). This description might depict teachers as research

consumers rather than recognizing their pivotal role as educators and contributors to knowledge in the educational landscape. A potential rephrasing of research literacy that places teachers at its core could be: “Teachers showcasing a solid grasp of the various ways of knowledge is constructed (epistemology) in the education field. This involves understanding intentions, values, and the interplay between research and practical wisdom to enhance effective teaching methods. Additionally, it entails the practical skill of critically evaluating different research sources as part of their professional practice exploration” (Boyd, 2022). Therefore, research literacy equips teachers with the skills to assess and use research findings in their teaching, while lifelong learning ensures their ongoing growth and adaptability. Research skills help teachers interact with new knowledge, question assumptions, and refine their teaching methods, leading to professional advancement and fostering curiosity and innovation in their classrooms.

Engaging in scientific research activity enables the examination of distinct learning scenarios, establishes the groundwork for contemplating individual actions and educational engagement with students, and offers a means to evaluate the effectiveness of recently employed teaching techniques (Lamanauskas & Augienė, 2017). Teachers can benefit greatly from an understanding of how the scientific method is used in both research and instruction. They become more knowledgeable, become better teachers, and can justify their methods to others, including parents (The National Institute for Literacy, 2006). By exploring, analyzing, and incorporating the most recent developments in educational theory and practice, instructors are better able to enrich their teaching strategies and meet the needs of a variety of students (Evans et al., 2017). The capacity for systematic inquiry not only benefits educators’ personal professional development but also acts as a catalyst for instilling a spirit of inquiry and lifelong learning in their classrooms. The diverse function and critical significance of research skills in equipping educators to teach effectively are examined in this introductory inquiry (Winch et al., 2015). The underlying premise suggests that possessing knowledge about research methodologies and engaging in independent practitioner research can significantly enhance the quality of teaching practices. By incorporating practitioner inquiry as a method of professional development, individuals such as pre-service teachers, experienced educators, and teacher educators can cultivate a heightened consciousness regarding the establishment and attainment of objectives. Furthermore, this approach empowers them to substantiate their endeavors through the utilization of scientific insights and knowledge generated by fellow researchers and scholars in the field. Through this process, practitioners not only refine their teaching techniques but also gain a deeper appreciation for the significance of evidence-based practices in the realm of education (Livingston & Flores, 2017; Van Katwijk et al., 2023). Overall, research skills equip teachers to continuously improve their teaching methods, foster intellectual growth, and enhance the quality of education through evidence-based practices and ongoing professional development.

Despite the increasing attention in lifelong learning of teachers, most of the current research has focused on teachers’ lifelong learning tendencies (Bulaç & Kurt, 2019; Çetin & Çetin, 2017; Sarıtepeci & Orak, 2019; İncik, 2020; Yılmaz, 2016), the relationship between their lifelong tendencies and digital literacy levels (Akgün & Akgün, 2020; Demir et al., 2022; Ocak et al., 2022; Öteleş, 2020; Özoğlu, 2019), and information literacy levels (Demirel & Akkoyunlu, 2017; Solmaz, 2017). When considered in the context of Türkiye and at international level, to the best knowledge of the researcher, there is no study focusing on the relationship between teachers’ lifelong learning tendencies and their research literacy. Therefore, in an attempt to contribute to the gap in the literature, the primary goal of this study is to examine the relationship between

lifelong learning tendencies and research literacy levels of teachers working in Türkiye. In the study, the following sub-problems were addressed:

1. What is the lifelong learning tendency and research literacy levels of the teachers?
2. Do the lifelong learning tendency and research literacy levels of the teachers differ significantly according to gender and education level variables?
3. Is there a significant relationship between the lifelong learning tendency and research literacy levels of the teachers?
4. What is the predictive role of research literacy on teachers' lifelong learning tendency levels?

Method

In the study, correlational research model was used to determine the relationship between teachers' lifelong learning tendencies and their research literacy levels. Correlational studies are conducted to determine whether there is a relationship between two or more variables and the relationship is analyzed in depth (Karakaya, 2014). There are two types of correlational research: predictive and exploratory (Mertens, 2014). Predictive correlation research was preferred in the study. In the studies carried out for the purpose of prediction, it is seen how much of the variance (variability) in the dependent variables is explained by the variables of interest (Mertens, 2014). Accordingly, this study investigated the predictive role of research literacy on teachers' lifelong learning tendency levels.

