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The Evaluation of Anthropological Attitudes Towards Social Professional and Lifelong Learning in Terms of Some Veriables

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ABSTRACT People must constantly develop and renew themselves individually, socially, professionally and anthropologically throughout their lives in the social world. In a world where the societies are rapidly modernizing and both, employment and competences are increasing rapidly, individuals should be able to adapt to socio-cultural and social development through the individuals' self-knowledge, development and training in every field throughout life. The objective of this paper is to try to determine the knowledge, attitudes and perceptions of the students studying at vocational schools about Lifelong Learning Approach, also considering some demographic variables. According to the results obtained in the paper, it was concluded that the students in vocational schools have partial information about the Lifelong Learning Approach, have adopted some of the basic principles of the approach and use some of the features of the approach in their lives intentionally but do not know some basic principles of the approach.

INTRODUCTION

Considering the societies' anthropological development both culturally and socially, it can be understood that all the societies spend continuous efforts to develop and modernize (Surur 2015; Tekin 2015). With reference to the unilinealizm principle of anthropology, if one is to accept that all the societies have passed from a single evolutionary process, this process is unquestionably the educational process on training and learning in all subjects. So, the only thing that has not changed from the known history to today is the fact that all people, no matter what age, are intertwined with learning and education throughout life (Ergutay 2015). Lifelong Learning (LLL) comprises all the learning activities carried out throughout the life to develop knowledge, skills and competencies from a perspective towards individual and social employment (Borat 2010; Desjardins 2003; Oral and Yazar 2015; Ozcan 2011; Schild 2002; Strengthening Vocational Education and Training System (SVET) 2007). According to Toprak and Erdogan (2012: 70), LLL is a phenomenon that European societies have been trying to develop, embody and build for half a century.

LLL received much acclaim during the late 1960s and in the early 1970s (Aksoy 2008: 27; Field 2001: 1). Uzunboylu and Hursen (2011: 125) claim that LLL is an effective approach that should be taken into consideration for individuals to be able to adapt to rapidly developing and changing societies and to be able to obtain efficiency in their vocational fields at the desired level. The European Union (EU) describes lifelong learning as all of the educational activities carried out for a certain period in order to develop knowledge, skills and competences (Turan 2005: 87). According to Candy et al. (1994: 2), LLL is a supportive process that increases and strengthens the knowledge, values, skills and intellects of individuals that they developed throughout their lives and enables the use of these in real life. According to Gulec et al. (2012: 40), LLL includes any learning activity undertaken throughout life in order to develop knowledge, skills for adults under the light of a personal, civil, social and employment-related perspective. According to Knowles (1996), LLL is an approach preparing the individuals for the future.

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The concept of lifelong learning was first used by John Dewey, Eduard Lindeman and Basil Yeaxle in the 1920s (Grace 2000; Kilic and Tuncel 2014). Then the concept, which was developed by a group of experts from UNESCO, has started to be emphasized upon and used in a powerful way in the mid-1990s, and has been expressed as the "cradle to grave learning" (Ayra and Kosrelioglu 2015; EC 2003; Teyfur 2009: 373; Toprak and Erdogan 2012; Ultanir and Ultanir 2005). According to Sisman (2012: 334), a continuous increase of the information to be learned has led to expressing the concept of lifelong learning more often. In addition, advances in science and technology, increase in communication facilities, diversification of the educational environment and diversification of the professional competence of teachers has led to the acceptance of the concept of lifelong learning (Ozciftci and Cakir 2015; Poyraz and Bayrakci 2015).

The European Parliament has accepted the year 1996 as the "European Lifelong Learning Year" with the Decision No 2493/95 of the Council of Europe coming into effect (Berberoglu 2010: 115; EC 2003: 4; Sisman 2012: 334). This event initiated the process of making joint decisions on lifelong learning in the European Union. The European Parliament has stated the four basic objectives of the concept of lifelong learning as follows:

1. To draw attention of the public upon the importance of lifelong learning as a key factor in the personal development of individuals, to build an intense development and competition model for Europe,
2. To develop cooperation between the educational institutions and especially small and medium-sized enterprises,
3. To create a common European zone through defining academic and vocational competences,
4. To emphasize the importance of improving equality of opportunities in education especially between females and males (Gundogan 2003; Rogers 2003).

