



Examining the relationship between teachers' professional values and lifelong learning tendencies

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Abstract

In this study, the relationship between teachers' professional values and lifelong learning tendencies was examined. In this research, descriptive and relational survey model, one of the quantitative research models, was used. The research data collected from "Teachers' Professional Values Scale" developed by the researcher; The "Teachers' Lifelong Learning Scale" which was revised for this study and the personal information form in which the demographic data of teachers. Descriptive statistics, parametric and non-parametric tests were used to analyze the data. According to the results of the research, it was determined that there is a high level, positive and significant relationship between the professional values of teachers and their lifelong learning tendencies.

Keywords: Lifelong learning, professional value, teacher, teachers' professional values, values.

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1. INTRODUCTION

It can be said that education is the main means of transfer for the maintenance of values and the formation of new values. Through educational institutions, the values that are maintained in society for the preservation and preservation of the social order can be passed to next generations. To ensure value transfer and to develop information and skills, educational institutions, notably schools, have been present from the past to the present (Cetin & Balanuye, 2015). Family life is where the value system of a person first develops, but education, which makes up a significant portion of social life, also plays a significant role in this process (Ulusoy & Dilmac, 2012).

School is one of the most important tools for transferring culture and values in societies. In other words, school and education are one of the most basic tools to ensure continuity in the field of culture and value (Demircioglu & Demircioglu, 2016). In general, the school offers an important environment in terms of the acquisition of values (Balci & Yanpar Yelken, 2010). The development of an individual's personality and teaching them the right behaviors that society values are two aspects of values education in schools (Aydin & Gurler, 2012). The teacher is the one who can successfully influence students to show the required behaviors through education (Eksi & Ersoy, 2020). Teachers play a crucial part in valuing education as they implement curriculum and serve as examples for their pupils. Students can adapt and learn from the attitudes and behaviours they observe in teachers (Kaya & Taskin, 2016: 151-152). In this respect, the teacher can provide the student with some knowledge and skills, as well as the values he or she has (Albayrak, 2015). It can be said that values have significant effects on attitudes of teachers towards life and their profession (Balci & Yanpar Yelken, 2010).

Professional values are the opinions that are considered favorable and proper for educators, as well as the behaviors that may be used to communicate these viewpoints to pupils. In this regard, professional values are an essential component of teaching, as evidenced by how teachers interact with students (Arthur, Davison, & Lewis, 2005). Professional values are also important in terms of revealing and reflecting the cognitive, behavioral, and affective dimensions of a profession (Korkmaz, Kucuk & Karabacak, 2016).

It may be claimed that teachers who respect ethical behaviour in the workplace possess the fundamental skills needed for the job (Sisman & Acat, 2003). In order to achieve professional excellence, teachers who understand and know the importance of theoretical, social, economic, political and aesthetic values and their perspective in education are needed (Ansari & Hasan, 2011). In this regard, teaching is seen as a profession that can handle the burden of human life and should have excellent qualifications, but it also necessitates that instructors be people who are open to ongoing development and change (MEB, 2017). Lifelong learning (Kaya, 2016), which aims to provide individuals with the knowledge and skills they need to achieve success in a constantly changing world, can be defined as flexible learning at different times and in different places (Djebbari & Djebbari, 2018).

Lifelong learning has been a guiding principle in education since Plato (Brown, 2018). It is seen that the concept of lifelong learning, which means that people continue to learn throughout their lives by organizing learning (Schuetze, 2007), is expressed in terms such as 'continuous education' 'and' lifelong education '(Carlsen & Haddad, 2013). The first thing to remember about lifelong learning is that it occurs in every moment of life rather than only in a formal classroom setting (Djebbari & Djebbari, 2018). Being a good lifelong learner is one of the qualities teachers, who are meant to be people who improve by learning continually, should possess.

Teachers should have a strong desire for continuous learning and innovation (Chong & Cheah, 2009) as a professional value, and they should take responsibility for their professional development (Arthur, Davison, & Lewis, 2005). Values develop with lifelong experiences and allow learning (Suyatno, Pambudi, Mardati, Wantini, Nuraini, & Yoyo, 2019). It is possible to assert that the innovations and developments experienced and required in education can be realized with teachers who have professional values and strive to learn lifelong.