Population and Sample

The population of the study consisted of teachers working in different provinces of Türkiye. In the sample of the research, there were 455 teachers selected by convenience sampling from the specified population. Convenient sampling provides ease of access, time saving and cost-effectiveness (Koç Başaran, 2017). The descriptive data of the teachers involved in the study are shown in Table 1.

Table 1

Descriptive Data of the Teachers Included in the Sample

Variables	N	%
Gender		
Male	262	57.6
Female	193	42.4
Year of Work Experience		
1-5 years	47	10.3
6-10 years	66	14.5
11-15 years	77	16.9
16-20 years	67	14.7
21-25 years	95	20.9
26 years and above	103	22.6
Age		
21-30	4	10.1
31-40	161	35.4
41-50	153	33.6
51 and above	95	20.9

Education Level		
Graduate	332	73.0
Postgraduate (Master's and Doctoral Degree)	123	27.0
Satisfaction with Working Environment		
Yes	378	83.1
No	77	16.9
Inservice Training		
Yes	426	93.6
No	29	6.4
Marital Status		
Married	376	82.6
Single	79	17.4
Total	455	100

When Table 1 is examined, it is seen that 262 (57.6%) of the teachers were male and 193 (42.4%) were female. The majority of the teachers had 26 years and above work experience (22.6%), was between the ages of 31-40 (35.4%), had a bachelor's degree (73.0%), was satisfied with the working environment (83.1%), received in-service training (93.6%), and married (82.6%).

Data Collection Tools

In the study, the “*Teachers’ Research Literacy Skills Scale*”, and “*Lifelong Learning Tendency Scale*” were used.

Teachers’ Research Literacy Skills Scale

Within the scope of the research, the “*Teachers’ Research Literacy Skills Scale*” developed by Yıldız et al. (2019) was used to determine the research literacy levels of the teachers. The 5-point Likert-type scale consists of 26 items. It has four sub-dimensions: research process, preparation for research, method knowledge and access to resources. The items of the scale ranged as Strongly Agree: 5, Agree: 4, Undecided: 3, Disagree: 2, Strongly Disagree: 1. The Cronbach’s Alpha internal consistency coefficient value of the scale was calculated as .95 by the researchers (Yıldız et al., 2019). The researchers determined the Cronbach’s Alpha internal consistency coefficient values of the sub-dimensions of the scale as .92, .89, .90, .83, respectively. Within the scope of this research, the Cronbach’s Alpha internal consistency coefficient value of the scale was calculated as .95. In the current study, the Cronbach’s Alpha internal consistency coefficient of the subscales was calculated as .90, .92, .89, and .74, respectively. Since the Cronbach’s Alpha reliability coefficient is between .80 and 1.00, it can be said that the reliability of the scale is high (Alpar, 2013).

Lifelong Learning Tendency Scale

Within the scope of the research, the “*Lifelong Learning Tendency Scale*” developed by Yaman (2014) was used to determine the lifelong learning tendency levels of the teachers. The 5-point Likert-type scale consists of 29 items. The scale consists of one dimension. The items of the scale ranged as Totally Agree: 5, Agree: 4, Partially Agree: 3, Disagree: 2, Strongly Disagree: 1. The Cronbach’s Alpha internal consistency coefficient value of the scale was calculated as .89 (Yaman, 2014). In the current study, the Cronbach’s Alpha internal consistency coefficient value of the scale was calculated as .96, which indicated a high level of reliability (Alpar, 2013).

Data Collection Process

The data of the study were collected in April 2023. Scale form was prepared as Google Form. The relevant link was created and sent to the teachers via social media applications. Students who volunteered to participate in the study were asked to fill out the form. The data collection process of the study took approximately one month.