Lifelong learning appealing to all age groups in the society has three basic elements in itself. These items are: *Continuity*, the educational process starts in the first years of life and continues until death and is the individuals' way of gaining qualifications for their interest and needs throughout all their lives. The changes in the individuals' educational futures and changes in their personalities shape their education in the youth. During this process, individuals should involve their creativity in the learning process and continue lifelong learning activities. *Creativity:* The main objective of lifelong learning is to turn the individuals into a part of life.

Creativity is the individuals' way to realize their potential and to develop their creativity to adapt to the changes. Contrary to the successful individuals of traditional schools, it reveals the creative potential of individuals.

Learning: One of the most important elements of lifelong learning is people learning on their own and by asking questions. Schools must bear their responsibility to gain the skills (like determining the problems, making decisions and solving problems), values and attitudes necessary for lifelong learning (Demiralay and Karadeniz 2008; Demirel 2009; Dogan and Kavtelek 2015; Erdamar 2011: 223-224; Teyfur 2009: 374; Uzunboylu and Hursen 2011).

The 'Learning To Be' report published by UNESCO in 1970 is a report leading to Lifelong Learning. In this report, UNESCO defines the LLL concept as:

1. The spread of the educational services beyond the boundaries of school age,
2. Increased interest in education as a means of enhancing the quality of life,
3. Emphasis on developing educational areas, which are in connection with the needs of everyday life,
4. Participation of the employees, families and community members in the decisions related to education,
5. Emphasizing open-mindedness in planning, management and goal setting (Akkus 2008: 4; Gulec et al. 2012: 36).

According to Kaya (2010: 35), today's economic and social changes, along with a rapid conversion to the information society, the repressions resulting from the aging of demographic structure will necessitate developing a new approach related to education and training within the framework of lifelong learning and lifelong purposeful learning activities will fall under three basic classes. These classes are:

1. *Formal Learning* is the learning that takes place in education and training institutions for valid diplomas and qualifications.
2. *Non-Formal Learning* is the learning, which has been structured for learning objectives,

duration and learning support and which occurs as a result of the learner's own request through institutions or services that completed their formal education systems.

3. *Informal Learning* is the learning that is unstructured, cannot be documented and also optional but occurs in most cases unintentionally or accidentally as a natural part of the daily life sustained during the work, within the family or in leisure time (Kaya 2010: 35).

The *"lifelong"* phenomenon of learning is concentrated on the formal, non-formal and informal learning's completing each other, this aspect discloses that useful and fun learning will be realized or has been realized within the family, in leisure times, daily life and/or in the working environment, and ensures the recognition that learning involves the roles and activities that are changeable or modifiable at different times and in different environments (Kaya 2010: 35; Ozcan and Uzunboylu 2012).

According to Toprak and Erdogan (2012: 77), the European Commission allocated a fund of nearly seven million Euros to the lifelong learning concept between the years 2007 and 2013. The program involves teachers, educators and all the participants involved in the education and this category consists of four sub-programs. These programs are:

1. *Comenius for Schools:* At least three million students should be involved in public education activities in the prescribed period of the program.
2. *Erasmus for Higher Education:* Reaching three million individual participants through student mobility activities since the start of the program.
3. *Leonardo da Vinci for Vocational Education:* To be able to reach to annually eighty thousand participants in training at the workplace until the end of the program.
4. *Grundtvig for Adult Education:* To ensure the participation of seven million people in adult education until 2013 (European Commission 2006; Toprak and Erdogan 2012: 77-78).

In contrast to compressed education and learning, lifelong learning provides guidance to all individuals on issues such as creating new opportunities, providing advanced educational opportunities, getting a profession and adapting to continuously changing conditions for individuals (Kaya 2010; Pieri and Diamantini 2010; Polat and Odabas 2008: 144; Soran 2006: 201).

Problem Statement

What is the level of the knowledge, attitudes and perceptions of vocational school students on Lifelong Learning Approach?