Regarding the professional values and lifelong learning of teachers, Aydin (2015) stated that teachers' open mindedness to innovations related to their professions, continuous monitoring of professional publications, and technological developments are the ethical principles of the teaching profession. Nevertheless, MEB (MNE) (2017)

also includes the expression of teachers' self-evaluation and involvement in studies for their personal and professional growth in the area of "attitudes and values" competence. Lifelong learning has been stated as the professional value of teachers by different researchers (Suyatno et al., 2019; Brady, 2011; Chong & Cheah, 2009; Arthur, Davison & Lewis, 2005). According to some researchers (Tunca, 2012; Coskun, 2016; Karabacak, 2016; Celik & Ustuner, 2017), professional values include lifelong learning skills such as teachers' participation in continuous development and education studies. Considering the advances in science and technology today, it may be argued that teachers play a crucial role in social development by preparing students for the demands of society and encouraging a commitment to their beliefs (MEB, 2015). It is believed that the fact that teachers are people with professional ideals and a lifelong pursuit of knowledge would help to advance society and provide future generations with a high-quality education. On the basis of this concept, it is deemed crucial to conduct a scientific investigation into the connection between teachers' professional ideals and tendencies for lifelong learning. The research's findings are expected to enrich the body of literature and guide teachers' in-service training efforts by formulating recommendations.

1.1. Purpose of study

It is believed that the fact that teachers are people with professional ideals and a lifelong pursuit of knowledge would help to advance society and provide future generations with a high-quality education. On the basis of this concept, it is deemed crucial to conduct a scientific investigation into the connection between teachers' professional ideals and tendencies for lifelong learning. The research's findings are expected to enrich the body of literature and guide teachers' in-service training efforts by formulating recommendations.

Regarding the aim of the study, the following questions have been investigated:

- Do teachers' perceptions of professional value differ according to gender, education level, and professional seniority variables?
- Do teachers' lifelong learning tendencies differ according to gender, education level, and professional seniority variables?
- What is the relationship between teachers' professional values and lifelong learning tendencies?

2. METHOD AND MATERIALS

2.1. Research Model

This study used the descriptive and relational screening methodology, one of the quantitative research methodologies, to evaluate the link between teachers' professional values and YBO (LLL) inclinations based on teachers' perspectives. The purpose of screening models is to describe a situation as it was in the past or as it is now. The goal of the research is to define the event, person, or thing in its original context (Karasar, 2008). Research examining relationships and connections is called relational research. By investigating potential connections, researchers can gain a better understanding of the phenomenon (Buyukozturk, Cakmak, Akgun, Karadeniz, & Demirel, 2012).

2.2. Population and Sampling

In all, 2756 classroom teachers working in primary schools in Diyarbakir's central districts during the 2018–19 academic year constitute the study's population. The sample of the research consists of 991 classroom teachers selected from 2756 classroom teachers by simple random sampling method.

Table 1

Demographic information about the sample of the study

	N	%
Gender		
Female	504	50.9
Male	487	49.1
Education Level		
Associate Degree	17	1.8
Undergraduate	904	91.2
Degree	70	7.0
Professional Seniority		
1-5 year	183	18.4
6-10 year	196	19.8
11-15 year	282	28.4
16-20 year	194	19.6
21 year and above	136	13.8
Total	991	100

Table 1 reveals that the study's instructors are split 50.9% female to 49.1% male, 91.2% are undergraduates, and the rate for teachers with 11 to 15 years of experience is greatest at 28.4%.

2.3. Data Collection Tools

In order to examine the relationship between teachers' professional values and LLL tendencies, the data of the research were obtained using the "Personal Information Form," which collected teachers' demographic data, the "Teacher Professional Values Scale" developed by the researcher, and the "Teachers' Lifelong Learning Scale" developed by Oral & Yazar (2015) and revised for this research.

2.4. Data Analysis

In the study, SPSS and Lisrel package programs were used to analyze the data. Percentage and frequency values of teachers were examined in determining their personal information. The arithmetic mean and standard deviation scores were calculated in the descriptive analysis of the scales. In cases where variances showed a homogeneous distribution, sample t-tests and one-way analysis of variance (ANOVA) independent of parametric tests were used. If the one-way analysis of variance is significant, the source of the difference was determined using the Scheffe and LSD tests from the post-hoc tests.

The Mann-Whitney U test and Kruskal-Wallis H test were used as non-parametric tests in cases where the variances did not show a homogeneous distribution. In cases where the comparisons were significant, the source of the difference was determined using Tamhane's T2 test, one of the post-hoc tests. The eta-squared (η^2) value, which is the effect size statistic, was investigated to test the effect size in the groups where a significant difference was found. A correlation analysis was performed to determine the relationship between the professional values of teachers and LLL slopes. Pearson Moments Correlation analysis was performed for the relationship between the variables in which the normality assumption was met.