Analysis of Data

In the study, descriptive statistics such as arithmetic mean, standard deviation, minimum and maximum were used to determine the teachers' research literacy and lifelong learning tendency levels. The items of the scales were in the range of 1-5 points. For this reason, teachers' research literacy and lifelong learning tendency levels were analyzed by dividing them into five levels. The Score Interval= (Highest score- Lowest score)/5 formula was used to calculate this level (Guvendi & Serin, 2019). According to this formula, the score range was calculated as $(5-1)/5=0.8$. Accordingly, in terms of research literacy and lifelong learning tendency levels, 1-1.79 mean score range was determined as very low, 1.80-2.59 as low, 2.60-3.39 as moderate, 3.40-4.19 was high, 4.20-5.00 was very high (Kozikoğlu & Özcanlı, 2020). The distribution of the data was examined before the data analysis to be carried out to find answers to the sub-problems of the study. The skewness and kurtosis values were calculated to give an idea about the data distribution. In addition, Shapiro-Wilk and Kolmogorov Smirnov analysis results were examined. Since the skewness and kurtosis values were between -1.5 and +1.5 (Tabachnick & Fidell, 2013) and the significance level was higher than .05 ($p>.05$) in Shapiro-Wilk and Kolmogorov Smirnov analyzes, it was concluded that the data showed normal distribution. Therefore, parametric tests were conducted. The independent sample T-test was used to determine whether the research literacy and lifelong learning tendency levels of the teachers differed significantly by gender and education level variables. Pearson correlation analysis was conducted to determine the relationship between teachers' research literacy and lifelong learning tendencies. In the interpretation of the Pearson correlation coefficient value, it was determined as low between 00-.29, moderate between .30 - .69, and high between .70- 1.00 (Büyüköztürk, 2012). As a result of the analysis, it was determined that there was a significant relationship between the variables. For this reason, simple linear regression analysis was used to determine to what extent teachers' research literacy predicted their lifelong learning tendencies.

Findings

In this section, the findings obtained as a result of the analysis of the data obtained during the research process are included. The descriptive statistics results of the scales and their sub-dimensions in the study are given in Table 2.

Table 2

Descriptive Data of the Scales

Variable	Sub-dimensions	N	Min	Max	\bar{X}	Ss	Level
Lifelong Learning Tendency		455	2.45	5.00	4.24	.49	Very high
	Research Process	455	1.00	5.00	4.21	.49	Very high
Research Literacy	Preparation for Research	455	1.56	5.00	4.14	.49	High
	Method Knowledge	455	1.80	5.00	3.83	.63	High
	Access to Resources	455	1.33	5.00	3.72	.73	High

Total Mean Score	455	2.08	5.00	4.05	.45	High
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When Table 2 is examined, it is seen that teachers' research literacy levels ($\bar{X}=4.05$) were at high level and their lifelong learning tendency levels ($\bar{X}=4.24$) were at very high level. In terms of sub-dimensions of teachers' research literacy skills, it was determined that the research process skill levels ($\bar{X}=4.24$) were very high, preparation for research ($\bar{X}=4.14$), method knowledge ($\bar{X}=3.83$) and access to resources ($\bar{X}=3.72$) levels were at high level. The results of the analysis on whether the research literacy and lifelong learning tendency levels of the teachers differ significantly according to the gender variable are given in Table 3.

Table 3

T-test Analysis by Gender Variable

Variable	Gender	N	\bar{X}	S	sd	t	p
Research Literacy	Male	262	4.05	.44	453	-.250	.802
	Female	193	4.06	.46			
Lifelong Learning Tendency	Male	262	4.21	.47	397.604	-1.596	.111
	Female	193	4.28	.50			

When the data in Table 3 were examined, it was determined that the research literacy and lifelong learning tendency levels of the teachers did not differ significantly in terms of gender variable ($p>.05$). The results of the analysis on whether the research literacy and lifelong learning tendency levels of the teachers show a significant difference according to the education level variable are given in Table 4.

Table 4

T-test Analysis by Education Level Variable

Variable	Education level	N	\bar{X}	S	sd	t	p
Research Literacy	Graduate	332	4.02	.45	453	-2.665	.008*
	Post-graduate	123	4.15	.44			
Lifelong Learning Tendency	Graduate	332	4.20	.49	453	-3.045	.002*
	Post-graduate	123	4.36	.47			

* $p<.05$

When examined in Table 4, it can be said that teachers' research literacy and lifelong learning tendency levels differ significantly in terms of education level variable ($p<.05$). It is seen that the research literacy levels of the teachers who received postgraduate education ($\bar{X}=4.15$) were higher than the teachers who received undergraduate education ($\bar{X}=4.02$). Similarly, it can be said that the lifelong learning tendency levels of teachers with postgraduate education ($\bar{X}=4.36$) were higher than those with undergraduate education ($\bar{X}=4.20$). The relationship between teachers' research literacy and lifelong learning tendencies are shown in Table 5.

Table 5

Correlation Analysis Results

Research Literacy	Lifelong Learning Tendency		n
	Pearson Correlation	Sig. (2-tailed)	
Total Mean Score	.538**	.000	455

** Correlation is significant at the 0.01 level (2-tailed); ** $p<0.01$, * $p<0.05$

Based on the data in Table 5, it can be said that there is a positive, significant, and moderate level relationship between teachers' research literacy and lifelong learning tendencies [$r = .538$; $p < .05$]. The findings regarding the predictive role of research literacy on teachers' lifelong learning tendency levels are presented in Table 6.