Objective of the Research

The objective of this paper is to try to determine the knowledge, attitudes and perceptions of the students studying at vocational schools about Lifelong Learning Approach, along with considering some demographic variables (gender, department, class grade, age and graduated school). In the paper, a variety of suggestions regarding the Lifelong Learning Approach have also been introduced under the light of the views and thoughts of the students.

Significance of the Research

In the light of the findings from this research, students, educators, teachers and academics are thought to learn the subjects more effectively, meaningfully and permanently through the lifelong learning approach. Also, various concepts such as understanding the world and self-knowledge, self-investing, competence development, creating employment, increasing understanding and gaining new knowledge and skills are believed to be learned through lifelong learning and used in education. The research is expected to guide all students, academics, educators and teachers in respect to lifelong learning.

METHODOLOGY

Population and Sample

The population of this research constitutes the students studying at the vocational schools under Hakkari University and the sample of the paper constitutes the students studying in the departments of Child Development, Health Care Management, Medical Documentation and Secretarial, Environmental Health, Medical Promotion and Marketing and Medical Laboratory Techniques at the Vocational School of Health Services and the departments of Accounting and

Tax Implications, Business Administration, Postal Services, Organic Agriculture and Secretary and Office Management at Yuksekova Vocational School under Hakkari University.

Research Model

This paper was carried out to determine the knowledge, attitudes and thoughts of the students in vocational schools about the Lifelong Learning Approach, considering also the variables of gender, department, class level, age and the school graduated. For this purpose, earlier researches on the subject by the researcher were scanned and *"the Lifelong Learning Attitude Scale"* developed by Hursen (2011) was used in the paper with permission from the researcher. Validity and reliability studies of "Lifelong Learning Attitude Scale" used in the paper were reconducted and Cronbach's alpha internal reliability coefficient of 19-item scale was calculated as 0.82. The answers of the teachers who participated in the paper to the survey depending on the demographic variables were calculated by using an Anova test, which is an F test, t-test and one-way variance analysis with the help of SPSS 20 statistical software package. The survey used in the paper consists of a five-point Likert type scale with 19 items including, (1) Strongly Disagree, (2) Disagree, (3) Undecided, (4) Agree and (5) Strongly Agree. Ranges of options and overall assessment of the survey items used in the paper were calculated and determined with the formula below:

$$RO = \frac{HV - LV}{NO} = \frac{5-1}{5} = 0{,}8$$

RO: Range of Options
HV: The Highest Value
LV: The Lowest Value
NO: Number of Options
1.00 – 1.80: Strongly Disagree
1.81 – 2.60: Disagree
2.61 – 3.40: Undecided
3.41 – 4.20: Agree
4.21 – 5.00: Strongly Agree

The scale was conducted on 434 students studying at the departments of Child Development, Health Care Management, Medical Documentation and Secretarial, Environmental Health, Medical Promotion and Marketing and Medical Laboratory Techniques at the Vocational School of Health Services and the departments of Accounting and Tax Implications, Business Administration, Postal Services, Organic Agriculture and Secretary and Office Management at Yuksekova Vocational School under Hakkari University, and the knowledge, attitudes and perceptions of the students about Lifelong Learning Approach were tried to be determined depending on some demographic variables. In the paper, "General Screening Model", one of the descriptive methods was used. General screening model is the screening arrangements carried out on a group, sample group or a paradigm or the entire universe in order to draw conclusion about the universe composed of numerous elements (Karasar 2008).

FINDINGS

In this part of the paper, demographic data about the students who participated in the survey, the data obtained about the survey used in the paper and the statistical findings and observations about this data are presented.

From the answers of the students who participated in the research to the Lifelong Learning Attitude Scale in Table 1, it was determined that 273 (62.90%) of 434 students who participated in the paper were female and 161 (37.10%) were male; the arithmetic average of the female students' responses to the survey items was $\overline{X}$=75.23, while arithmetic average of the male students' responses were $\overline{X}$=74.57. Considering the arithmetic averages of the female and male students' responses to the survey items, it can be stated that both female and male students share similar thoughts. Moreover, it can be stated that there is no significant difference between female and male students according to the gender variable by looking at the (p> 0.05) t-test results.

