

LIFELONG LEARNING TENDENCIES OF THE PUBLIC EDUCATION CENTRE TEACHERS

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Abstract

Teachers working in Public Education Centers (PECs), one of the important institutions of lifelong learning, should first of all have positive attitudes towards lifelong learning. The purpose of the current study is to determine the lifelong learning tendencies of teachers working in PECs. The study group of the current research employing the survey model is comprised of 441 PEC teachers working in 60 different cities participating in regional workshops and city meetings organized within the context of EPAL (Electronic Platform for Adult Learning in Europe) project conducted within the framework of EU Erasmus projects in which Turkey has taken part. The study group of the current research employing the survey model is comprised of 441 teachers participating in activities conducted in 7 cities in 3 regions. The data of the current study were collected by using "Effective Lifelong Learning Scale" developed by Günüş, Odabaşı and Kuzu (2014). The collected data revealed that the teachers' lifelong learning tendencies are quite positive. Moreover, it was found that the teachers' tendencies do not significantly vary depending on gender, length of service and education level. In this connection, further research should look at the extent to which PEC teachers reflect their positive opinions into their practices.

Keywords: Lifelong learning, public education, adult education.