Table 6

Simple Linear Regression Analysis between Variables

	<i>B</i>	<i>SHB</i>	β	<i>t</i>	<i>p</i>
Constant	1.935	.157	-	12.312	.000
1- Lifelong Learning Tendency	.500	.037	.538	13.602	.000

$n=455, R=.538, R^2=.290, p<.01$

According to the data in Table 7, teachers' research literacy levels explain 29.0% of the variance regarding their lifelong learning tendency levels.

Results and Discussion

The research finding indicate that teachers demonstrated a commendable level of research literacy, particularly in certain sub-dimensions. Specifically, the teachers exhibited a high level of competence in aspects such as preparing for research, possessing methodological knowledge, and accessing relevant resources. Additionally, a higher level of competence in the research process skill was identified, indicating a solid understanding of the different phases and complexities associated with conducting research. Competence in research methodologies significantly enhances the professionalism of (prospective) teachers (Froehlich et al., 2021). Having the ability to formulate scientific research, critically assess existing literature, and gather, analyze, and interpret data are crucial abilities for navigating the intricacies of everyday existence. This applies equally to teachers, as research skills are progressively recognized as integral components of their professional competence (Amirova et al., 2020) and the development of teaching practices grounded in empirical evidence (Burke et al., 2005). Therefore, the findings of this study carry important implications for both educators and educational institutions. Firstly, the high levels of research literacy underscore the potential for teachers to engage in evidence-based decision-making and instructional planning. With their adeptness in preparing for research, teachers can effectively design studies, outline research questions, and develop hypotheses to guide their investigations. Furthermore, the findings emphasize the significance of embedding research literacy into teacher education programs. Pre-service and in-service teacher training should incorporate modules that cultivate research skills, ensuring that educators graduate with the competencies necessary to navigate and contribute to the ever-evolving landscape of education. These programs can encourage prospective teachers to develop their skills in research preparation, method selection, resource utilization, and the execution of rigorous research processes. Additionally, fostering a research culture within educational settings can further empower teachers to collaboratively engage in research endeavors, thus contributing to continuous improvement in teaching and learning.

The findings of the current study indicate that teachers' lifelong learning tendencies are notably high, corroborating the existing body of literature (Akçay, 2021; Aydın & İflazoğlu Saban, 2021; Demir et al., 2022; Ellez et al., 2021; Erdamar, 2017; İzci & Özden, 2021; Kanmaz, 2021; Receptoğlu, 2021; Yaman & Yazar, 2015). The alignment of these results with prior research underscores the prevalent inclination of educators towards lifelong learning. Erdamar et al. (2017) highlighted high school teachers' strong yearning for lifelong learning, characterized by their

enthusiastic pursuit of knowledge and persistent commitment to learning. Similarly, Boyacı (2019) reported a marked propensity for ongoing learning among prospective educators, fostering a favorable attitude towards lifelong learning. Ellez et al. (2021) provided additional support to this trend, noting teachers' substantial engagement in lifelong learning activities, particularly evident in their motivation dimension. The congruence between the present study's findings and these prior findings suggests that the sampled teachers exhibit enthusiasm for learning, a commitment to lifelong development, and an enduring dedication to ongoing educational pursuits. However, it is noteworthy that there are studies with differing findings. The lifelong learning tendencies of Turkish teaching students were observed to be at moderate levels in the studies conducted by Ürün-Karahan (2017) and Yasa (2018) for university students. Donnison (2009) proposed that prospective teachers consistently perceive themselves as individuals inclined towards lifelong learning. Conversely, Bulaç (2019) found that prospective teachers scored above the moderate level on the lifelong learning tendencies scale. Bulaç suggested the inclusion of lifelong learning-related courses in teacher education. Conversely, Diker-Coşkun and Demirel (2012), Gökcyer and Türkoğlu (2018), and Tunca et al. (2015) found low levels of lifelong learning tendencies in the studies conducted with university students and prospective teachers. Tunca et al. (2015) speculated that this discrepancy might be due to insufficient integration of lifelong learning skills into teacher training programs. The variation in lifelong learning tendencies among prospective teachers necessitates uncovering its underlying reasons. Additionally, it is vital to facilitate the acquisition of lifelong learning skills by teachers, who significantly influence society, through comprehensive formal and informal learning activities (Green, 2002). In conclusion, the different findings in studies related to teachers' lifelong learning tendencies call for a deeper exploration of the factors contributing to these differences. By understanding the nuances behind these discrepancies, educational institutions can better tailor teacher training programs to foster a collective commitment to ongoing learning, ultimately benefitting both educators and the broader society they serve.