3. FINDINGS

The results of this study are presented as shown below.

3.1. Findings Regarding the Gender Variable of Teachers' Perceptions of Professional Value

The t-test was used for independent groups to determine whether there was a significant difference in teachers' perceptions of professional value according to the gender variable. Findings regarding the dimensions

of "Learning-Teaching Environment," "Professional Ethics" and "Approach to the Student" are presented in Table 2

Table 2

The t-test results regarding the gender variable of teachers' professional value perceptions

	Gender	N	\bar{X}	Ss	T	Sd	P
Learning-Teaching Environment	Female	504	4.14	.418	.497	989	.06*
	Male	487	4.28	.455			
Professional Ethics	Female	504	4.51	.465	.941	989	.34*
	Male	487	4.49	.462			
Approach to the Student	Female	504	4.63	.358	1.241	989	.36*
	Male	487	4.60	.384			

*p>05

Table 2 analysis reveals that there is no statistically significant gender difference in the dimensions of the teachers' professional values scale for "Learning-Teaching Environment," "Professional Ethics," and "Approach to Students." (p>05).

The Mann Whitney U test was used to determine the statistical difference between the mean scores of the gender variable in the "Professional Responsibility and Commitment" dimension and across the scale. The results of the analysis are given in Table 3.

Table 3

Mann Whitney U-test results regarding the gender variable of the "Professional Responsibility and Commitment" dimension and the overall scale

	Gender	N	\bar{X}	Ss	Rank Average	Rank Sum	U	Z	P
Professional Responsibility and Commitment	Female	504	4.42	.41	521.29	262728.5	109979.5	2.843	.00*
	Male	487	4.33	.47	469.83	228807.5			
Total	Female	504	4.49	.32	509.62	256847.5	115860.5	1.526	.12
	Male	487	4.45	.37	481.91	234688.5			

*p<.05

As a result of the analysis, it is seen that there is a significant difference between the groups according to the gender variable in the "Professional Responsibility and Commitment" dimension of the Teacher Professional Values Scale (p<.05). Detected eta-square value ($\eta^2 = .03$) shows that this difference is small. The average scores of female teachers ($\bar{X}=4.42$) are higher than the average scores of male teachers ($\bar{X}=4.33$).

3.2. Findings Regarding the Variable of Teachers' Perceptions of Professional Value and Education Level

Table 4 shows the results of the descriptive analysis of teachers' judgments of the professional value of the education level variable.

Table 4

Descriptive analysis result of teachers' professional value perceptions regarding the education level variable

	Education Level	N	\bar{X}	Ss
Learning-Teaching Environment	Associate Degree	17	4.49	.42
	Undergraduate	904	4.41	.44
	Degree	70	4.44	.38
Professional Ethics	Associate Degree	17	4.58	.41
	Undergraduate	904	4.50	.46
	Degree	70	4.49	.43
Approach to the Student	Associate Degree	17	4.63	.39
	Undergraduate	904	4.61	.36
	Degree	70	4.63	.39
Professional Responsibility and Commitment	Associate Degree	17	4.46	.48
	Undergraduate	904	4.37	.44
	Degree	70	4.46	.41
	Associate Degree	17	4.53	.37
Total	Undergraduate	904	4.46	.34
	Degree	70	4.51	.35

When the results of the descriptive analysis of the teachers' education level are examined, it can be seen that \bar{X} the associate degree level has the highest mean scores in \bar{X} the dimensions of "Approach to the Student" ($\bar{X}= 4.63$) and "Professional Responsibility and Commitment" ($\bar{X}=4.46$); the master's degree and associate degree have the highest mean scores in the dimensions of "Learning-Teaching Environment" ($\bar{X}=4.49$) and "Professional Ethics" ($=4.58$), and the overall scale ($=4.53$).

The Kruskal-Wallis H test was used to determine the statistically significant difference in teachers' professional values according to the education level variable. The results of the analysis are given in Table 5.