Table 1: t-test analysis results of the students' answers to the Lifelong Learning Attitude Scale according to gender

Gender	*N*	$\overline{X}$	*Ss*	*Sd*	*t*	*p*
Female	273	75.23	10.14	432	.65	.51
Male	161	74.57	10.25			

p>0.05

From the answers of the students who participated in the research to the Lifelong Learning Attitude Scale in Table 2, it was determined that

206 (47.46%) of 434 surveyed students were 1st grade students, 228 (52.54%) students were 2nd grade students; the arithmetic average of the surveyed 1st grade students' responses to the survey items was $\overline{X}$=75.24, and arithmetic average of the 2nd grade students' responses was $\overline{X}$=74.77. Considering arithmetic averages of the 1st and 2nd grade students' responses to the survey items, it can be stated that the students share similar thoughts. Moreover, there is no significant difference between 1st grade and 2nd grade students according to the class level variable by looking at the (p> 0.05) t-test results.

Table 2: t-test analysis results of the students' answers to the Lifelong Learning Attitude Scale according to the class level

Class level	*N*	$\overline{X}$	*Ss*	*Sd*	*t*	*p*
Grade 1	206	75.24	10.63	432	.47	.63
Grade 2	228	74.77	9.75			

p>0.05

From the answers of the vocational school students who participated in the research to the Lifelong Learning Attitude Scale in Table 3, it was determined that 7 of 434 surveyed students were graduates from Science/Anatolian High Schools, 155 from Super/State High Schools, 259 from Vocational High Schools and 13 from other high schools; the arithmetic average of the students' responses who graduated from Science/ Anatolian High Schools students' was =79.14, arithmetic average of the students' responses who graduated from Super/State High Schools was $\overline{X}$=75.00, arithmetic average of the students' responses who graduated from Vocational High Schools was $\overline{X}$=74.88 and arithmetic average of the students' responses who graduated from other high schools was $\overline{X}$=74.77. Considering the arithmetic averages of the students' responses to the survey items, it can be stated that the students who graduated from different high schools share similar thoughts about the survey questions. Also, it can be stated that there is no statistically significant difference between students who graduated from Science/Anatolian High School, Super/State High School, Vocational High School and Other High Schools according to the type of school variable by looking at the Tukey test results [$F_{(,40)}$ $p_{(,753)}$; p> 0.05].

From the answers of the vocational school students participated in the research to the Lifelong Learning Attitude Scale in Table 4, it was determined that 141 of the surveyed 434 students were aged between 17-19 years, 227 students were aged between 20-22, 46 students were aged between 23-25 and 20 students were aged 26 and over. The arithmetic average of the students' responses aged 17-19 was $\overline{X}$=79.14, arithmetic av-

Table 3: Tukey Test analysis results of the students' answers to the Lifelong Learning Attitude Scale according to the variable of school graduated

Graduated school	*N*	$\overline{X}$	*Ss source*	*Var squares*	*Sum of square*	*Sd*	*Mean*	*F*	*p*	*Significant difference (Tukey)*
1) Sci./A.H.S.	7	79.14	6.44	B. Gr.	124.49	3	41.50	.40	.75	
2) Sup./S.H.S.	155	75.00	10.72	W Gr.	44656.45	430	103.85			
3) Voc. H.S.	259	74.88	9.90	Total	44780.94	433				
4) Others	13	74.77	10.76							

P>0.05

Table 4: Tukey Test analysis results of the students' answers to the Lifelong Learning Attitude Scale according to the variable of age