The research literacy and lifelong learning tendencies among teachers did not significantly differ based on gender. This finding implies that, in the context of the studied population, both male and female teachers exhibit comparable levels of research literacy and a similar disposition towards lifelong learning. The absence of a significant gender difference in research literacy and lifelong learning tendencies underscores a positive aspect of the teaching profession, indicating that the educational system is fostering an equitable environment for both male and female teachers. The finding obtained in this study indicating that research literacy and lifelong learning tendencies are consistent across genders carries implications for pedagogical practices and teacher professionalism. Firstly, it suggests that teachers, regardless of gender, are equally well-equipped to engage in research activities and integrate evidence-based practices into their teaching. This contributes to the enhancement of instructional quality and the potential for continuous improvement within the classroom. Moreover, gender-neutral access to research literacy and lifelong learning skills aligns with the evolving role of teachers as professionals who continually refine their craft. This result supports the notion that teachers are equally capable of staying updated with the latest educational research and adapting their methodologies to optimize student learning experiences. This discussion explores the potential implications and significance of this finding within the broader educational context. However, Kılıç and Kılıç (2022) concluded that teachers' lifelong learning tendencies and attitudes towards technology use in education differed significantly according to gender variable. Several studies have also shown that the lifelong learning competencies of the teachers do not differ by gender (Aykaç et al., 2020; Bülbül, 2020;

Thwe & Kálmán, 2023). In their research conducted with teacher candidates, Demirel and Akkoyunlu (2017) found notable differences in the lifelong learning tendencies of participants based on gender. A similar gender-related difference was reported by Çelebi et al. (2014) in their study on teachers, favoring female educators in terms of lifelong learning tendencies. Correspondingly, Çetin and Çetin (2017) identified a significant gender-related difference in lifelong learning tendencies among pre-service teachers, favoring female candidates. Likewise, various investigations highlight a marked connection between teachers' gender and their lifelong learning tendencies (Demir-Başaran & Sesli, 2019; Erdamar et al., 2017; Kazu & Erten, 2016; Pilli et al., 2017; Shin & Jun, 2019; Şen & Yıldız Durak, 2022). While this study found no significant gender difference in research literacy and lifelong learning tendencies, it is essential to consider the broader societal context and potential cultural nuances that may influence these findings. Future research could delve deeper into understanding the factors contributing to the observed similarity and explore any hidden variables that might impact these traits differently across genders in other contexts.

The finding also highlighted a significant difference in teachers' research literacy and lifelong learning tendencies based on their education levels. The research indicates that teachers who pursued postgraduate education exhibited higher levels of research literacy compared to those who only completed undergraduate education. Similarly, it was observed that teachers with postgraduate education demonstrated higher lifelong learning tendencies compared to their counterparts with undergraduate education. This finding underscores the impact of education level on teachers' research literacy and their inclination towards lifelong learning. It suggests that higher educational attainment, specifically postgraduate education, contributes to enhancing both research literacy skills and the motivation for continuous learning. This aligns with the notion that advanced education provides individuals with more opportunities to delve deeper into research methodologies and acquire the knowledge and skills needed for lifelong learning. The higher research literacy levels among teachers with postgraduate education might indicate their ability to critically analyze and integrate research findings into their teaching practices, potentially leading to more effective instructional strategies. Additionally, the elevated lifelong learning tendencies in this group imply that they are more likely to engage in professional development activities, stay updated with new educational trends, and continuously adapt their teaching methods to meet evolving student needs. These findings have implications for teacher training and professional development programs. It suggests that fostering postgraduate education opportunities for teachers could have a positive impact on their research literacy skills and their commitment to lifelong learning, ultimately contributing to the overall quality of education.

This study has provided valuable insights into the relationship between teachers' research literacy and their lifelong learning tendencies. The findings revealed a significant and moderately positive correlation between these two critical dimensions among educators. This observation highlights the interplay between teachers' ability to engage in research activities and their propensity to seek out new knowledge and skills throughout their careers continuously. The positive correlation suggests that teachers who exhibit higher research literacy levels are more inclined to embrace lifelong learning. This aligns with the idea that teachers who are adept at critically evaluating research findings and engaging in scholarly activities are also more likely to recognize the value of ongoing professional development. Such teachers are better equipped to stay updated with the latest educational advancements, adapt their teaching methods, and implement evidence-based practices in their classrooms.