Table 5

Kruskal Wallis H test result in terms of the education level variable of teachers' professional values

	Education Level	N	Rank sum	χ^2	sd	P
Learning-Teaching Environment	Associate Degree	17	546.79	.295	2	.863
	Undergraduate	904	492.46			
	Degree	70	529.39			
Professional Ethics	Associate Degree	17	540.26	.690	2	.708
	Undergraduate	904	496.47			
	Degree	70	479.23			
Approach to the student	Associate Degree	17	520.44	.670	2	.715
	Undergraduate	904	493.74			
	Degree	70	519.24			
Professional Responsibility and Commitment	Associate Degree	17	550.97	3.190	2	.203
	Undergraduate	904	490.99			
	Degree	70	547.36			

	Associate Degree	17	488.07			
Total	Undergraduate Degree	904	541.25	1.631	2	.442
	Degree	70	552.90			

*p>.05

When Table 5 is analyzed, it can be shown that there is no statistically significant difference ($p>.05$) between the views of teachers' professional worth across all aspects and the overall scale depending on their educational degree.

3.3. Findings Regarding the Professional Seniority Variable of Teachers' Perceptions of Professional Value

The result of the descriptive analysis of teachers' professional value perceptions regarding the professional seniority variable is shown in Table 6.

Table 6

Descriptive analysis result of teachers' professional value perceptions regarding the professional seniority variable

	Professional Seniority	N	\bar{X}	Ss
Professional Responsibility and Commitment	1-5 year	183	4.42	.41
	6-10 year	196	4.32	.44
	11-15 year	282	4.35	.45
	16-20 year	194	4.39	.47
	21 year and above	136	4.44	.41
Learning-Teaching Environment	1-5 year	183	4.39	.43
	6-10 year	196	4.34	.44
	11-15 year	282	4.43	.43
Professional Ethics	16-20 year	194	4.48	.43
	21 year and above	136	4.43	.40
	1-5 year	183	4.52	.43
	6-10 year	196	4.47	.48
	11-15 year	282	4.46	.47
Approach to the student	16-20 year	194	4.53	.46
	21 year and above	136	4.58	.43
	1-5 year	183	4.66	.34
	6-10 year	196	4.56	.37
	11-15 year	282	4.61	.36
Total	16-20 year	194	4.57	.41
	21 year and above	136	4.69	.32
	1-5 year	183	4.50	.31
	6-10 year	196	4.41	.35
Total	11-15 year	282	4.45	.36
	16-20 year	194	4.48	.37
	21 year and above	136	4.53	.30

On the overall scale, it was determined that the highest average ($\bar{X}=4.53$) was among teachers whose seniority in the profession was 21 years or more.

A one-way analysis of variance was performed to determine whether there was a significant difference between the averages in the dimensions of "Professional Responsibility and Commitment" "Learning-Teaching Environment", "Professional Ethics" and the overall scale. Scheffe and LSD tests were performed as Post-Hoc tests to determine the source of the difference. The results of the analysis are as in Table 7.

Table 7

One-way analysis of variance results of teachers' professional values in terms of learning environment, professional ethics, professional responsibility and commitment dimensions and professional seniority variable of the overall scale

	Source of Variance	Sum of Squares	Sd	Mean Squares	F	P	Significant Difference
Professional Responsibility and Commitment	between groups	1.868	4	.467			
	within groups	196.508	986	.199	2.343	.06	
	Total	121.201	990				
Learning-Teaching Environment	between groups	2.328	4	.582			2- 4
	within groups	186.643	986	.189	3.074	.01*	
	Total	188.970	990				
Professional Ethics	between groups	1.620	4	.405			
	within groups	211.433	986	.214	1.889	.11	
	Total	213.053	990				
Total	between groups	1.360	4	.340			1-2
	within groups	119.842	986	.122	2.797	.02*	2-5 3-5
	Total	121.201	990				

*p<.05 (1)1-5year, (2) 6-10 year, (3) 11-15 year, (4) 16-20 year, (5) 21year and above

According to Table 7, it is seen that the occupational seniority variable does not make a significant difference in the dimensions of "Professional Responsibility and Commitment" and "Professional Ethics" of the Teacher Professional Values Scale. The "Learning-Teaching Environment" dimension of the Teacher Professional Values Scale differs significantly in terms of professional seniority variable ($F=3.074$; $p<.05$). Detected eta-square value ($\eta^2= .$ shows that this difference is small. To determine which groups this difference existed, the Scheffe test, one of the Post Hoc tests, was used. Accordingly, a significant difference was found between teachers with 6–10 years of seniority and teachers with 16–20 years of seniority. According to the average scores in Table 7, the average scores of teachers with 6–10 years of seniority ($\bar{X}=4.34$) are lower than the average scores of teachers with 16–20 years of seniority ($\bar{X}=4.48$).