Age	*N*	$\overline{X}$	*Ss source*	*Var squares*	*Sum of square*	*Sd*	*Mean*	*F*	*p*	*Significant difference (Tukey)*
1) 17-19	141	74.68	10.16	B. Gr.	465.41	3	155.14	1.50	.21	
2) 20-22	227	75.19	10.17	W. Gr.	44315.54	430	103.16			
3) 23-25	46	73.26	10.36	Total	44780.94	433				
4) 26 - +	20	78.90	9.34							

p>0.05

erage of the students' responses aged 20-22 was $\overline{X}$=75.19, arithmetic average of the students' responses aged 23-25 was $\overline{X}$=73.26 and arithmetic average of the students' responses aged 26 and over was $\overline{X}$=78.90. Considering the arithmetic averages of the students' responses to the survey items, it can be stated that students in different age ranges share similar thoughts about the survey questions. Also, it can be stated that there was no statistically significant difference between students aged 17-19, 20-22, 23-25 and 26-over depending on the age variable by looking at the Tukey test results [$F_{(1,50)}$, $p_{(0,21)}$; p> 0.05].

Considering the data in Table 5, it was determined that 243 (55.99%) of the surveyed 434 students were studying at Vocational School of Health Services and 191 (44.01%) students were studying at Yuksekova Vocational School. The arithmetic average of the students' responses studying at Vocational School of Health Services was determined to be $\overline{X}$=78.42 and arithmetic average of the students' responses studying at Yuksekova Vocational School was $\overline{X}$=70.62. From the answers of the vocational school students participated in the research to the Lifelong Learning Attitude Scale, it can be stated that there was a statistically significant difference (p< 0.05) between students of Vocational School of Health Services and Yuksekova Vocational School in favor of the students of Vocational School of Health Services depending on school variable by looking at the t-test results

Considering the data in Table 6, it was determined that 90 (20.74%) of the surveyed 434 students were studying at the Department of Child Development (CD), 28 (6.46%) students were studying at the Department of Health Care Management (HCM), 20 students (4.61%) at the Department of Medical Documentation and Secretarial (MDS), 43 students (9.90%) at the Department of Environmental Health (EH), 23 students (5.30%) at the Department of Medical Promotion and Marketing (MPM), and 39 students (8.99%) at the Department of Medical Laboratory Techniques (MLT). Considering the responses of the Vocational School of Health Services students participated in the research to the Lifelong Learning Attitude Scale, it can be stated that there was a significant difference between students studying at the departments of Environmental Health (EH) and Medical Documentation and Secretarial (MDS) in favor of the students studying at the Department of Environmental Health (EH) depending on the type of department variable by looking at the Tukey Test results [$F_{(2.41),}$ $p_{(.03)}$; p< 0.05].

Considering the data in Table 7, it was determined that 43 (9.91%) of the surveyed 434 students were studying at the Department of Accounting and Tax Implications (ATI), 42 students (9.68%) at the Department of Business Administration (BA), 61 students (14.05%) at the Department of Postal Services (PS), 21 students (4.83%) at the Department of Organic Agriculture (OA),

Table 5: t-test analysis results of the students' answers to the Lifelong Learning Attitude Scale according to the variable of vocational school

MYO	*N*	*x*	*Ss*	*Sd*	*t*	*p*
Voc. Sc. of H. Serv.	243	78.42	10.78	432	8.57	.00
Y. Voc. Sc.	191	70.62	7.35			

p<0.05

Table 6: Tukey Test analysis results of the Vocational School of Health Services students' answers to the Lifelong Learning Attitude Scale according to the type of department variable

Department	*N*	*X*	*Ss source*	*Var. squares*	*Sum of square*	*Sd*	*Mean*	*F*	*p*	*Significant difference (Tukey)*
1) CD	90	78.57	9.79	B. Gr.	1358.11	5	271.62	2.41	.03	4-3
2) HCM	28	79.96	9.46	W. Gr.	26645.07	237	112.43			
3) MDS	20	72.30	11.88	Total	28003.18	242				
4) EH	43	81.56	8.94							
5) MPM	23	76.26	10.35							
6) MLT	39	77.92	13.87							

p<0.05

Table 7: Tukey Test analysis results of the Yukseova Vocational School students' answers to the Lifelong Learning Attitude Scale according to the type of department variable

Department	*N*	$\bar{X}$	*Ss source*	*Var squares*	*Sum of square*	*Sd*	*Mean*	*F*	*p*	*Significant difference (Tukey)*
1)ATI	43	68.05	6.60	B. Gr.	534.83	4	133.71	2.55	.04	4-1
2) BA	42	70.29	5.55	W. Gr.	9742.03	186	52.38			
3) PS	61	71.25	7.88	Total	10276.86	190				
4) OA	21	73.71	7.45							
5) SOM	24	71.54	8.87							