The moderate level of correlation indicates that while research literacy and lifelong learning tendencies are related, they are not solely dependent on each other. Other factors, such as individual motivation, institutional support, and personal beliefs, may also influence teachers' attitudes and behaviors toward research and continuous learning. In summary, the findings provide valuable implications for educational policymakers, school administrators, and teacher training programs. By recognizing the interconnectedness of research literacy and lifelong learning tendencies, stakeholders can develop strategies that foster a holistic approach to professional growth, ultimately benefiting both educators and the students they serve.

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Yazar Katkısı: Çalışma tek yazar tarafından yürütülmüştür.

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Geniş Özet

Problem Durumu

Günümüzün gereksinimlerine uyum sağlamak giderek daha önemli hale gelmiştir. Bu nedenle, bireylerin sürekli değişen topluma ayak uydurması ve dönüşümsel değişiklikleri yönlendirmede aktif bir rol üstlenmeleri gereklidir. Bu olgu, “yaşam boyu öğrenme” kavramını ortaya çıkarmıştır. Yaşam boyu öğrenme, bir kişinin hayatı boyunca bilgi edinme isteği ve kapasitesini içerir, böylece sürekli kişisel büyümeyi ve hızla değişen bir ortama uyumu teşvik eder (Ekonomik İş Birliği ve Kalkınma Teşkilatı [OECD], 2021). Yaşam boyu öğrenme, bireyin yaşam süresi içinde bilgi edinme ve geliştirme süreçlerini içeren bir metodolojik yaklaşım olarak tanımlanmaktadır. Bu yaklaşım, sürekli mesleki gelişim, daha önce edinilmiş becerilerin güncellenmesi ve öğrenme süreci boyunca yeni becerilerin kazanılmasını içermektedir (Keating, 2020).

Yaşam boyu öğrenme, bireylerin olumlu öğrenme tutumlarını geliştirmelerini, okuma, yazma, konuşma ve dinleme becerilerini geliştirmelerini, araştırma ve öz-yönetimli öğrenme becerilerine sahip olmalarını, çalışma tekniklerini ve öğrenme yaklaşımlarını geliştirmelerini amaçlayan bir süreçtir (Cotton, 1998). Bu nedenle, yaşam boyu öğrenmeyi hedefleyen öğretmenler araştırma okuryazarlığı alanında da yetkinlik kazanmalıdır (Stanovich, 2003). Bununla birlikte, etkili öğretim, öğretmenlerin öğretim yöntemlerini geliştirmek amacıyla araştırmaya katılmasını gerektirmektedir. Özellikle gelişmiş ülkelerde öğretmenlerin öğretimlerini iyileştirmek ve okullardaki sorunlarla başa çıkmak için araştırma bulgularını kullanmaları beklenir. Bu, öğretimi geliştirmek ve eğitimle ilgili zorlukları ele almak açısından önemlidir (Mortimore, 2000). Bu bağlamda, araştırma okuryazarlığı öğretmenlere, araştırma bulgularını eleştirel bir şekilde değerlendirme ve öğretim uygulamalarına entegre etme becerilerini kazandırabilirken, yaşam boyu öğrenme sürekliliği ise öğretmenlerin gelişimini ve uyum kabiliyetini sürdürmelerini sağlar.

Öğretmenlerin yaşam boyu öğrenme eğilimlerine yönelik çalışmalar önem kazanmasına rağmen, mevcut araştırmaların çoğunlukla öğretmenlerin yaşam boyu öğrenme eğilimleri düzeylerinin belirlenmesine (Bulaç & Kurt, 2019; Çetin & Çetin, 2017; İncik, 2020; Sarıtepeci & Orak, 2019; Yılmaz, 2016); yaşam boyu eğilimleri ile dijital okuryazarlık düzeyleri arasındaki ilişkiye (Akgün & Akgün, 2020; Demir vd., 2022; Ocak vd., 2022; Öteleş, 2020; Özoğlu, 2019) ve yaşam boyu eğilimleri ile bilgi okuryazarlığı düzeyleri arasındaki (Demirel & Akkoyunlu, 2017; Solmaz, 2017) ilişkiye odaklandığı görülmektedir. Türkiye bağlamında ve uluslararası düzeyde değerlendirildiğinde, öğretmenlerin yaşam boyu öğrenme eğilimleri ile araştırma okuryazarlıkları arasındaki ilişkiye odaklanan bir çalışmanın olmadığı görülmüştür. Bu nedenle, literatürdeki bu boşluğa katkıda bulunma amacıyla, bu çalışmanın temel amacı, Türkiye’de görev yapan öğretmenlerin yaşam boyu öğrenme eğilimleri ile araştırma okuryazarlığı seviyeleri arasındaki ilişkiyi incelemektir.