The overall scale differs significantly in terms of the seniority variable in the profession ($F= 2.797$; $p<.05$). The eta-square value calculated as a result of the test ($\eta^2 = .01$) shows that this difference is small. The LSD test, which was used to identify the difference's cause, revealed that there was a difference between teachers with 1–5 years of experience and those with 6–10 years of experience, between those with 6–10 years of

experience and those with 21 years or more of experience, and between those with 11–15 years of experience and those with 21 years or more of experience.

A Kruskal-Wallis H test was used to determine the significant difference in terms of the professional seniority variable of the "Approach to Student" dimension. The results of the analysis are as in Table 8.

Table 8

Kruskal Wallis H test results of teachers' professional values according to the professional seniority variable of the dimension of approach to students

	Professional Seniority	N	Rank Averages	χ^2	sd	p	Significant Difference
Approach to student	1-5 year	183	528.18	12,532	4	.01*	2-5
	6-10 year	196	453.54				
	11-15 year	282	489.66				
	16-20 year	194	480.57				
	21 year and above	136	549.04				

*p<.05 (1) 1-5year, (2) 6-10 year, (3) 11-15 year, (4) 16-20 year, (5) 21year and above

The analysis's findings revealed a significant difference between the variables of seniority in the profession and the "Approach to the Student" dimension of the Teacher Professional Values scale ($\chi^2= 12.532$; $p<.05$). Tamhane's T2 test, one of the Post-Hoc tests, was performed to determine the source of the difference. Detected eta-square value ($\eta^2=.$ shows that this difference is small. As a result of Tamhane's T2 test, it was observed that the difference was between teachers with a seniority of 6–10 years in the profession and teachers with a seniority of 21 years and above. When the arithmetic averages in Table 6 are examined, it is seen that the average scores of teachers with a seniority of 6–10 years ($\bar{X}= 4.56$) are lower than those of teachers with a seniority of 21 years or more ($\bar{X}= 4.69$).

3.4. Findings Regarding the Gender Variable of Teachers' Lifelong Learning Tendencies

To see if there was a statistically significant difference in teachers' evaluations of professional worth according to the gender variable, the t-test was performed for independent groups. The findings are presented in Table 9.

Table 9

The t-test result of the gender variable of teachers' LLL tendencies

	Gender	N	\bar{X}	Ss	T	Sd	P
Integration with Education	Female	504	4.51	.43	3.113	991	.22*
	Male	487	4.43	.42			
Knowledge and Development	Female	504	4.50	.42	1.573	991	.48*
	Male	487	4.45	.45			
The Foundation of a Qualified Society	Female	504	4.62	.40	3.855	991	.09*
	Male	487	4.52	.44			
Total	Female	504	4.54	.36	3.507	991	.48*
	Male	487	4.46	.37			

Table 9 analysis reveals that there is no statistically significant difference ($p > .05$) in the gender variable of teachers' LLL inclinations across all scale aspects and the overall scale.

3.5. Findings Regarding the Variable of Education Level of Teachers' Lifelong Learning Tendencies

The result of the descriptive analysis of teachers' LLL tendencies regarding the education level variable is shown in Table 10.

Table 10

The result of the descriptive analysis of the variable of the education level of teachers' LLL tendencies

	Education Level	N	\bar{X}	Ss
Integration with Education	Associate Degree	17	4.21	.46
	Undergraduate	904	4.48	.44
	Degree	70	4.41	.48
	Associate Degree	17	4.50	.50
Knowledge and Development	Undergraduate	904	4.47	.43
	Degree	70	4.51	.51
	Associate Degree	17	4.40	.48
The Foundation of a Qualified Society	Undergraduate	904	4.58	.42
	Degree	70	4.54	.42
	Associate Degree	17	4.32	.35
	Undergraduate	904	4.51	.36
Total	Degree	70	4.47	.41

When Table 10 is examined, it is seen that the highest average in the dimensions of "Integration with Education ($\bar{X}=4.48$)", "Foundation of Qualified Society ($\bar{X}=4.58$)" and in the overall scale ($=4.51$) is found in teachers with undergraduate degrees. In the "Knowledge and Development" dimension, the highest average ($\bar{X}=4.51$) belongs to teachers with a master's degree.

Kruskal Wallis The H test was used to determine whether teachers' LLL tendencies showed a statistically significant difference in terms of the education level variable. Tamhane's T2 test, one of the Post-Hoc tests, was performed to determine the source of the difference. The result of the analysis is shown in Table 11.