$p<0.05$

and 24 students (5.53%) at the Department of Office Management (OM). From the answers of the Yuksekova Vocational School students who participated in the research to the Lifelong Learning Attitude Scale, it can be stated that there was a significant difference between students studying at the departments of Organic Agriculture (OA) and Accounting and Tax Implications (ATI) in favor of the students studying at the Department of Organic Agriculture (OA) depending on the type of department variable by looking at the Tukey Test results [$F_{(2.41),}$ $p_{(.03)}$; $p< 0.05$].

From the arithmetic averages of the students' answers to the Lifelong Learning Attitude Scale in Table 8, it was determined that article 4 stating *"While learning a new subject, it is wasting time trying to relate this subject with prior knowledge in terms of professional development?"* ($\bar{X}$= 4.30), article 16 stating, *"In the process of professional development, taking advantage of mass media tools enhances the learning process."* ($\bar{X}$= 4.28), article 11 stating, *"Research skills of individuals enhance their professional development."* ($\bar{X}$= 4.27), article 10 stating, *"Individuals' sharing information with their colleagues in the environment while learning a new subject increases the success."* ($\bar{X}$= 4.25) and article 6 stating, *"It is not necessary to learn new things at every stage of professional life."* ($\bar{X}$= 4.23) were the items with the highest arithmetic averages in the scale. Under the light of the students' answers to the scale items, it can be stated that the students have information about the Lifelong Learning Approach and its basic features.

Again, from the arithmetic averages of the students' answers to the Lifelong Learning Attitude Scale in Table 8, it was determined that article 8 stating, *"Relating the knowledge with the life is important in terms of professional development."* ($\bar{X}$=3.45), article 2 stating, *"It is not necessary for the individuals who are promoted in their fields of profession to participate in professional development activities."*($\bar{X}$=3.46), article 18 stating, *"It is an individual responsibility to adapt to the changes of information in the fields of profession."*($\bar{X}$=3.47), article 19 stating, "*The use of technological tools such as computers and mobile phones enhances the learning in the process of accessing to information.*" ($\bar{X}$=3.48) and article 3 stating, "*Individuals do not have to follow the changes in their fields of profession after graduating."* ($\bar{X}$=3.55) were the items with the lowest arithmetic averages in the scale. Under the light of the students' answers to the scale items, it can be stated that the students have basic information about Lifelong Learning Approach but they are not conscious enough about issues such as professional development, professional adaptation and the use of mass media related to LLL.

RESULT AND DISCUSSION

This paper was carried out to determine the knowledge, attitudes and perceptions of the students studying at the departments of Child Development, Health Care Management, Medical Documentation and Secretarial, Environmental Health, Medical Promotion and Marketing and Medical Laboratory Techniques at the Vocational School of Health Services and the departments of Accounting and Tax Implications, Business Administration, Postal Services, Organic Agriculture and Secretary and Office Management at Yuksekova Vocational School under Hakkari University about Lifelong Learning Approach.

In the paper, it was determined that attitudes and perceptions of the students for lifelong learning did not show a statistically significant difference in terms of gender. However, considering the arithmetic averages of the responses to the survey items depending on the gender, it was

Table 8: Arithmetic averages of the answers of the students who participated in the research to the Lifelong Learning Attitude Scale