Yöntem

Araştırmada öğretmenlerin araştırma okuryazarlıkları ile yaşam boyu öğrenme eğilimleri arasındaki ilişkinin belirlenmesi amacıyla ilişkisel tarama modeli kullanılmıştır. Araştırmanın evreninde Türkiye’nin farklı illerinde görev yapan öğretmenler yer almaktadır. Araştırmanın örnekleminde ise bu evren içerisinden uygun örnekleme ile seçilen 455 öğretmen yer almıştır. Çalışma örnekleminde yer alan öğretmenlerin 262’si (%57.6) erkek, 193’ü (%42.4) kadındır. Araştırma verileri Yıldız vd. (2019) tarafından geliştirilen “Öğretmenlerin Araştırma

Okuryazarlığı Becerileri Ölçeği” ve Yaman (2014) tarafından geliştirilen “*Yaşam Boyu Öğrenme Eğilimleri Ölçeği*” kullanılarak elde edilmiştir. Çalışmanın verileri 2023 Nisan ayı içerisinde toplanmıştır. Verilerin toplanması için Google Formlara ölçek bilgileri aktarılmıştır. Google formlar üzerinden oluşturulan ilgili form linki sosyal medya uygulamaları üzerinden öğretmenlere iletilmiştir. Çalışmanın veri toplama süreci yaklaşık bir ay sürmüştür. Öğretmenlerin araştırma okuryazarlığı ile yaşam boyu öğrenme eğilimi düzeylerinin belirlenmesi amacıyla aritmetik ortalama, standart sapma, minimum ve maximum gibi betimsel istatistikler kullanılmıştır. Verilerin normal dağılım göstermesi sebebiyle parametrik testler uygulanmıştır. Bu bağlamda, öğretmenlerin araştırma okuryazarlığı ile yaşam boyu öğrenme eğilimi düzeylerinin cinsiyet ve eğitim düzeyi değişkenlerine göre anlamlı farklılık gösterip göstermediğini belirlemek amacıyla bağımsız örneklem T-testi kullanılmıştır. Öğretmenlerin araştırma okuryazarlığı düzeyleri ile yaşam boyu öğrenme eğilimleri arasındaki ilişkinin tespit edilmesi amacıyla Pearson korelasyon analizi yapılmıştır. Öğretmenlerin araştırma okuryazarlığı düzeylerinin yaşam boyu öğrenme eğilimlerini ne düzeyde yordadığını belirlemek amacıyla basit doğrusal regresyon analizi kullanılmıştır.

Bulgular

Araştırmada öğretmenlerin araştırma okuryazarlık düzeylerinin ($\bar{x} = 4.05$) yüksek, yaşam boyu öğrenme eğilimlerinin de ($\bar{x} = 4.24$) çok yüksek düzeyde olduğu belirlenmiştir. Öğretmenlerin araştırma okuryazarlığı becerilerinin alt boyutlarında araştırma süreci ($\bar{x} = 4.24$) alt boyutundan elde ettikleri puan ortalamasının çok yüksek düzeyde, araştırmaya hazırlık ($\bar{x} = 4.14$), yöntem bilgisi ($\bar{x} = 3.83$) ve kaynaklara ulaşma ($\bar{x} = 3.72$) alt boyutlarından elde ettikleri puan ortalamalarının da yüksek düzeyde olduğu tespit edilmiştir. Öğretmenlerin araştırma okuryazarlığı ve yaşam boyu öğrenme eğilim düzeylerinin cinsiyet değişkenine göre anlamlı farklılık gösterip göstermediğine yönelik gerçekleştirilen t-testi analizi sonucunda, öğretmenlerin araştırma okuryazarlık ve yaşam boyu öğrenme eğilim düzeylerinin cinsiyet değişkeni açısından anlamlı farklılık göstermediği tespit edilmiştir ($p > .05$). Buna karşın, öğretmenlerin araştırma okuryazarlık ve yaşam boyu öğrenme eğilim düzeylerinin eğitim düzeyi değişkeni açısından anlamlı farklılık gösterdiği belirlenmiştir ($p < .05$). Yapılan analiz sonucunda, lisansüstü eğitim almış olan öğretmenlerin araştırma okuryazarlık düzeylerinin ($\bar{x} = 4.15$) lisans eğitimi almış öğretmenlere ($\bar{x} = 4.02$) göre daha yüksek düzeyde olduğu görülmüştür. Benzer şekilde lisansüstü eğitim almış olan öğretmenlerin yaşam boyu öğrenme eğilim düzeylerinin ($\bar{x} = 4.36$) lisans eğitimi almış öğretmenlere ($\bar{x} = 4.20$) göre daha yüksek düzeyde olduğu bulgusu elde edilmiştir. Öğretmenlerin araştırma okuryazarlıkları ile yaşam boyu öğrenme eğilimleri arasında pozitif, anlamlı ve orta düzeyde bir ilişkinin olduğu tespit edilmiştir [$r = .538$; $p < .05$]. Son olarak, öğretmenlerin araştırma okuryazarlığı düzeylerinin yaşam boyu öğrenme eğilim düzeylerine ilişkin varyansın %29'unu açıkladığı belirlenmiştir.