Table 11

The Kruskal Wallis H test result of teachers' LLL tendencies in terms of educational level variable

	Education Level	N	Rank Averages	χ^2	sd	P	Significant Difference
Integration with Education	Associate Degree	17	337.91	6.486	2	.03*	1-2
	Undergraduate	904	501.48				
	Degree	70	463.65				
Knowledge and Development	Associate Degree	17	408.00	2.195	2	.33	
	Undergraduate	904	499.24				
	Degree	70	475.59				
	Associate Degree	17	519.47				
	Undergraduate	904	492.20	1.949	2	.37	

The Foundation of a Qualified Society	Degree	70	539.37			
	Associate Degree	17	349.29			
Total	Undergraduate	904	500.00	4.872	2	.08
	Degree	70	480.00			

*p<.05 (1) Associate Degree, (2) Undergraduate, (3) Degree

When Table 11 is examined, it is seen that there is no significant difference ($p > .05$) in the dimensions of "Knowledge and Development" and "Basics of a Quality Society" of the scale or in the dimension of "Integration with Education" in terms of the learning level variable of teachers' LLL tendencies is observed ($p < .05$). Detected eta-square value ($\eta^2 = .$ shows that this difference is small. Tamhane's T2 test, one of the Post-Hoc tests, was performed to determine the source of the difference. Accordingly, it was observed that the difference was between associate degree teachers and undergraduate teachers. When Table 9 is examined, it is seen that the average scores of teachers with associate degrees ($\bar{X}=4.21$) are lower than the average scores of teachers with undergraduate degrees ($\bar{X}=4.48$).

3.6. Findings Regarding the Professional Seniority Variable of Teachers' Lifelong Learning Tendencies

The result of the descriptive analysis of teachers' LLL tendencies regarding the occupational seniority variable is given in Table 12.

Table 12

Descriptive analysis result of teachers' LLL tendencies regarding the occupational seniority variable

	Professional Seniority	N	\bar{X}	Ss
Integration with Education	1-5 year	183	4.56	.390
	6-10 year	196	4.50	.413
	11-15 year	282	4.47	.424
	16-20 year	194	4.40	.467
	21 year and above	136	4.40	.441
Knowledge and Development	1-5 year	183	4.52	.382
	6-10 year	196	4.48	.459
	11-15 year	282	4.47	.442
	16-20 year	194	4.42	.481
	21 year and above	136	4.49	.425
The Foundation of a Qualified Society	1-5 year	183	4.64	.400
	6-10 year	196	4.54	.433
	11-15 year	282	4.56	.417
	16-20 year	194	4.57	.451
	21 year and above	136	4.55	.447
Total	1-5 year	183	4.58	.339
	6-10 year	196	4.51	.372
	11-15 year	282	4.50	.366
	16-20 year	194	4.45	.405
	21 year and above	136	4.46	.370

When the results of the descriptive analysis in Table 12 are examined, it is seen that the teachers with 1–5 years of seniority in the profession have the highest mean scores in all dimensions of the teachers' LLL tendencies scale and in the overall scale.

A one-way analysis of variance was performed to determine whether there was a significant difference between the averages in the "Basis of Qualified Society" dimension, where the variances showed a homogeneous distribution. Scheffe and LSD tests were performed as Post-Hoc tests to determine the source of the difference. The result of the analysis is presented in Table 13.

Table 13

Results of one-way analysis of variance in terms of professional seniority variable of teachers' LLL tendencies, "Basic of Qualified Society" dimension

	Source of Variance	Sum of Squares	Sd	Mean Squares	F	P
The Foundation of a Qualified Society	Between groups	181,138	4	,322	1,750	,137*
	within groups	182,424	986	,184		
	Total	3,303	990			

* p>.05

One-way analysis of variance results in Table 13 show that the "Basic of Skilled Society" dimension of teachers' LLL tendencies scale does not show a significant difference in terms of professional seniority variable (p>.05). This is because the dimension of "Basic of Skilled Society" is a measure of how well-educated a society is (.05).

The Kruskal-Wallis H test was used to evaluate if there was a statistically significant difference between the dimensions of "Knowledge and Development" and "Integration with Education" across the entire scale for the occupational seniority variable. The result of the analysis is given in Table 14.