Lifelong learning scale items	$\overline{X}$	*Skill level*
4. While learning a new subject. it is wasting time trying to relate this subject with prior knowledge in terms of professional development.	4.30	S. agree
16. In the process of professional development. taking advantage of mass media tools enhances the learning process.	4.28	S. agree
11. Research skills of individuals enhance their professional development.	4.27	S. agree
10. Individuals' sharing information with their colleagues in the environment while learning a new subject increases the success.	4.25	S. agree
6. It is not necessary to learn new things at every stage of professional life.	4.23	S. agree
1. In the process of professional development. it is wasting time trying to learn difficult subjects.	4.20	Agree
13. Individuals' participating in profession-oriented professional development activities increases professional productivity.	4.15	Agree
7. Individuals' insufficient information in their professional fields should be ignored.	4.12	Agree
12. Individuals are required to prepare plans for their professional development.	4.07	Agree
5. It is not necessary that individuals spend time in order to reach out-of-profession knowledge.	4.06	Agree
15. Individuals are required to constantly desire to learn for professional development.	3.95	Agree
14. While learning a new subject. individuals' relating this subject with their past experiences increases the learning.	3.94	Agree
17. Individuals' self-motivation in the learning process is necessary for their professional developments.	3.91	Agree
9. Individuals should bear the consciousness that knowledge is constantly changing in their professional life.	3.84	Agree
3. Individuals do not have to follow the changes in their fields of profession after graduating.	3.55	Undecided
19. The use of technological tools such as computers and mobile phones enhances the learning in the process of accessing to information.	3.48	Undecided
18. It is an individual responsibility to adapt to the changes of information in the fields of profession.	3.47	Undecided
2. It is not necessary for the individuals who are promoted in their fields of profession to participate in professional development activities.	3.46	Undecided
8. Relating the knowledge with the life is important in terms of professional development.	3.45	Undecided

General Arithmetic Average: 3.95

determined that the arithmetic average of female students was higher than male students. No significant difference between the gender and lifelong learning was found in some research studies on the subject (Kavtelek 2014; Sahin, et al. 2010; Oral and Yazar 2015). While significant differences in favor of female students were found in some research studies (Coskun and Demirel 2012; Demirel and Akkoyunlu 2010; Gencel 2013), in some other researches (Akkoyunlu 2010; Ozci and Koc 2012), significant differences were found in favor of male students. Thus, considering the results of the studies, it can be stated that the difference between lifelong learning and gender is due to factors such as department, grade level, parents' level of education and the place of residence.

As a result of the t-test analysis of the students' answers to the Lifelong Learning Attitude Scale depending on the class level variable, it was concluded that there was no significant difference between the 1st grade and 2nd grade students. Thus, it can be stated that 1st grade and 2nd grade students share similar perceptions and thoughts about the Lifelong Learning Approach. In some studies (Demirel and Akkoyunlu 2010; Karakus 2013), it was determined that there was a significant difference between lifelong learning and grade level, and the awareness of the students increases with an increase in grade level.

As a result of the Anova test analysis of the students' answers to the Lifelong Learning Attitude Scale depending on the age variable, it was concluded that there was no significant difference between the students aged 17-19, 20-22,

23-25 and 26-over. Thus, it can be stated that students share similar perceptions and thoughts about the Lifelong Learning Approach depending on the age variable. While a significant difference was determined between the age groups of 21 and 21 and over in favor of the age group of 21 and over in a paper by Kilic (2014), no significant difference was determined in a paper by Kavtelek (2014). So, with reference to the previous studies, it can be stated that the level of education increases as the age level increases, thus awareness increases.

As a result of the Anova test analysis of the students' answers to the Lifelong Learning Attitude Scale depending on the graduated school variable, it was concluded that there was no significant difference between the students who graduated from Science/Anatolian High School, Super/State High School, Vocational High School and the other high schools. Thus, it can be stated that students share similar perceptions and thoughts about the Lifelong Learning Approach in terms of the graduated school variable. In a paper on lifelong learning by Tuncer and Tanas (2011), in terms of the demographic variable of the school graduated, a significant difference was determined between the students who graduated from regular high schools and vocational high schools in favor of the students who graduated from vocational high schools. In the paper, while the awareness of the students graduated from Science High Schools or Social Sciences High Schools was expected to be higher, higher awareness of the students who graduated from applied vocational high schools towards lifelong learning suggests greater emphasis on lifelong learning in vocational high schools.

As a result of the t-test analysis of the students' answers to the Lifelong Learning Attitude Scale depending on the vocational school variable, it was concluded that there was a significant difference between Vocational School of Health Services and Yuksekova Vocational School students in favor of Vocational School of Health Services. Thus, the students of Vocational School of Health Services can be said to have higher attitudes and perceptions about Lifelong Learning Approach than the students of Yuksekova Vocational School.