Sonuç ve Tartışma

Araştırma sonucunda öğretmenlerin özellikle araştırmaya hazırlık, yöntem bilgisi ve ilgili kaynaklara erişim açısından araştırma okuryazarlığı düzeylerinin yüksek olduğu tespit edilmiştir. Benzer şekilde, öğretmenlerin yaşam boyu öğrenme eğilimlerinin yüksek düzeyde olduğu görülmüştür. Elde edilen bu bulgu alanyazındaki çeşitli çalışmalarla benzerlik göstermektedir (Akçay, 2021; Aydın & İflazoğlu Saban, 2021; Demir et al., 2022; Ellez et al., 2021; Erdamar, 2017; İzci & Özden, 2021; Kanmaz, 2021; Receptoğlu, 2021; Yaman & Yazar, 2015).

Öğretmenlerin araştırma okuryazarlığı ve yaşam boyu öğrenme eğilimleri açısından cinsiyet değişkeninin anlamlı bir farklılık oluşturmadığını tespit edilmiştir. Bu bulgu, incelenen örneklem bağlamında erkek ve kadın öğretmenlerin araştırma okuryazarlığı düzeylerinin benzer olduğunu ve yaşam boyu öğrenme konusunda benzer bir eğilime sahip olduklarını göstermektedir. Araştırma okuryazarlığı ve yaşam boyu öğrenme eğilimlerinde cinsiyet değişkeninin anlamlı bir farklılık oluşturmaması, öğretmenlik mesleğinin olumlu bir yönünü vurgulamaktadır ve eğitim sisteminin hem erkek hem de kadın öğretmenler için eşitlikçi bir ortam sağladığını işaret etmektedir.

Araştırmada, öğretmenlerin araştırma okuryazarlığı ve yaşam boyu öğrenme eğilimlerinin eğitim düzeyi değişkenine göre anlamlı olarak farklılaştığı görülmüştür. Yüksek lisans eğitimi alan öğretmenlerin, sadece lisans eğitimini tamamlayanlara kıyasla araştırma okuryazarlığı düzeylerinin daha yüksek olduğu tespit edilmiştir. Benzer şekilde, yüksek lisans eğitimine sahip öğretmenlerin lisans eğitimine sahip meslektaşlarına göre daha yüksek yaşam boyu öğrenme eğilimleri gösterdiği gözlemlenmiştir. Bu bulgu, eğitim düzeyinin öğretmenlerin araştırma okuryazarlığı ve yaşam boyu öğrenme eğilimleri üzerindeki etkisini vurgulamaktadır. Bu durumda, özellikle yüksek lisans eğitiminin hem araştırma okuryazarlığı becerilerini hem de sürekli öğrenme motivasyonunu artırmaya katkı sağladığı söylenebilir.

Öğretmenlerin araştırma okuryazarlığı ile yaşam boyu öğrenme eğilimleri arasında anlamlı, orta düzeyde ve pozitif bir ilişkinin olduğu belirlenmiştir. Bu durumda, daha yüksek araştırma okuryazarlığı düzeyine sahip öğretmenlerin yaşam boyu öğrenmeyi benimseme eğiliminde olduğu söylenebilir. Ayrıca öğretmenlerin araştırma okuryazarlık düzeylerinin yaşam boyu öğrenme eğilim düzeylerine ilişkin varyansın %29'unu açıkladığı bulunmuştur. Bu bağlamda öğretmenlerin araştırma okuryazarlıklarını arttıracak, mesleki gelişime yönelik bütünsel bir yaklaşımı teşvik eden stratejiler geliştirilerek onların yaşam boyu öğrenme becerileri de desteklenebilir.