Table 14

Kruskal Wallis H test result according to the occupational seniority variable of the teachers' LLL tendencies' "Knowledge and Development" "Integration with Education" dimensions and the overall scale

	Professional Seniority	N	Rank Averages	x ²	Sd	P	Significant Difference
Integration with Education	1-5 year	183	553.83	15,114	4	.00*	1-4
	6-10 year	196	508.82				
	11-15 year	282	498.53				
	16-20 year	194	454.53				
	21 year and above	136	453.62				
Knowledge and Development	1-5 year	183	514.59	2,570	4	.63**	
	6-10 year	196	502.56				
	11-15 year	282	493.54				
	16-20 year	194	470.74				
Total	21 year and above	136	502.65	10,876	4	.02*	1-4
	1-5 year	183	552.17				
	6-10 year	196	499.72				

11-15 year	282	492.54	1-5
16-20 year	194	466.70	
21 year and above	136	464.03	

*p<.05 **p>.05 (1)1-5year, (2) 6-10 year, (3) 11-15 year, (4) 16-20 year, (5) 21year and above

The "Integration with Education" component of teachers' LLL inclinations and the professional seniority variable of the scale as a whole show a significant difference when Table 14 is analyzed (p.05). Tamhane's T2 test, one of the Post-Hoc tests, was performed to determine the source of the difference. Detected eta-square value (η^2) shows that this difference is small. Tamhane's T2 test revealed that there was a difference between teachers with a seniority of 1–5 years in the profession and those with a seniority of 16–20 years, as well as between those with a seniority of 1–5 years and those with a seniority of 21 years or more. When Table 14 is examined, it is seen that the average scores of teachers with professional seniority of 1–5 years (\bar{X} =4.56) are higher than the average scores of teachers with professional seniority of 16–20 years (\bar{X} =4.40) and the average scores of teachers with professional seniority of 21 years and above (\bar{X} =4.40).

The component of "Integration with Education" and the entire scale showed a significant difference in response to the occupational seniority variable of the teachers' LLL inclinations. Teachers with a seniority of 1–5 years and teachers with a seniority of 16–20 years showed a difference in the dimension "Integration with Education," while teachers with a seniority of 1–5 years and teachers with a professional seniority of 21 years and above showed a difference in the overall scale.

3.7. Findings Regarding the Relationship Between Teachers' Professional Values and Lifelong Learning Tendencies

A correlation analysis was performed across the dimensions of the Teachers' Professional Values Scale and the Teachers' Lifelong Learning Scale. The result of the analysis is given in Table 15.

Table 15
The relationship between teachers' professional values and LLL tendencies

Scales and Dimensions	Professional Value General	Professional Responsibility and Commitment	Learning-Teaching Environment	Professional Ethics	Approach to the Student
LLL General	.56*	.45*	.40*	.36*	.53*
Integration with Education	.63*	.65*	.47*	.39*	.60*
Knowledge and Development	.45*	.86*	.33*	.31*	.41*
The Foundation of a Qualified Society	.44*	.93*	.40*	.27*	.42*

*p<.01

As a result of the correlation analysis, it was determined that there was a high ($r = .56$; $p < .01$) level, positive and significant relationship between the professional values of teachers and their lifelong learning tendencies.

There is a high level ($r=.63; p<.01$) between the professional values of teachers and the "Integration with Education" ($r=.63; p<.01$) and "Knowledge and Development" ($r=.45; p<.01$) and "Basic of a Quality Society" ($r=.44; p<.01$). It was determined that there was a moderate positive and significant relationship between the "Knowledge and Development" ($r=.45; p<.01$) dimension.

It has been determined that there is a high ($r > .50; p<.01$) level, positive and significant relationship between the teachers' LLL tendencies and the dimensions of "Integration with Education", "Knowledge and Development", "Professional Ethics" and "Basic of Qualified Society". The lowest relationship between these dimensions is between the dimensions of "Integration with Education" and "Foundation of a Qualified Society" ($r = .45; p < 0.01$). The "Foundation of a Qualified Society" and "Knowledge and Development" dimensions have the strongest relationship ($r = .70; p < 0.01$).

4. DISCUSSION

When the scores in the "Teacher Professional Values Scale" were examined according to the gender variable, no significant difference was found in the "Learning-Teaching Environment," "Professional Ethics," and "Approach to the Student" dimensions of the gender variable. Accordingly, it can be concluded that the gender variable does not have any effect on teacher opinions regarding the dimensions of "Learning-Teaching Environment", "Professional Ethics" and "Approach to the Student". Despite the fact that society often associates the teaching profession with women, this research's findings indicate that both male and female teachers effectively listen to their pupils in the classroom and give each student the time they need to develop appropriate behaviours. According to Secgin & Tural (2011), the modernization process has resulted in significant changes in gender roles and values, particularly with women now having access to more job opportunities and higher levels of education. As a result of these changes, the gap between women's and men's roles in traditional society has gradually changed and begun to resemble one another studies (Senlik, 2019; Yilmaz, 2018; Eryilmaz, 2017) have shown that teachers' professional values are not substantially different based on gender, which is consistent with the study's findings.