As a result of the analysis of the Vocational School of Health Services students' answers to the Lifelong Learning Attitude Scale depending on the department type variable, it was determined that there was a significant difference between the students studying at the Department of Environmental Health and the Department of Medical Documentation and Secretarial in favor of the students studying at the Department of Environmental Health. Thus, the students studying at the Department of Environmental Health can be said to have higher attitudes and perceptions about the Lifelong Learning Approach than the students studying at the Department of Medical Documentation and Secretarial.

As a result of the analysis of the Yuksekova Vocational School students' answers to the Lifelong Learning Attitude Scale depending on the department type variable, it was determined that there was a significant difference between the students studying at the Department of Organic Agriculture and the Department of Accounting and Tax Implications in favor of the students studying at the Department of Organic Agriculture. Thus, the students studying at the Department of Environmental Health can be said to have higher attitudes and perceptions about Lifelong Learning Approach than the students studying at the Department of Medical Documentation and Secretarial.

From the arithmetic average of the answers to the Lifelong Learning Attitude Scale, it was concluded that the items with the highest arithmetic averages were items related to benefitting from mass media, making connections between subjects, professional development, sharing information and acquisition of new information.

From the arithmetic average of the answers to the Lifelong Learning Attitude Scale, it was concluded that the items with the lowest arithmetic averages were items related to using information in profession, professional promotion, exchange of information, and benefitting from the technology in obtaining information.

Considering the overall average of the students' answers to the Lifelong Learning Attitude Scale used in the paper, it was determined that the average of the scale coincides to "Agree". This situation shows that the students' attitudes and perceptions on LLL Approach are not at the desired level of "Strongly Agree".

The literature shows that the number of studies related to lifelong learning is very low in state elementary, secondary and high schools. Therefore, further studies on lifelong learning should be carried out in all schools. The thoughts of the parents on lifelong learning should be identified

and a variety of research should be conducted on this issue.

The number of quantitative studies regarding lifelong learning towards students, teachers, parents, administrators and the community is very small. However, if the curricula of the counties towards a concept are to be prepared, the social dimension and the opinions of the individuals in the community should be consulted. Therefore, more emphasis should be given to the quantitative studies on lifelong learning.

Every segment of society needs lifelong learning, as the world is modernizing. Therefore, new information is constantly being produced and many innovations, especially professional, are being invented every day. Thus, all individuals in working life must constantly renew themselves. In order to renew themselves, they need to develop themselves technologically as well as professionally. Therefore, in later studies, what courses are needed in the professional life should be researched and studies on this issue should also be carried out.

In this research, the students' perceptions regarding the lifelong learning approach depending on gender, grade level, department and age variables were tried to be determined. In later studies, the perceptions of the students on lifelong learning depending on variables such as learning environment, living place, different schools, the education levels of the family members and income level can be determined.

In a world where information is rapidly changing, the significance of information should be explained both, to the students and to all individuals and all individuals should be made more conscious about this subject. In addition, the advantages of being conscious, knowledgeable and experienced individuals in life should be explained to all individuals with a variety of educations.

A variety of educations should be provided to the individuals on how to use effectively the mass media tools, Internet and computers throughout life to gain access to information, and how to access true, reliable and scientific knowledge.

All academics, administrators and teachers should be made aware of lifelong learning, and in-service trainings on lifelong education should be provided to all individuals who want to learn about lifelong learning.

All organizations and institutions in the field of interest of lifelong learning should be encouraged and these institutions and organizations should be supported by the state where necessary. The concept of lifelong learning is a concept that has newly begun to be appreciated. Therefore, academic works to be done in the field of lifelong learning should be supported by necessary institutions and organizations.

From primary school education, the significance of lifelong learning, knowledge and literacy should be given to all students at all levels and all students should be made more conscious both, with the subjects included to some units of the textbooks and new courses. In addition, the students' parents' thoughts on lifelong learning should also be identified, and several studies should be done on this subject.

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