The study's findings revealed a substantial difference between teachers' perceptions about their professional values and the professional seniority variable in the dimensions of "Learning-Teaching Environment" and "Approach to the Student." The parameters of "Learning-Teaching Environment" and "Approach to the Student" show a rise in average scores with increasing seniority. Teachers' attitudes toward students may become more positive as their professional experience grows. Senlik (2019) concluded that the professional value perceptions of preschool teachers according to the seniority variable showed a significant difference in the dimension of "being against violence."

According to the results of the research, teachers' tendencies towards LLL do not differ significantly in the dimensions of "Integration with Education", "Knowledge and Development" and "Basis of a Qualified Society" according to the gender variable. According to this result, it can be said that the lifelong learning tendencies of male and female teachers are close to each other. Studies showing that there is no significant difference in teachers' lifelong learning tendencies according to the gender variable (Yaman, 2014; Kilic, 2015; Yilmaz, 2016; Ayaz, 2016; Cam & Ustun, 2016; Altin, 2018; Gedik, 2019; Assadzadeh, 2019) show similarity with this result of the study. Today, the participation of both female and male teachers is essential for skills such as women's starting to work and the spread of communication opportunities, professional development expected from men in the past, and adapting to innovations. The desire for life - long learning and the importance of personal and professional growth are thus shared by both male and female teachers, it may be said.

In the results of the research, according to the variable of the education level of the teachers' LLL tendencies, the level of education in the "Integration with Education" dimension of the scale shows a significant difference in favour of undergraduate teachers between associate degree graduates and undergraduate teachers. According to this result, as the level of education increases, teachers may have considered raising individuals

who can learn lifelong skills in today's information society as one of the most important goals of education. In the information society, it is crucial for people to be creative, inquisitive, reflective, and productive, say Calik and Sezgin (2005). In this sense, the role of education in the information society is also changing; it aims to raise individuals who are creative, innovative, and lifelong learners. It can be seen from various research in the literature (Yaman, 2014; Cetinkaya, Gülacti, Ciftci & Kagan, 2019) that instructors with postgraduate degrees have more tendencies for lifelong learning than do teachers with undergraduate degrees. Moreover, it was shown in the study by Kokanović & Stari (2019) that preschool instructors who work in kindergartens and take graduate courses consider themselves to be more competent than preschool teachers who do not.

The result obtained regarding the teachers' professional seniority a variable was that there was a significant difference in the "Integration with Education" dimension. Teachers with a seniority of 1–5 years and teachers with a seniority of 16–20 years showed a difference in the dimension "Integration with Education," while teachers with a seniority of 1–5 years and teachers with a professional seniority of 21 years and above showed a difference in the overall scale. It was shown that teachers with a professional seniority of 1–5 years benefited from the major disparities. According to this result, it can be said that teachers who are new to the profession want to participate in LLL activities more frequently and want to improve themselves professionally in order to become lifelong learners.

According to the results obtained from the research, it was determined that there was a high-level, positive, and significant relationship between the professional values of classroom teachers and their lifelong learning tendencies. In conclusion, there is a somewhat high level of positive and significant association between the "Knowledge and Development" and "Foundation of a Qualified Society" aspects of LLL inclinations and the professional values of teachers and the "Integration with Education" dimension. According to this result, it can be said that teachers with professional values are also lifelong learners. Studies in the literature claim that possessing LLL abilities is a professional benefit for teachers (Suyatno et al., 2019; Brady, 2011; Chong & Cheah, 2009; Arthur, Davison & Lewis, 2005).

5. CONCLUSION

A teacher is a person who can identify the expectations and problems of society and use his or her findings in the education of students. Raising individuals to live in balance with society is one of the important tasks of the teacher (Sunbul, 1996), and they provide this by transferring knowledge, skills, and values to students during educational activities. During this transfer, teachers follow the innovations in information and technology, continue their personal and professional development, and set an example for students as lifelong learners. According to Poyraz (2013), the teacher's function as a role model in the classroom is what motivates students in emerging countries to learn how to find and use knowledge rather than serving as a source of information. In this regard, it may be argued that teachers who reflect on these abilities in the classroom and set an example for students with their admirable conduct will make a great contribution to social development via education.

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